Patrick-John Ravaughn Arendse

Student number: 3254115

Learners' and Teachers' Translanguaging practices in a Grade 8 English Home Language classroom in the Western Cape Province

A Thesis submitted in fulfilment of the requirement for the degree
MAGISTER EDUCATIONIS
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Faculty of Education
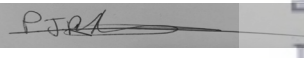Department of Language Education

Supervisor
Dr Nosisi Percis Dlamini

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DECLARATION

I, Patrick-John Ravaughn Arendse, student number 3254115, declare that:

1. The research reported in this thesis, except where otherwise indicated, is my original work.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
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4. Where I have used a publication of which I am co-author, I have fully referenced such a publication.
5. This thesis does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged, and the source being detailed in the thesis and in the References sections.
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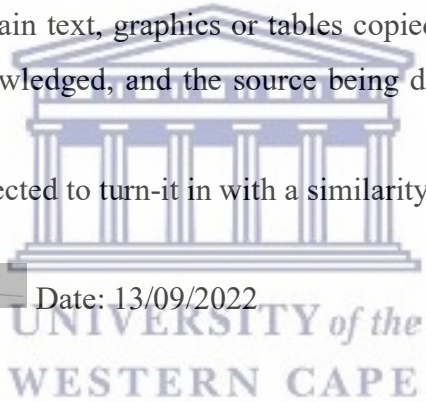
Signature: _PJRA_ Date: 13/09/2022

Patrick-John Ravaughn Arendse

STATEMENT BY SUPERVISOR

As the Candidate's Supervisor, I agree to the submission of this thesis.

Signature:..Date:..

Dr Nosisi Percis Dlamini

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ABSTRACT

Although translanguaging has been lauded as a valuable pedagogical strategy in multilingual classrooms worldwide, little is known about the South African Grade 8 English Home language learners' translanguaging practices during English Home Language lessons. Drawing on Baldauf's (2006), microlanguage planning framework, this study explored learners' translanguaging practices in a Grade 8 English Home Language classroom in the Western Cape Province. The study employed a qualitative case study design with a sample of six Grade 8 English Home Language learners and three English Home Language teachers from the Western Cape. The qualitative data was gathered using non-participatory lesson observations, semi-structured interviews and focus group discussions. The data was analysed using Braun and Clarke's (2013; 2006), Thematic Analysis procedures. The findings of the study revealed that despite macro- and meso English-only policy constraints, the learners and their teachers exercised agency and used translanguaging during English Home Language lessons. The findings also indicated that the learners consider translanguaging as a valuable communication, pedagogical, linguistic, and epistemological access resource. The study concludes that translanguaging is a valuable pedagogical tool that foregrounds the multilingual learners' agency to draw on their linguistic resources and make meaning around cognitively demanding concepts. The study offers insights into current language policy and practice literature by offering a South African Grade 8 learners' perspective into current debates.

Key words: Translanguaging, English Home Language, Grade 8 learners, Western Cape Province, Microlanguage planning framework, Thematic Analysis.

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I thank the Almighty God for divine strength throughout my Master's journey. He is truly a good God.

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Lastly, I am indebted to everyone who has prayed with us during the course of this time. God bless you and thank you.
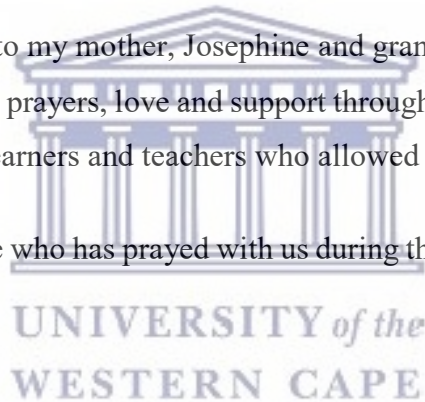
DEDICATION

To my wife Kaylin

I would never have been able to complete my undergraduate degree, let alone my master's

degree without your support!

To my late father and grandmother although you could not see the end of my master's degree, I

know that you are proud of me. Until we meet again daddy and grandma!

TABLE OF CONTENTS

LIST OF ACRONYMS

LOLT   Language of Learning and Teaching

MoLT   Medium of Learning and Teaching

LiEP   Language in Education Policy

TA   Thematic Analysis Procedures

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents the introduction of the study, including the background, the problem statement, research aims, research objectives, research questions, the significance of the study, delimitations, definitions of terms, outline of all chapters and a summary of the chapter.

1.2 Background of the study

The South African education system has been transformed since 1994, when South Africa gained independence to eradicate colonial legacies. During the apartheid era, the apartheid regime used language as a tool to exclude and oppress minorities by marginalising their indigenous languages (Zhou, 2019). South Africa is a multilingual and multicultural country with eleven official languages: English, Afrikaans, IsiXhosa, IsiZulu, Ndebele, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, and Xitsonga (Constitution, 1996, Article 6, p.2). While South Africa is multilingual and multicultural, African languages have remained marginalised to date because English continues to enjoy the official language of learning and teaching status in the education system.

Although English is the language of learning and teaching, learners have more than one main indigenous language and a variety of linguistic repertoires in which many languages are used either separately or practised simultaneously (Zhou, 2019). More so, Zhou (2019), asserts that if the learner is forced to use only one language in school, their identity and cultural heritage are also

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marginalised. Research indicates that if learners are "plunged" into English, the result would be detrimental because the child might not have the necessary support structure to help them grow in the language (Heugh, 2002, p.174). Zhou (2019), suggests that language should be learned alongside its culture since there are complex processes involved that one acquires.

Moreover, a person's culture forms part of learner's identity, which is common within the South African context. When one looks at the identity of an individual, the language or dialect they speak reflects some degree of their background. This means that translanguaging goes beyond meaning-making and communicating but helps learners better understand their identity (García & Wei, 2014). Within the South African classroom, multilingualism is important to the learning process and linked to both the teacher's and learner's social, cultural and linguistic domains of their lives and has a positive contribution to language repertoires (Rowe, 2018; García & Lin, 2017). Prinsloo and Krause (2019), maintain that learners' language backgrounds should be used as a resource. This means that their home language should be seen as beneficial in a classroom. Neglecting a learner's home language in the classroom disadvantages them since they have a limited vocabulary to express or explain their ideas about concepts in a second language (Hamman, 2018).

As scholars contend, there is a disparity between policy and practice in the South African education context because English still enjoys a hegemonic position over learners' indigenous or home languages. This is a common phenomenon in most African countries (Banda, 2018; Nkonko, 2012). Hornberger (2005), and Moore (2013), argue that making use of one language only allows the policy to deprive speakers of using their native languages. Cook (1997, p.35), refers to this process as a "monolingual bias". The current literature suggests that using learners' full linguistic

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landscape and repertoire, instead of neglecting it, is beneficial in the classroom (Zhou, 2019; Garraway, 2017; Heugh, 2015). Solomons (2018, p.4), adds that monolingual policies are "detrimental to the South African landscape", indicating that a monolingual approach will not work well for the South African people. This suggests that freeing learners to feel included in pedagogy and communication through their different languages is important (Garcia, 2009).

Probyn (2009), suggests that if learners do not obtain the required English skills to manage the language of teaching and learning in school, English will become a barrier that prohibits effective learning. Rowe (2018), and Krause and Prinsloo (2016), suggest that teachers can use translanguaging to their advantage by promoting comprehension and meaning-making in and outside of the classroom. Scholars agree that after some time, translanguaging becomes spontaneous and creative, which then enables learner voices to be heard and brings about understanding (Shah et al., 2018; Cenoz, 2017).
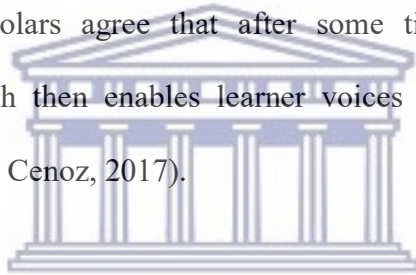
Scholars unanimously concur that translanguaging is a scaffolding tool that contributes to meaningful discussions during a class conversation between the teacher and the learner (Michael et al., 2020). However, they also assert that translanguaging entails many more beneficial commodities (Hamman, 2018). For instance, Michael et. al. (2020), and Garcia (2009), insist that translanguaging goes beyond classroom code switching of 'borrowing' or 'mixing' two languages with each other.

Although translanguaging is considered a tool for meaning-making and communication, which gives learners a voice (Zhou, 2019), the South African Language in Education Policy does not

recognise translanguaging as a necessary language tool (Shah et al., 2018). Zhou (2019), offers a compelling argument for why teachers should utilise translanguaging in their classrooms. By doing so, they can offer their learners innovation, versatility, linguistic multitasking, interpersonal relationships, connections, and comradeship. This indicates a discrepancy between policy and classroom practice (Krause & Prinsloo, 2016, p.354).

In light of this background, it is clear that scholars argue that using translanguaging could be an important resource for South African learners and teachers. Although this is widely acknowledged, to the best of the researchers' knowledge, studies on teachers' and learners' translanguaging practices in English language classes in the Western Cape Province are still limited. It is against this background that this study explores learners and teachers' translanguaging practices in a Grade 8 English Home language classroom in the Western Cape Province.
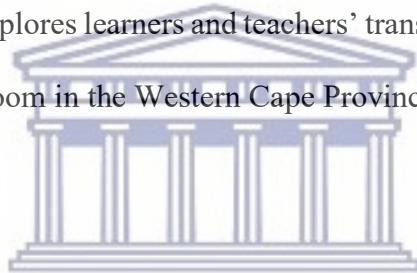
1.3 Problem statement

As indicated in the previous section, research indicates that although South Africa attained political independence in 1994, the education system continues to promote English hegemony. The problem in this study is that the South African education system promotes English hegemony at the expense of the learners' indigenous languages. This means that learners are not allowed to gain access to information through their languages. The problem is further worsened in that the Language-in-Education Policy does not recognise translanguaging as a pedagogical tool in South African schools. However, scholars concur that translanguaging is an important pedagogical tool that allows learners to access information in languages that they understand and relate to. Research

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also indicates that there is a paucity of literature on teachers' translanguaging practices, which is limited.

Although translanguaging practices have been documented in South African literature, to the best of my knowledge, few studies have focused on translanguaging practices at the Grade 8 level. This is despite the plethora of research documented internationally on translanguaging practices in comparison to policy. A vast majority of the research is either conducted at primary schools and more particularly at the higher educational level, such as universities, whereas only a few scholars look at the translanguaging practices at the Grade 8 level or a high school level. Therefore, more research is needed to corroborate my findings so that macrolanguage policy-makers can add translanguaging as an official language resource tool for high school learners.

To address this gap in knowledge and literature, the current study explores teachers' and learners' translanguaging practices in a Grade 8 English Home language classroom in the Western Cape Province.

1.4 Study aim

The central aim of the study is to explore teachers' translanguaging practices in a Grade 8 English Home language classroom in the Western Cape Province.

1.5 Research objectives

The overall objective of this study is to:

- To explore Grade 8 learners' and teachers' translanguaging practices during English language lessons.

- To analyse learners' and teachers' translanguaging practices during English language classes at a school in the Western Cape.

- To determine learners' and teachers' purpose for using translanguaging during English language lessons.

1.6 Research questions

The study addressed the following main and sub-research questions:

1.6.1 Main research question:
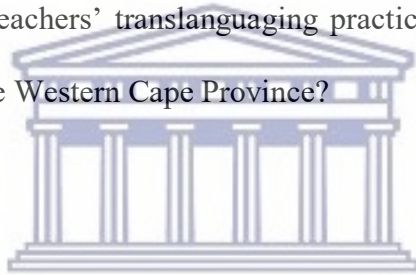
What are learners' and teachers' translanguaging practices at a Grade 8 English Home language classroom in the Western Cape Province?

1.6.2 Sub-questions:

- How do learners and teachers use translanguaging during their English language lessons?
- For what purposes do learners and teachers use translanguaging during English language lessons?

1.7 Significance of the study

This study makes an original contribution to knowledge, policy-makers, teachers and researchers by offering rich insights into South African teachers' and learners' translanguaging practices in a Grade 8 English class in the Western Cape Province.

The current literature indicates that although translanguaging is an important pedagogical research tool, the literature on translanguaging in South Africa is limited. The limited literature on translanguaging in South African schools indicates a need for more research in this area. This study seeks to contribute to the current literature on translanguaging by providing evidence-based information on it in the South African school system. By providing such evidence, the study also provide a research base from which other scholars could develop further studies on translanguaging in South African schools.

The significance of the study also lies in its exploration of translanguaging in a South African classroom. The findings of the study have the potential to unveil translanguaging practices in the South African classroom, which is a significant part of policy implementation at the micro level. The study is significant because the findings have the potential to inform African language initiatives in South African schools. This is because the findings provide empirical evidence of practical translanguaging practices. Having a clear picture of the actual practices would be useful for informing indigenous African language initiatives in South African schools.

Learners' and Teachers' Translanguaging practices at a Grade 8 English Home Language classroom in the Western Cape Province can also contribute to translanguaging and language policy and planning theories by shedding light on the actual practices on the ground. The findings of the study may also draw the attention of other researchers to the need for further research on teachers' and learners' translanguaging practices in South African classrooms.

1.8 Delimitations of the Study

The study was confined by the following theoretical, methodological and contextual delimitations: It focused on translanguaging practices. It adopted a qualitative single case study design. The data were generated using non-participatory lesson observations, semi-structured interviews, focus group discussions and semi-structured interviews. The sample comprised South African Grade 8 English Home language learners and teachers in the Western Cape Province only. Purposive sampling was adopted to select the sample in order to gather rich data for this study. The study was conducted in a public school. Six English Home language learners were interviewed, and three English Home Language teachers were selected as the participants of the study. English Home Language classes were observed. The observed lessons were recorded, transcribed (entire lessons), and analysed using Thematic Analysis Procedures.

1.9 Definition of terms

This section presents a brief explanation of the key definitions used in this study.

Translanguaging

Originally, Williams (1994), used 'translanguaging' to refer to a pedagogical practice in revitalisation programmes in Wales wherein Welsh and English were alternated for input and output in a planned and intentional way to promote competence in Welsh. However, today, the notion is being developed in different directions, and 'translanguaging' is often understood in a rather loose way, as a practice wherein several languages are in some way used within the same lesson. In this study, translanguaging is used in line with the definition by Garcia et. al. (2017), of "translanguaging", which encourages learners to fluidly utilise all of their linguistic resources for communication purposes (inside the classroom only) and, in doing so, puts the learner first.

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Teachers

Teachers contribute greatly to this research study. Throughout this study, the term "teachers" will be used to refer to those teaching the content while engaging with learners to bring about full compression and meaning-making to the lessons taught with the help of their vast linguistic repertoire. Without the teachers, this study would not have been possible. Teachers in this study are best defined as Grade 8 English Home Language teachers who have a vast and valuable linguistic repertoire that enriches this research study. Therefore, teachers were observed during their English lessons. They were also interviewed through nonparticipatory lesson observations, semi-structured interviews and invited to focus group discussions.

1.10 Outline of chapters

The thesis is partitioned into six chapters as follows:

Chapter 1: Introduction

Chapter 1 presents an introduction to the study, the problem statement, research objectives and questions, aims, significance of the study, limitations and a summary of the chapter.

Chapter 2: Literature Review

Chapter 2 reviews the literature related to learners' and teachers' translanguaging practices. The central aim of the study is to explore learners' and teachers' translanguaging practices in a Grade 8 English Home language classroom in the Western Cape Province.
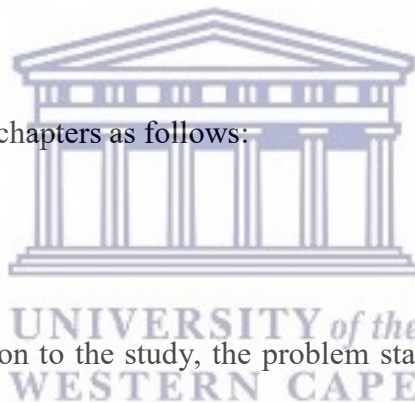
Chapter 3: Theoretical Framework

This chapter presents the theoretical framework underpinning the study. The first section focuses on the microlanguage policy and planning key principles, and the second section discusses the relevance of the theoretical framework to the current study. The framework of this study is Baldauf's (2006) theory. Baldauf's theory is relevant to the current study for several reasons. Firstly, it informs the aim of the study. Second, the framework helps to answer the research questions and promotes the usage of neglected, marginalised, and threatened languages.

Chapter 4: Research Methodology and design

This chapter presents the qualitative methodology (Creswell, 2014), and the design of the chapter. It focuses on the research paradigm, the context of the study, sample and sampling procedures, data generation instruments, data generation procedures, data analysis procedures, validity, reliability and trustworthiness, and ethical considerations.

Chapter 5: Data Presentation and Analysis

This chapter provides a detailed account of the presentation of the findings as obtained from the lesson observations, semi-structured interviews and focus group discussions. As discussed in the previous chapter, the qualitative data were generated using three lesson observations, nine semi-structured interviews and two focus group discussions. The data were then analysed thematically using Thematic Analysis Procedures (TA) (Clarke & Braun, 2013; Braun & Clarke, 2006). The data are presented in the order in which the data generation took place. The first section presents the three lesson observation data, the next section presents the nine semi-structured interviews (six learners and three teachers) data, and the last section presents the two focus group discussions data.

Chapter 6: Findings, Conclusion and Recommendations

This chapter presents a summary of the findings. Thenceforth, the chapter focuses on the conclusions, which present a summary of what the findings mean. Furthermore, in the next section, the study presents a discussion of the major findings and recommendations for practice, policy, and further research. Last, this chapter presents a summary and conclusion of the whole study.

1.11   Summary

This chapter has presented the introduction of the study, including the background, the problem statement, research aims, research objectives, research questions, the significance of the study, limitations, definitions of terms and a summary of the chapter. The next chapter, chapter two, reviews the literature related to teachers' translanguaging practices during lessons.
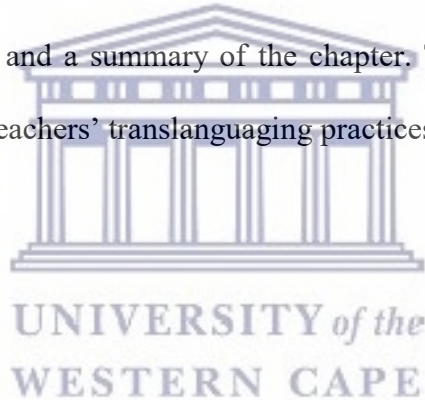
CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to translanguaging. It highlights the various attitudes and beliefs of educators, learners and researchers. This review is informed by the objectives of the study. The chapter is structured as follows. The first section presents the review of literature related to teachers' understandings of translanguaging. Section 2.3 pays particular attention to teachers' translanguaging practices during English language classes at a school in the Western Cape. Then the study proceeds to review the extent to which teachers believe that translanguaging strategies are productive in section 2.4. Section 2.5 examines the gaps in literature and finally, section 2.6 summarises the chapter.
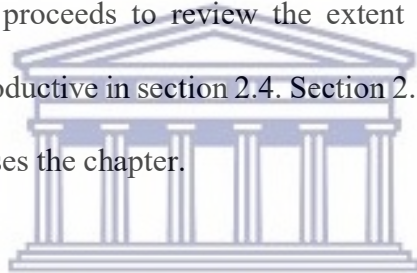
2.2 The significance of Translanguaging

Several studies have suggested that the implementation of translanguaging in schools is being defended by scholars for its pedagogical discourse that reveals knowledge hidden in learners' full multilingual repertoires (Antia, 2015, Mwinda & Van der Walt, 2015). In reference to this, Banda (2018), emphasises the significance of translanguaging in the South African classroom, which in essence is one of the focal points of this study.

According to Prinsloo and Krause (2019), the learner's indigenous languages should be seen as a language resource that assists the teacher and the learner in the classroom context. Yuvayapan's

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(2019), findings support this assertion by Prinsloo and Krause and reveal that the usage of translanguaging in the classroom setting adds to the understanding of concepts. Banda's (2018, p.6), findings revealed that in doing so allows learners and teachers to demonstrate their creativity and agency "which would be impossible to achieve in monolingual education contexts."

Several researchers have reported that a vast majority of African learners are not competent in English (Ntombela, 2017; Chimakonam, 2017; Wolff, 2017; Wa Thiongo, 2017; Kirkpatrick, 2014). In addition, instead of asking the question, 'What language do you speak?' (Silverstein, 2014, p.5), or 'What is your home language?' researchers should change it to a more critical question. For instance, 'how many languages do you speak or better yet, 'what is your full linguistic repertoire'. This question allows the individual to give a more elaborate answer than an intended or unintended restricted answer; thus, teachers have a better understanding of the learners' translanguaging practices.
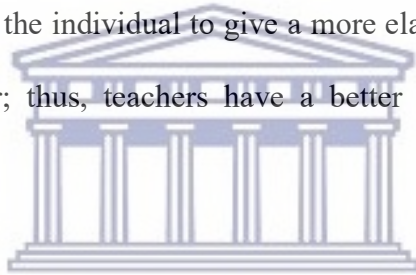
Within the education sector, teachers in multilingual classes utilise translanguaging to support learners. It is, therefore, not unexpected that surveys such as those conducted by Rowe (2018), showed that translanguaging must be viewed as a special task, as teachers help learners grow their linguistic and literacy skills. Previous research has indicated that this is conceived as a common occurrence within a classroom setting (Rowe & Miller, 2016; Zapata & Laman, 2016). In addition, bi/multilingualism is a normal occurrence in classrooms, especially within a South African context where eleven languages are spoken and classrooms are becoming increasingly multilingual (Probyn, 2019). Thus, this makes South Africa the perfect setting to observe translanguaging and effective pedagogy for academic gains (Rowe, 2018, p.33).
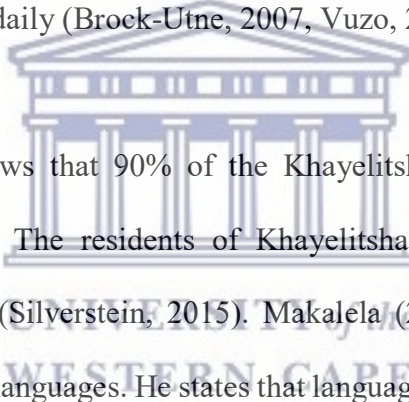
Previous research findings concluded that learners would sometimes freely read in one language and write in another (Garcia, 2009). Hence, this strengthens the argument that translanguaging in a bi/multilingual class is not always perfect but effective if the teacher is aware and open to translanguaging practice. This is likely to occur in an ESL class too. Some scholars assert that teachers do not use translanguaging during teaching and learning time. In contrast, a study by Leeman (2015), found that although translanguaging is not welcomed in the South African school's language policy, learners and teachers use translanguaging more often than not. Leeman found that they used translanguaging either after school hours or during weekend classes if they could not use it during a normal school day. Therefore, the same study revealed that learners and teachers utilised their full language repertoire and moved from 'having' bilingualism to 'doing' bilingualism, which was also found by Garcıa et. al. (2015), and Garcıa and Lin (2016). Consequently, language acquisition occurs, and meaningful communication and interaction take place as translanguaging creates room for teaching and learning (Griffith et al., 2014).
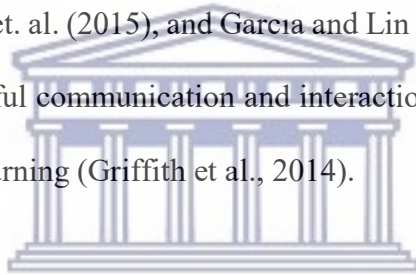
It is, therefore, not surprising that the findings by Krause & Prinsloo (2019) also established that translanguaging positively impacts and benefits learners' academic performance, communication and relationship with the teacher and peers within a classroom environment as opposed to a school policy that seemingly views translanguaging as a threat that is incongruous for a country such as South Africa. Many studies, including Michael et. al. (2020), have found that, other than English, parents generally have a negative connotation attached to their African indigenous languages. Parents consider English to be a better language than an African language (PIRLS, 2016), at the expense of African languages. Moreover, some parents refer to African languages as not suitable

and that English and African languages should be seen as separate and opposing ideas (Brock-Utne, 2005).

Recent studies found that teachers wished for more English to be taught and viewed English as a key language that has positive global recognition and academic and economic opportunities (Michael et al., 2020). However, studies conducted by Nomlomo (2007), revealed that children in informal settlement areas in Cape Town, such as Khayelitsha, Manenberg, Athlone, Delft, Gugulethu and more have been found to not have much exposure to English (Nomlomo, 2007), and as a result, are not competent in English (Ntombela, 2017; Chimakonam, 2017; Wolff, 2017; Wa Thiongo 2017; Kirkpatrick, 2014). In contrast, the same teachers, friends and family who push for English only speak IsiXhosa daily (Brock-Utne, 2007, Vuzo, 2007).

Moreover, the 2011 census shows that 90% of the Khayelitsha population is IsiXhosa first language speakers (Frith, n.d.). The residents of Khayelitsha also identified themselves as monolingual IsiXhosa speakers (Silverstein, 2015). Makalela (2018a), discovered that no one language is independent of other languages. He states that languages are linked in infinite relations to other languages and that one language is incomplete without the other. Accordingly, instead of neglecting one's language, African people need to keep their languages alive. It functions "as basic vehicles for their thinking, production, education, dreams and outlook on the world" (Ndumbe, 2007, p.2).

According to Zhou (2019), language impacts a great amount of a learner's identity. Zhou asserts that when children are restricted from accessing their linguistic repertoire, the humanity of the

learner is violated. As a result, negatively affects the learner's schooling experience. In line with this assertion, Wei and Zhu Hua (2013), unveiled the possibility of a strong connection between translanguaging and the identity of learners. This is also consistent with that of Chetty and Mwepu (2008), who revealed that language is closely related to one's culture, especially within the South African context. This means that translanguaging goes beyond meaning-making, comprehension and communicating but stretches further and supports learners to better understand who they are (Garcia & Wei, 2014). A number of studies have examined within the South African classroom that multilingualism is important to the learning process and connects to both teachers' and learners' social, cultural and linguistic domains of their lives and has a positive contribution to language repertoires (Rowe, 2018; Creese & Blackledge, 2010).

2.3 Learners' and teachers' translanguaging practices

In recent years, there has been an increasing amount of literature that argues that while teachers plan to use translanguaging as a teaching tool, multilinguals are already continuously using their entire linguistic repertoire daily in schools and communities (Dowling and Krause, 2019). While this study has provided valuable information regarding translanguaging in the classroom, a recent example of a profound speech demonstrates the impending sway of translanguaging in a country such as South Africa.

Creese and Blackledge (2010), assert that translanguaging strongly discourages the usage of only one language or monolingualism. According to Dowling and Krause (2019) and Prinsloo and Krause (2019, 2016), learners in Cape Town's rural schools are allowed to utilise their full linguistic repertoire in the English classroom, which creates space for learners to achieve agency

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and a voice. Banda's (2018), findings in a black township in Cape Town revealed that learners already use their existing vast linguistic repertoires during the lessons, which enabled them to obtain power, agency and voice. Banda reckons that translanguaging could be the language tool to accomplish literacy practice.

Translanguaging promotes learner agency in the classroom and values their knowledge through their linguistic repertoire and participation in classroom deliberations (Banda, 2018). This finding agrees with Baker's (2011, p.289), findings, which showed that being able to read and discuss in one language and then write in another language is a skill that takes a lot of practice. This means that the learner must be able to process and digest the subject matter at hand, and by doing so, the learner requires the assistance of the teacher. Notably, not only does the individual translate, but at the same time, they can unlock knowledge linguistically in cultural contexts (Banda, 2018). Similarly, scholars argue that translanguaging should be considered as transcending, going beyond, bilingual to bilingual/multilingual as individuals with a single linguistic system (the inside view) that society (the outside view) calls two or more named languages (Garcıa & Kleyn, 2016). In light of this, translanguaging views the bilingual brain as two monolinguals living in one person (Grosjean, 1989), who views the bilingual brain as a system of many linguistic features (Hamman, 2018). Therefore, learners who can speak some of the eleven official languages should be proud of themselves for this achievement, and teachers should encourage learners to speak as many languages as possible to move away from the past (Zuma, 2014).

Dowling and Krause informed the teacher of their discovery. They found that during the IsiXhosa lesson, the teacher used the word "three". The IsiXhosa word for three is 'mathathu' and not

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"avithree". Dowling and Krause asked the teacher to explain why she did not use the IsiXhosa word; she argued, "I end up mixing it" (Dowling & Krause, 2019, p.213). These findings corroborate those found by Michael et. al. (2020). In a similar vein, scholars concur that translanguaging in township schools in Cape Town occurs daily "under the covers" by the learners and specifically the teachers (Krause & Prinsloo, 2016, p.355). In general, the literature indicates that teachers utilise translanguaging, as seen above, as it comes naturally. However, the education language policy is strictly set in its ways and is adamant about not changing and remaining monolingual (Banda, 2018; Heller, 2007). Consequently, it creates a thorn in the education practice that teachers struggle with and continue to struggle with daily.

Banda (2018), examined a rural school in Cape Town, South Africa, and revealed that the language policy is problematic: it prohibits multilingual individuals, specifically black multilingual learners from using their full linguistic repertoire in the classroom. Consequently, Banda's (2018, p.14), data below show the response of a teacher and a principal towards translanguaging in their local township in a Cape Town school. According to Banda (2018), apart from the fact that the teacher is fully aware that learners understand both English and IsiXhosa very well (with different proficiency levels in each language). Banda also indicates that the mixing of the two languages in the English classes are often mixed by both the teacher and the learner.

The South African constitution Bill of Rights (South African Constitution Act No. 108, 1996) cognize this notion by recognising eleven autonomous languages as official and encouraging multilingualism. Krause and Prinsloo (2016), researched Khayelitsha and found translanguaging to be creative and helpful in many ways for teachers to utilise within the school. In another study

at a rural school in Cape Town, Prinsloo & Krause (2019, p.9), found that translanguaging takes place secretly; "under the covers" within classrooms, blending languages to make learning possible but, "under constraint conditions" due to the language policy restraints. These results corroborate the ideas of Dowling and Krause (2019, p.213), who researched a Cape Town school that favoured English over other indigenous languages. They recorded a lesson, analysed it, and played the recording with the teacher.

Recent findings by Rowe, (2018) showed that Khayelitsha teachers continued to translanguage for the perceptible pedagogic advantages it brings for comprehension and meaning-making of content and material. It is therefore not surprising that some teachers continue to use translanguaging despite the clear prohibition of the school's language policy (King & Chetty, 2013). In line with this, Prinsloo and Krause (2019), found that teachers used translanguaging, although the school's language policy condemns such language tools. Similarly, in a Turkish school, Yuvayapan (2019), found the same: teachers use translanguaging while teaching. Probyn (2015, p.220), identifies this behaviour as "smuggling the vernacular into the classroom". In the same vein, King and Chetty (2013, p.44), found that teachers who used these language resources outright "denied" it.

Ultimately, when teachers do not make use of the learners' languages to communicate by translanguaging, 'failure' in education tends to occur (Garcia, 2009, p.152). To support this claim, Banda (2010, 2009), discovered that education disadvantages are being orchestrated by policy planners who start at 6-7 years of primary school and then switch to English or Afrikaans. At this stage, education was given in the learner's mother tongue, and thereafter, the mother tongue was discarded altogether or became an optional additive language.

This is consistent with the Western Cape Education Department (WCED), (2007), language education policy document that exposes itself by stating that "the mother tongue is used for learning and an additional language is gradually added and strengthened to the point where it could be the LOLT after a period of say 6 years" (WCED, 2007, p.4). Therefore, does the education policy (1997), promote additive bilingualism through the mother tongue or home language of pupils? The argument these documents are making is clear. That is, learners only have one language, which they use at home, and another separate language, which is seen as an 'added' language.

Hence, these language policies hide monolinguals through what is seen as multilingualism but is a monolingual ideology. This means that mother-tongue education is being replaced by monolingual English practices, which sets learners up for academic failure. More so, failure in many aspects, ranging from feeling safe in a classroom environment, freedom of speech, and isolation. Consequently, learners broke linguistic boundaries (Banda, 2018), as translanguaging enhanced "responsive engagement with complex new forms of linguistic, social and racial diversity" (Stroud & Kerfoot, 2013, p.2). In reference to this, in a study conducted by Jaekel et. al. (2019), the findings revealed that using various languages together proved to be more of an advantage in the classroom. In fact, according to Rabbidge's, (2019) study, learners preferred to use translanguaging to enhance access to epistemological knowledge. In the same vein, Makalela (2018a, 2015, 2014), suggests that schools should incorporate learners' own lived experiences, home literacies and knowledge in classroom relations and accept their knowledge as part of the learning process (Hamman, 2018; Rowe, 2018).

Moreover, translanguaging allows learners to invite their personal experience to participate with their full linguistic repertoire in gaining knowledge (Solomons, 2018). As indicated by a string of scholars, translanguaging is being used in schools and universities, as it enhances the educational experiences of learners using their everyday multilingual context experiences (Banda, 2018; Stroud & Kerfoot, 2013; Blackledge & Creese 2010). Additionally, translanguaging allows freedom in conversation through less scripted languaging and invokes diversity (Silverstein 2014; Blommaert & Backus 2011). Prinsloo and Krause (2019), concur with these ideas and identified, in their study conducted in a Khayelisthan school, that the norm of multilingualism is diverse and that learners' translanguage daily.

Additionally, Shohamy (2006), emphasises that translanguaging enables everyone to make sense of the multilingual world we live in, and learners make use of translanguaging to comprehend the content of the English Home language lessons being taught by the teacher (González, 2005). Consequently, this means that learners are most likely to learn effectively if they are allowed to bring their full linguistic repertoire linked to their worlds to make meaning of the material and content being taught. Therefore, this study verifies that teachers play a significant role in this process, as they can enhance the usage of translanguaging amongst the learners or diminish it because that is the instruction given by the school's language policy (Goldenburg, 2008).

Cummins, (2008), suggests that in a bilingual classroom environment, teachers should teach and enhance learners to comprehend the workload better in their home language. Garcia (2009), believes that once bilingualism becomes the norm or a natural occurrence, one can view languages as equal. Thus, translanguaging is not to marginalise other languages but as a language tool, it

should be used to create a space for learners' diverse languages (Lee & Suarez, 2009). Overall, these results indicate that teachers must ensure that translanguaging takes place effectively when creating space for translanguaging (Rowe, 2018).

According to Garcia and Wei (2014), translanguaging allows the teacher and the learner to use what is already familiar to them. This means that learners and teachers already use or mix different languages at home and in their communities to make sense of their surroundings (Dowling & Krause, 2019). Hence, the argument is not why learners' translanguage, instead the argument should be, why are learners prohibited from using translanguaging in the English Home language classroom, meaning that learners' home or community knowledge should be used within classroom interactions (García, 2014; García & Wei, 2014). These findings support previous research conducted by Banda (2018), which revealed that teachers used translanguaging despite the known restrictions of their language policy.

Mpungose and Jamal (2016), concur that indigenous languages in South Africa are used as a valuable resource for justice and equity. This necessitates an immediate change in the education language policy for classroom practices, which ultimately places translanguaging in the centre, as translanguaging classrooms may be planned by the teacher (Michael et al., 2020 and Lewis et al., 2012). Altogether, these results echo the notion that African languages will continue to be marginalised, ignored, and incapacitated, leaving most monolingual learners unable to participate in classroom discussions and suffering the consequences that come with neglecting a full linguistic repertoire should translanguaging not be implemented (Banda, 2018).

2.4 The learners' and teachers' purpose for using translanguaging during the English lesson

García et. al. (2017), suggest four purposes for the use of translanguaging in the English Home language classroom: 1) to support learners as they engage with and comprehend complex content; 2) to provide opportunities for learners to develop linguistic practices for academic contexts; 3) to make space for learners' bilingualism and ways of knowing; and 4) to support learners' bilingual identities and socioemotional development.

A line of researchers confirmed that this is a unique approach to collecting data in both schools and communities because it uses different local, social linguistic settings for South Africa and the African continent (Plüddemann, 2015; Heugh, 2013; Holmarsdottir, 2005; Broom, 2004). These findings provide important insight into the idea that the stigmatisation attached to African languages continues to be a barrier for policymakers and even for school governing bodies (Michael et al., 2020). On the other hand, practice shows the opposite results, which, instead of neglecting translanguaging, welcomes and harnesses translanguaging to pedagogy (Banda, 2018). Banda found that the often-assumed chaos attached to translanguaging can be useful to produce pedagogic treatises.

Banda (2018), on the other hand, argues that the policy unethically dictates to the learners that their mother tongue is their 'first' language and is also considered their most fluent language. Consequently, the learner is taught in his mother tongue only, whereby the policy ignores the fact that the learner may not only have one first or main language but may hold a full linguistic repertoire in more than one language. Michael et. al. (2020), reveal contradictions found in several South African school language policies, as documents state that only specific languages may be

utilised. However, the mentioned languages differ from the languages spoken on school premises (Michael et al., 2020). This notion indicates that schools create a language policy only because they are obligated to but then leave it hanging in the air as everyone has grown accustomed to ignoring the language policy (Michael et al., 2020).

A plethora of literature indicates that although language policy ignores learners' already existing linguistic repertoire, translanguaging promotes the usage of all indigenous languages as resources to efficiently explore concepts, increase knowledge, proliferate "meaning-making" and connect ideas, allowing for voices to be heard by educators and peers (Hamman, 2018, p.36; Garcia, 2009). Therefore, instead of choosing English over African languages, parents should know that English possibly becomes the barrier that prohibits effective communication and understanding in the classroom (Maseko and Wolff, 2017).

In a study, Creese and Blackledge (2010), found that participants used their language repertoire through translanguaging to improve communication. For example, the teacher's response to learners' poor proficiency in English would be to switch to another language to achieve cognitive and affective reasoning (Probyn, 2009). Based on her extensive research done in South African classrooms, Probyn (2001), supports Garcia's (2013), findings that languages should not be kept separate. Thus, Probyn (2001), found the language policy to be difficult to implement in the classroom. Scholars have noted that language policy is against the idea of classroom translanguaging practice (Shah et al., 2018).

Findings conducted by Shah et. al. (2018), and more scholars, such as Manan et. al. (2017), Ammar et. al. (2015), and Khan (2013), revealed that this is a clear mismatch between what is expected and directed by the language policy to that which occurs during practice. Previous research by Tibategeza and du Plessis (2012), found a similar mismatch between classroom practices and education policy in Tanzania. Similarly, Tsushima (2011), reported a mismatch in Japan. Thus, a string of scholars argues that the education policy needs to reconsider its language policy in terms of translanguaging (Ng & Lee, 2019; Macaro et al., 2018; O'Sullivan, 2015). Similarly, Krause and Prinsloo (2016, p.353), and King and Chetty (2013), found that English teachers prefered translanguage rather than leaving learners behind by "sticking to English".

Ideally, translanguaging is not only used for translation purposes only but is also used to unravel knowledge hidden with linguistic and cultural-semiotic features (Banda, 2018). Hamman (2018), and Krause and Prinsloo (2016, p.355), discovered that translanguaging is a language tool that has been practiced in schools across the world for many years and is indeed a necessity in terms of pedagogy and "subject content" (English Home language) comprehension in South African schools. These views are consistent with Garcia (2009, p.140), who contends that translanguaging maximises "the communicative potential" and that translanguaging was and still is an efficient way of communication in classrooms (Hamman, 2018, p.28). With the advent of an increase in translanguaging usage as a language tool that enhances effective communication and is the norm for communication in bi/multilingual communities, Garcia and Wei (2014), specified that governments do not allow translanguaging to take place within the classrooms due to its very subtle and strict monolingual language policy. However, according to Rabbidge's (2019), findings, learners and teachers found it difficult to maintain allegiance to a monolingual setup.

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In the same manner, Probyn (2019), and Macaro et. al. (2018), found it to be inequitable to restrict multilingual learners to a monolingual environment only. In this regard, researchers such as Prinsloo and Krause (2019), found that learners' language backgrounds are not the problem: their languages are seen as a bad interference to learning English, whereas it should be seen as an advantage that must be used as a language resource tool. For example, English should not eradicate other languages, but (it does gain preferences for many reasons), learners should be able to use their language to comprehend the content (Pennycook, 1994). This means that they can use their already existing linguistic repertoire as a scaffolding tool to fully understand the concepts taught in the English Home language classroom.

Arguably, if a learner's language is not welcome within the classroom environment, they become disadvantaged because they possess a limited vocabulary that restricts them from expressing or explaining limited concepts (Darvin & Norton, 2015). Similarly, these findings correspond with those of Prinsloo and Krause (2019), who called this educational inequality: they argue that teachers should inspire and encourage the productive use of all language resources to create a learning space through translanguaging (Mwepu, 2008). As such, it demonstrates that the learner understands the English material and content being taught (Banda, 2018).

Furthermore, Banda states that monolingual policy denies black South African learners an opportunity to use their extended linguistic repertoire in classrooms for academic gains because multilingual language practices are seen as hazardous. Thus, the school's language policy underhandedly places pressure on learners and teachers to make use of only a monolingual lens to make sense of their world and their identity or risk the consequences of being laid off (Makoni,

2003). However, the official education language policy in South Africa is contradictory to itself, as South Africa is not a monolingual country at all.

Overall, these results indicate that South Africans in particular, and across the globe, mix languages to bring across effective communication by using an already existing and vast linguistic repertoire. In doing so, parents model the preferred and acceptable linguistic behaviour, and their children gladly follow. Similarly, learners copy these linguistic practices, which ultimately become the norm, translanguaging their authentic way to enhance meaning-making and more so, used as a tool for understanding the world around them (Solomons, 2018). These findings support previous research into the brain area that these learners enter school with an already existing full linguistic repertoire, making it merely impossible for them to be restricted to only utilise a monolingual language policy (Creese & Blackledge, 2010). Banda (2018), also reported that classroom translanguaging as a practice is active daily and highly effective, particularly in rural communities for education through daily interaction.
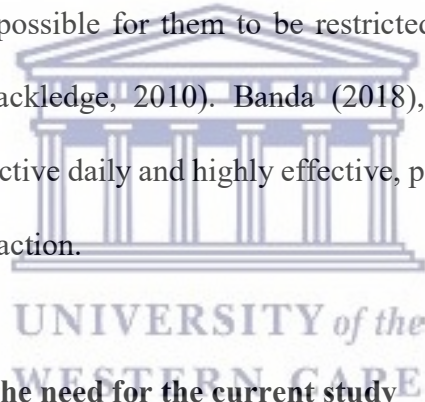
2.5 Gaps in the literature and the need for the current study

While these studies shed some light on translanguaging practices in international and South African educational contexts, a gap remains concerning learners' translanguaging in Grade 8 English Home language lessons in the Western Cape. What the studies have in common is that they tend to focus on proficiency in their L2 translanguaging in the higher education context. The literature indicates that although language education policies continue to insist on a monolingual medium of instruction in the South African context, in practice, learners and teachers use

translanguaging during lessons. However, very little is known from an empirical perspective about the actual language practices in the micro classroom context.

Since South Africa has eleven official languages, many schools in South Africa make use of only one or two of these languages (mainly English/Afrikaans/IsiXhosa). How exactly the learners and teachers in Grade 8 English Home language lessons in the Western Cape Province use translanguaging and their reasons for using translanguaging during the lessons remains to be explored.

2.6 Summary

This chapter presented a review of the literature related to translanguaging. It highlighted the various attitudes and beliefs of educators, learners and researchers. The review examined what other scholars have documented about translanguaging and the significance of multilingual speakers in South Africa's multilingual landscape. This review identified the gaps in the literature and justified the need for this study towards translanguaging concerning language policy in South African schools. The next chapter will present the theoretical framework that underpins the study.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter presents the theoretical framework underpinning the study. The first section focuses on the microlevel language policy implementation and planning key principles, and the second section discusses the mismatch in policy and implementation. The next section presents the relevance of the theoretical framework to the current study and the final section summarises the chapter.

3.2 Theoretical framework

The theoretical framework that underpins this study is Baldauf's (2006), microlanguage planning framework. Baldauf's (2006), microlanguage planning framework foregrounds planning and policy implementation on the ground. According to Baldauf (2006), microplanning refers to cases where businesses, institutions, groups, or individuals hold agency and create what can be recognised as a language policy and plan to utilise and develop their language resources; one that is not directly the result of some larger macro-policy but is a response to their own needs, their own 'language problems', and their requirement for language management. (Baldauf, 2006, p.155)

Baldauf (2006), further states that language planning occurs with deliberate intent, most visibly undertaken by the government in some communities of speakers. However, for the official macropolicy to be successful, it will require the help of local levels such as the microlevel (Kaplan

& Baldauf, 2003). It is for that reason that Baldauf (2006), strongly advocates that language policies be studied at the microlevel and not only at macrolevel. To fully understand Baldauf's (2006), microlanguage planning, it is important not to misinterpret language policy and language planning. Language planning is commonly seen on a large scale and usually impacts, affects and or changes language and literacy practices in the public (Baldauf, 2006). Because microlanguage planning creates an educational space for linguistic ecology, it is seen as enacting resistance to dominant language planning (macropolicy) (Liddicoat & Taylor-Leech, 2014). Macrolanguage planning (Department of Education) decisions directly impact the meso (Curriculum developers) and micro levels (Schools) of planning but are not necessarily beneficial for meso and microlevel planning.

Baldauf (1982), points out that language planners play an important role in affecting various language planning circumstances. According to Baldauf (2006, p.155), macrolanguage planners are based on their 'linguistic, social, political and educational requirements' and decisions solely on how it would benefit the state. Baldauf also shows that macroplanners do not make much of a change in their positions of power, which does not particularly matter, for as long as they had the required expertise, it would not matter what impact their decisions had on the meso and microlevel planning.

Another example in which microlanguage planning shows resistance is the teaching and learning of Kurdish in Turkey (Skutnabb-Kangas & Fernandes, 2008). Kurdish has been banned from being spoken in Turkey, with the exception that it can only be used within private schools (Liddicoat & Taylor-Leech, 2014). Spolsky (2004, p.5), also discovered that the Sardinian language is attached

to Islander's identity (Depau & Ghimenton, 2009, p.222), but it is seen as a socioeconomic barrier Thus, macrolanguage planning decides which languages are important and which are not. On the other hand, microlanguage planning encourages the usage of local languages to be utilised within education, and because of this, microlanguage planning is seen as constituting a form of resistance against the dominating linguistic groups of people in society (Liddicoat & Taylor-Leech, 2014).
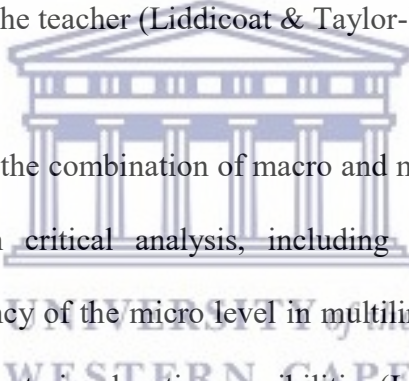
3.3 Microlevel implementation

Spolsky (2004, p.14), stated that "language management – a concept which is close to that of declared language policy" (Shohamy, 2006, p.59), "is often intended to modify the language beliefs and practices of a community." Researchers such as Ricento and Hornberger (1996), point out that macrolanguage planning and policy require the help of microlanguage planning for implementation purposes (Baldauf, 2006). "The impact of language planning and policy depends heavily on meso and microlevel involvement and support" (Kaplan & Baldauf, 2003, p.201). Predominantly, these include groups such as teachers who are essential mediators in language and policy implementation. This means that agency in microlevel language planning is actively being applied in schools (Baldauf, 2006).

One of the important roles that microlanguage planning plays in multilingual education and creating space for minority languages to be used is by implementing macrolevel policies (Liddicoat & Taylor-Leech, 2014), but it can also be useful independently (Baldauf, 2006). These policies usually control how the languages are being used, either alongside or in the place of a different official language (Liddicoat & Taylor-Leech, 2014). While macrolevel language planning activities are important for some bodies, other educational areas of language planning have to be

addressed at the microlevel, which is seen locally (Liddicoat & Taylor-Leech, 2014). Therefore, the local agency is important and is especially true if the language being implemented is a nondominant language.

Within microlanguage planning, local needs and local responses are examined by a variety of diverse actors (Liddicoat & Baldauf, 2008). For example, the macrolevel policy opted for the curriculum to be taught in local languages in Uganda, but little has been done in terms of implementing the policy (Heugh & Mulumba, 2014). The learner's home language was allowed into the education domain through local initiatives (Liddicoat & Taylor-Leech, 2014). For the microlevel policy to fulfil the requisite, macrolevel policy must include corpus planning, available resources and the preparation of the teacher (Liddicoat & Taylor-Leech, 2014).

Baldauf (2006), states that while the combination of macro and micro could be beneficial, macro processes prevent people from critical analysis, including the interaction of social and environmental actors. Local agency of the micro level in multilingual education can sometimes, when assumed by local agents, constrain education possibilities (Liddicoat & Taylor-Leech, 2014). Schissel (2014), investigated a school in the United States and discovered that the microlevel is not only meant for the implementation of the macrolevel but also goes beyond. She found that the micro level can contribute to and modify macrolevel policy decisions (Liddicoat & Taylor-Leech, 2014). Even more so, macro and micro levels share a multifaceted affiliation of agency (Baldauf, 2006). Some of the macro level examples include the Department of education, state and education policy while the micro level includes school curriculum and classroom practice.

3.4 Microlevel planning to address local needs and a mismatch in policy and implementation

Krause and Prinsloo (2016, p.354), found "tension" or what is known by Shah et. al. (2018), as "a mismatch" between policy and language planning and classroom practice. Tibategeza and du Plessis (2012), found the same mismatch between classroom practices and education policy in Tanzania. Probyn (2009), states that if learners do not obtain the required English skills to manage the LoLT of the school, English becomes the barrier that prohibits effective communication. Creese and Blackledge (2010), found that participants in their study used their language repertoire through Translanguaging to improve communication.

Hornberger (2005), and Moore (2013), state that making use of only one language allows the policy to deprive speakers of using their native languages. Thus, whereas macrolevel policy neglects addressing the needs of local languages, microlevel policy provides for and addresses the needs of local languages in education (Liddicoat & Taylor-Leech, 2014). This is why microlevel language planning is significant for multilingual education. Moreover, macrolevel policy is more concerned with larger groups and is absent in local language needs, whereas macrolevel policy is focused on issues related to smaller community groups (Liddicoat & Taylor-Leech, 2014).

Research conducted by Liddicoat and Taylor-Leech (2014, p.241), argues that microlevel policy is needed to address specific local language education needs in the absence of macropolicy that addresses these needs. In this case, local actors (schools, communities, etc.) assume agency to construct and implement a language planning solution to meet perceived local needs. According to Liddicoat and Taylor-Leech (2014, p.241), microlevel language planning for multilingual education is particularly significant for addressing language issues that relate to small

communities, as the specific language issues of such groups are less likely to be taken up at the macrolevel". In a nutshell, local actors utilise local languages and assume agency because it meets the needs of local needs, whereas macrolevel policy ignores local needs (Liddicoat & Taylor-Leech, 2014).

3.5 The relevance of Baldauf's (2006) microlanguage planning to the study

Baldauf's theory is relevant to the current study for several reasons. First, it informs the aim of the study: The study aims to shed light on teachers' involvement in translanguaging and the pedagogy thereof in South African schools: to identify the power of language resources and, language repertoires within a classroom and to look at the dynamics of translanguaging, the response towards and from the education sector (policy and practice) as a whole. Encouraging diverse bi/multilingual learners to use their full linguistic repertoires in the classroom environment enhanced learning and teaching.

Second, the framework helps to answer the research question: 'Transalanguaging practices of both learners and teachers in a Grade 8 English Home language classroom'. To achieve this, this study makes use of Baldauf's (2006), microlanguage planning that specifically promotes the usage of neglected, marginalised and threatened languages in South African schools. The usage of language in South Africa pre-1994 aimed to establish inequality together with superiority among minority whites. Decades after the Apartheid regime ended, it would be expected that change would have occurred, especially within schools. Nevertheless, whether it is intended or unintended, there is a hierarchy in terms of language in which some languages are used more than others. For example, English in South Africa is seen as the number one language on the list. While South Africa is said

to have eleven official languages, most school language policies make use of only two or three languages. These typically include English as the main language and or Afrikaans or IsiXhosa as a second additional language.

Baldauf's (2006), microlanguage planning framework engages and reflects on these oral language traditions in collective interactions. Moreover, microlanguage planning informs the research questions. The research questions foreground translanguaging in the South African classroom, a microlanguage planning context. In this vein, the South African classroom is a great example of microlevel language planning and policy implementation.

Although the macrolanguage policy legitimises the eleven official languages, not all of these languages are implemented at the micro level. However, parents place their children in English home language classes, which allows the learner to neglect their mother tongue language (Cummins, 2005). With that are implications and issues such as mother tongue education, becoming monolingual and neglecting and ignoring local languages with deliberate intent (Menard-Warwick, 2009).

However, this is in line with Baldauf (2006), who asserts that microlevel policy often responds to local needs. Microlanguage planning seeks to assist and promote the usage of local languages in class time. Therefore, Baldauf's (2006), microlanguage planning allows this research study to take a closer look at why learners and teachers disregard the demands of policy at the micro level. Baldauf's microlanguage planning specifically addresses the usage of languages at a microlevel, which in essence complements this research study because it focuses on the languages and

language policies used in schools. Moreover, this framework is of relevance because it conceives translanguaging as a microlanguage planning initiative in the classroom.

Overall, this study showed that South African learners are reluctant to participate in the classroom dialogue because they are not comfortable with the school's language policies. In South Africa, most schools promote the usage of English as the dominant language. This, as proven, has many complications, including poor academic results, classroom participation, and the neglect of learners' home languages. However, the microlevel policy encourages the usage of local home languages in education. This means that learners' home languages do not need to be dismissed or ignored in policy but instead should be used in the educational sector.

3.6 Summary of the chapter

This study presented the Baldauf's (2006) microlanguage planning as theoretical framework underpinning it. The first section focused on the microlanguage policy and planning key principles, and the second section discussed the relevance of Baldauf's (2006), theoretical framework to the study.
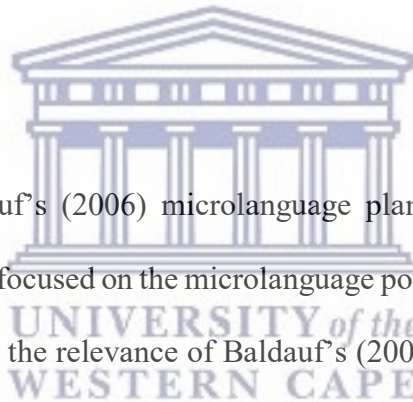
CHAPTER 4

METHODOLOGY AND DESIGN

4.1 Introduction

This chapter presents the research methodology and design. It focuses on the research design, research paradigm, the context of the study, sample and sampling procedures, data generation instruments, data generation procedures, data analysis procedures, validity, reliability and trustworthiness, ethical considerations and a summary of the chapter.

4.2 Methodology

This study adopted the qualitative methodology (Creswell, 2014). The qualitative methodology allows researchers to understand and get closer (Aspers & Corte, 2019), to their participants' worlds (their thoughts and experiences) (Kamal, 2019). This also allows them to understand "what meaning they attribute to their experiences" (Merriam & Tisdell, 2016, p.6). This implies that qualitative research focuses on how individuals make sense of their worlds (Merriam, 2018), and the meanings that individuals and groups attach to their social and human problems. As the qualitative researcher, I viewed all participants' knowledge and practices of utmost importance (Almalki, 2016). The reason for this was that the participants' lived experiences and contexts (Alharahsheh & Pius, 2020) provided accurate information and 'facts' (Johnson & Christensen, 2012, p.29-37), and rich and in-depth descriptions that added value to this study (Creswell & Poth, 2018).

Qualitative research is inductive; therefore, the qualitative researcher is more concerned with exploring meanings and deeper insights and understanding particular circumstances (Levitt et al., 2017), of the participants involved. It utilises interviews, diaries, journals, classroom observations, immersions, and open-ended questionnaires to obtain, analyse, and interpret the data content analysis of visual and textual materials and oral history (Zohrabi, 2013). Qualitative research is inductive and exploratory and focuses on 'how' and 'why' social phenomena function the way they do (Mohajan 2018). Qualitative research is sensitive to its holistic participants (Creswell, 2013b), and it focuses on respecting the humanity and natural context of its participants and is always interpretative (Morse, 2011).

4.2.1 Rationale for using qualitative methodology

Qualitative research was appropriate for the study for several reasons. First, it allowed the researcher to experience the lived experiences of its participants. It values the participants' knowledge and allowed the researcher to explore the reasons why participants thought and did (in their context) things in a certain way. Second, it valued the participant's knowledge and used it to bring about in-depth understanding rather than creating new knowledge. Additionally, qualitative methodology allowed the researcher to understand how its participants used Translanguaging to make sense of the content being taught in an English Home language classroom. As such, qualitative methodology allowed the researcher to understand its participants' lived experiences and learn the context (classroom, school and community at large) of its participants. The qualitative methodology greatly impacted this study, as this study valued people's context and how they acquired knowledge. Finally, it allowed the researcher to observe its participants and to

conduct lesson observation, semi-structured interviews with open-ended questions and focus groups.

4.3 Research design

The study adopted a qualitative single case study design. It is not named a single case because it focuses only on a single person, as some often assume. On the contrary, it focuses on a participant and a group of people (Lobo et al., 2017). The study focused on one school; hence, a single case study is also a better option if a researcher chooses to study a single person or a single group of people (Yin, 2003).

A single case study design not only complements the qualitative research methodology but also adds rich convincing data for a thorough analysis of understanding issues in people's lived experiences (Gaya et al., 2016). It is seen as significant in qualitative methodology (Creswell 2013b; Hallberg, 2013), and creates flexibility in qualitative research (Thomas, 2011). Case studies are seen as an in-depth investigation (Yin, 2009), of a single or group case to analyse the object of the study in recent events (Yin, 2012).
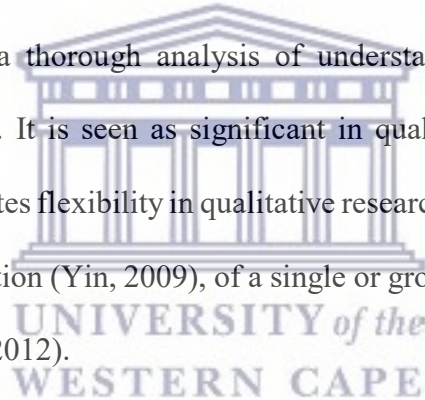
4.3.1 Rationale for using a Single Case Study Design

This study chose to utilise a single case study because it allowed the researcher to produce a better in-depth theory. It not only complements the qualitative methodology used in this study but is significant because the case study observed and investigated a group of people who already have rich knowledge and used that data to produce its findings. The single case study design allowed the researcher to devote more attention to a single unit.

4.4 Research paradigm

The study was underpinned by an interpretive paradigm (Punch, 2013). The interpretive paradigm explores people's "in-depth" human relations (Thanh1 & Thanh2, 2015; McQueen, 2002, p.17), lived experience, interaction with the world (social reality), feelings and emotions, perspectives and understanding behaviour (Creswell, 2014), and what they deem core values in their lives (Rubin & Babbie, 2013; Atkinson et al., 2001). Interpretivist researchers aim to understand people's lived realities that are socially fashioned (Willis, 2007). It also values participants' views, understanding perceptions, history and experiences (Thanh1 & Thanh2, 2015). "…the subjects own understanding of his or her experience" (Hovorka & Lee 2010, p.3).

The interpretive paradigm values the different views and interpretations (McQueen, 2002), of different people (Dieronitou, 2014) because people see the world differently. Willis, (2007, p.194) concur that "different people and different groups have different perceptions of the world." This allows the interpretive researcher to gather data based on the understanding of the participant's knowledge (Thanh1 & Thanh2, 2015). The more viewpoints and perceptions that are gathered from various people and groups, the better the understanding and comprehension of the circumstances, situation, and context is (Morehouse, 2011). Therefore, to the interpretive researcher, context is seen as critical when understanding data (Willis, 2007). Willis also believes that interpretive research is aimed at being more subjective than objective.

Interpretive researchers seek for and value the lived experiences of their participants, and this type of research assists researchers when they need in-depth and comprehensive information about a group of people (Thanh1 & Thanh2, 2015), as the interpretive researcher tends to be observant and

sympathetic (Punch, 2009). The interpretive researcher aims to understand the world and experiences of their participants (Larkin et al., 2019), and they seek insight into their participants' background, knowledge, principles, and relationships with people. Trauth (2001b, p.7), states that "interpretivism is the lens most frequently influencing the choice of qualitative methods", which brings about a greater understanding of various dynamics (Larkin et al., 2019).

4.4.1 Rationale for using the interpretive paradigm

The interpretive paradigm was suitable for the study because it allowed the researcher to understand why and how the research participants used their background, beliefs and experiences of the world to make sense of what takes place in their world and inside the classroom. The interpretive paradigm valued people and relationships as important. The interpretive paradigm allowed me to not add any new knowledge but simply observe and comprehend the already existing knowledge of my participants. In doing so, this study tried to gain in-depth insight into the participants' viewpoints and perspectives of their Transalanguaging practices in the English Home language classroom.
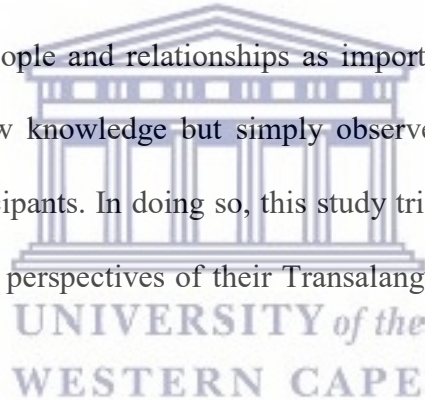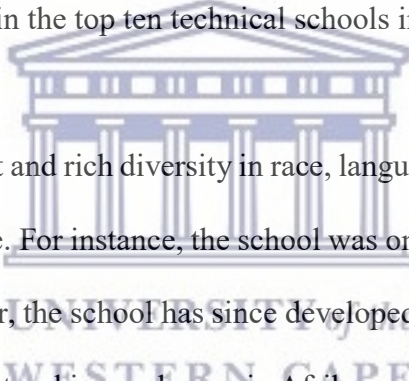
4.5 Context of the study

The research was conducted in a school in Kuils River, Cape Town, Western Cape, South Africa. The name of the school is confidential and will be refered to as school 'X'. The school is located in an urban, working-class area and was a majority white school except for a few coloured and black learners. The school's previous LoLT was Afrikaans only. Currently, the school's medium of instruction is mainly English, with the exception that each Grade has one Afrikaans class. Thus, the school has seven Grade 8 English Home Language classes and one Afrikaans Home Language

class. Grades nine to twelve follow the same pattern. Additionally, school X was previously a 100% boys' school. It was only in early 2000, that it accepted a few girls. Its current enrolment is 70% boys and 30% girls.

The school is placed in a quintile 5 region due to its geographical location, which is in an urban, working-class business area. However, the school itself is not worthy of a quintile 5 status since many of the learners travel from afar from rural areas in Cape Town, such as Khayelitsha, Delft, Wesbank, Kalkfontein, Sarepta, and Uitsig. This means that the school might be located in an urban suburb, but the learners come from low household income families and poor and highly dangerous surrounding areas, with high statistics of gangsterism and drugs. School X is a technical school, and it sustains a position in the top ten technical schools in South Africa.

The school was chosen for its vast and rich diversity in race, language, and culture, but specifically because of its linguistic repertoire. For instance, the school was once an Afrikaans medium school with Afrikaans teachers. However, the school has since developed into an English medium school with the same Afrikaans teachers teaching no longer in Afrikaans but in English. The dynamics of the language ideologies have changed but remain strong.

The school was also chosen on the basis that even though it is located in an urban, working-class area, many of its pupils travel from afar from far away areas such as Khayelitsha, Wesbank, Delft, Belhar, etc. The diversity of race, language and culture is widespread throughout the school and could be seen as an advantage and/or a disadvantage to the teacher and/or the learner. The school was chosen because the researcher was exposed to exploring the many diversities, especially in

the language (accepted and neglected languages) in the school, which made the research rich, well-informed, in-depth and detailed.

4.6 Sample and sampling procedures

The sample of the study included six Grade 8 learners with three boys and three girls and three English teachers. The reason for the selection of these numbers are so that this study has ample data. If more participants were chosen, the study would become overwhelming and difficult to control. And, if less participants were chosen, the study would not suffice and enrich knowledge. These numbers were selected based in the success of previous studies. The sample was selected using purposive sampling procedures (Creswell & Poth, 2018). Purposive sampling in this case means, directly selected by the researcher with the deliberate intent of "selection of participants based on the researcher's "judgment about what potential participants will be most informative" (Polit & Beck, 2017, p.10) which was based on the class sizes of the Grade 8 classes. As suggested by Yin (2011), the goal of purposive sampling was to select a specific study total that is most relevant to the data for the research topic. Maxwell (2005, p.88), defines purposive sampling as "a selection strategy in which particular settings, persons or activities are selected deliberately to provide information that cannot be gotten as well from other choices". Thus, purposive sampling provides 'information and power' to the study (Merriam, 2009, p.77).

Purposive sampling was significant and contributed greatly to this study because this study tried to understand why learners and teachers made use of different languages in an English Home language classroom. Purposive sampling allowed the researcher to select participants based on different factors that include a variety of race (at this school were white, black and coloured

learners), language, linguistic repertoire and contextual factors that have impacted the individuals. Hence, this type of sampling brought about critical and in-depth information about its participants that was authentic and impactful in terms of the research aim of this study.

4.7 Data generation instruments

The three data generation instruments used in this study include nonparticipatory lesson observation, semi-structured interviews and focus group discussions.

4.7.1 Nonparticipatory lesson observation

This study conducted nonparticipatory lesson observations that observed most classroom (language) activities (Ciesielska & Jemielniak, 2018). According to Ciesielska and Jemielniak (2018), nonparticipant observation occurs when the researcher assumes a detached standpoint and merely watches the participants and is not involved in any way. Thus, because the researcher is not involved, the researcher becomes more focused during the study (Ciesielska & Jemielniak, 2018). Observation is extensively considered a helpful tool because it informs the study of participants' behaviour towards the teacher, their peers, interaction and the manner of engagement with others (Speed, 2019).

Observations are beneficial to this study because it is a technique used in qualitative research (Creswell, 2013), which is also the methodology adopted in this study. One of the key reasons why observations are so commonly used is that observation, in general, can be widely interpreted (Tilstone, 2012). For example, according to Tilstone, some would use observation for looking and watching or scrutinising and even investigating. However, in most educational cases, 'watching' is

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the best way in which observation is defined (Speed, 2019). Classroom observation is thus used as a primary technique to gain data. Observation is conducted in either natural or controlled settings, which include either participatory or nonparticipatory onlookers (Chamberlain & Broderick, 2007). For this study, natural, nonparticipatory lesson observation best complemented the research because of its educational setting. Each lesson was observed for fifty-five minutes. The researcher obtained consent from the teacher and the learners to observe each lesson. The lesson was observed in terms of its entirety and assessment process (Speed, 2019).

I ensured that the lessons were not disrupted by my presence and actions, as I only watched the lessons. Thus, by sitting at the back of the classroom accompanied by instruments that included an observation schedule Appendix H, pen, a book to record notes and an audio-recording device to record each lesson, the researcher did not interfere in the actual lesson in any way. The audio recorder was used for each lesson. Along with the audio-recorder, the researcher took notes of when, how and why the teacher would make use of a different language and when, how and why learners would speak in a different language. The researcher observed learners' behaviour and attitude towards certain languages (such as Afrikaans, English and IsiXhosa). The researcher also took notes of which language was used when the teacher wrote on the board, the examples used to explain the concept for meaning-making and how the teacher would make learners a part of the lesson. The researcher recorded how many learners participated and how many did not participate.

Lesson observation was beneficial for this study, as it allowed the researcher to observe what took place inside of the classroom setting and simultaneously gain primary data as opposed to secondary data. The nonparticipatory lesson observation allowed the researcher to listen to and experience

different cultures, languages, interactions, communication, and different races mixed in one classroom to understand the content that was being taught by the teacher and how class comprehend the content (Ciesielska & Jemielniak, 2018). Moreover, it allowed the researcher to observe the various languages used in translanguaging. It also allows the researcher to gain a detailed understanding of why learners and teachers utilise translanguaging. As the observer and research collector, the researcher did not participate or interfere in the research field at all; instead, I only observed and used a voice recorder to record each lesson and write out verbatim in the transcribing data process. The observation allowed the researcher to discover what was written down in theory and what occurred in practice (Hamilton & Finley, 2019). It was also of utmost importance that, during the observation, the researcher was required to constantly make field notes, sporadic reflections (Finley et al., 2018), and journal entries during the process of observation as a verbatim added value to the trustworthiness of the study (Creswell, 2014).

4.7.2 Semi-structured interviews

After the nonparticipatory lesson observations, the researcher conducted individual semi-structured interviews with all of the participants (6 learners and 3 teachers). Semi-structured interviews are beneficial to this study because they produced various advantages that enhanced the qualitative research methodology and included making use of an interview guide that was used several times (Nathan et al., 2018). Semi-structured interviews also utilised the method of open-ended questions that allowed the researcher to hear and experience the participants' inner thoughts (Adams, 2015). It included a small sample size (6 learners and 3 teachers) that produced more detailed and descriptive information (Roulston & Choi, 2018), the semi-structured interviews for this study used open-ended question types that allowed for elaboration when asked "why or how

questions" (Adams, 2015, p.293). Moreover, semi-structured interviews is cost-effective and can be used by novice educators with no need for special equipment (Nathan et al., 2018). One main advantage of a semi-structured interview is that generates an atmosphere of reciprocity among the researchers and their participants, which greatly impacts the research being conducted (Galletta, 2012).

Each of the three observations lasted for about 45 minutes to an hour, which depended on the teacher's teaching schedule. Observing interactive discussions between the teachers and the learners was highly effective for the study. Semi-structured interviews were conducted after school, subject to participants' availability. Due to COVID-19 regulations, all meetings were held via Zoom, which is typically used whenever a face-to-face "conversation between participant and interviewer" (Moser & Korstjens, 2018, p.13), cannot occur (Deakin & Wakefield, 2014). Due to the fact that the interviews were completed via Zoom, it meant that each participant and myself would be in the comforts of our homes and conduct the interviews. The interviews lasted approximately for 30-45 minutes. English was used to ask the questions and learners and teachers responded mostly in english while at times shifted to Afrikaans and or IsiXhosa. Questions asked were engaging, inviting, open, analysable (Maietta & Hamilton, 2018), and created a continuing 'flowing' type of conversation (Choak, 2012). As such, participants were encouraged to speak freely and use their terms during discussions (Choak, 2012). According to Choak, as participants provide their answers and lived experiences, new themes may be discovered during the discussions.

4.7.3 Focus group discussions

After conducting semi-structured interviews, I conducted focus group discussions. Focus group discussions depended on the interaction among a small group of people (6 learners and 3 teachers in this study) about nine participants in total, that stimulated more discussions on the given topic, guided by the researcher (Moser & Korstjens, 2018), through a "synergistic sparking off between group members" (Cleary et al., 2014, p.474). This allowed for more collaboration among the group members as they challenged one another's viewpoints (Kidd & Parshall 2000). Each focus group discussion took from 50 to 90 minutes per session and was conducted via Zoom due to COVID-19. One focus group consisted of the six learners only while the other focus group consisted of the three teachers only. I conducted x2 focus group discussions with each group. I mediated and facilitated the focus group discussion and ensured that all participants were comfortable and willing to participate. The study used 4 focus group discussions sessions.

The protocol involved starting with the researcher making all participants feel safe and open to speak freely. Then, the researcher asked open-ended types of questions, thus allowing participants to elaborate and express their own opinions (Doria et al., 2018), and give their input (on Translanguaging being used in the English classroom), which can be various understandings and views. According to Doria et. al. (2018), as in the case of semi-structured interviews, focus group discussions were also recorded and later transcribed for data analysis. The researcher moderated the interviews by allowing everyone to speak on every question asked. The moderator did not restrict any speaker to a time frame or to strictly answer the questions asked but instead allowed for anything to be said on the topic.

Focus groups normally involve five to eight participants (Stephan et al., 2018). Focus groups allows participants to express themselves without restrictions (as open responses); through their personal experiences and opinions, it does not focus on 'yes or no' types of questioning (Clifford et al., 2010). Hence, focus groups strongly rely on participants' interactions to produce data (Morgan, 2018), and encourage collaboration and communication. During the discussions, the researcher was responsible for guiding the conversation and for making my participants feel comfortable, relaxed, and secure (Doria et al., 2018). It was of utmost importance to me to strive not to impose on the participant's views, experiences and opinions. All participants involved in this study were made aware that the researcher has no intentions of influencing, manipulating, or altering their already existing knowledge, language repertoires, lived experiences, behaviours, attitudes and/or meaning-making on issues of Translanguaging in the Grade 8 English Home language classroom.
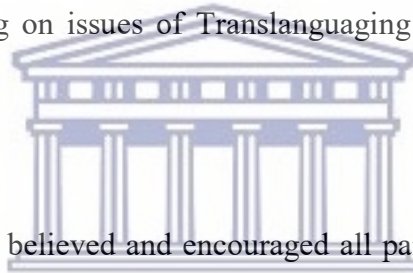
Instead, the researcher accepted, believed and encouraged all participants to express themselves freely (Doria et al., 2018), as their discussions are of utmost importance to this study and produced rich, authentic and reliable data, even if discussions and participation at times were minimal at times of this study (Morgan, 2018). The focus group discussions generated rich data by merely allowing participants to use their already existing knowledge, behaviour attitudes and their lived experiences incorporated within-group communication and collaboration (Doria et al., 2018), with no restrictions, removing and/or limitations to their knowledge to express themselves about the issue of using Translanguaging in a Grade 8 English Home language classroom.

Additionally, the participant's (involved in this study) data were not influenced by the researcher; even if the researcher had chosen the topics that needed to be discussed, it was the participants who presented the data that added value needed to the study (Morgan, 2018). It goes without saying that without the participant's knowledge about the issues of Translanguaging, this study would not be possible at all. During this time, the greater the participants remained speaking, the greater the study benefited.

4.8 Data analysis procedures

This study utilised Braun and Clarke's (2006, p.2013), thematic data analysis procedure. Thematic analysis is best defined as "a method for identifying, analysing, organising, describing, and reporting themes found within a data set" (Braun & Clarke, 2006, p.2). Moreover, thematic analysis identifies repeated patterns and themes within qualitative data (Kiger, 2020; Maguire & Delahunt, 2017). Thematic analysis, according to Braun and Clarke (2006), is unambiguously referred to as a method and not the more strictly followed methodology.
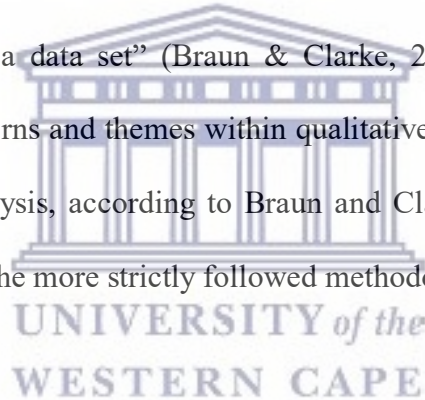
The thematic analysis method plays an important role in qualitative data analysis (Clarke & Braun, 2017), is "cost-effective" (Herzog et al., 2019, p.2), is flexible enough to be used in any framework (Chen & Lawless, 2018), is easy to apply and inductive (Herzog et al., 2019; Clarke & Braun, 2013), is used in various "theoretical and epistemological frameworks" (Kiger, 2020, p.2, 8), (Terry et al., 2017), is beneficial and reachable (Kiger, 2020), and provides easy analysis for new educators (Braun & Clarke, 2006), and novice researchers (Clarke & Braun 2017; Nowell et al. 2017).

Thematic analysis can be used to obtain and understand people's viewpoints (Braun & Clarke, 2006; King, 2004), personal knowledge (Kiger, 2020), perceptions, understandings (Herzog et al., 2019), thoughts, lived experiences and behaviours in data analysis (Kiger, 2020). Thus, thematic analyses "seek to theorize the sociocultural contexts, and structural conditions, that enable the individual accounts that are provided" (Braun & Clarke, 2006, p.85). Thematic analysis was not chosen for this study because it is an "easy-to-follow method of analyses" (Kiger, 2020, p.2). Instead, it was chosen specifically for this study because it fits with the goals of this research study (Kiger, 2020). Meaning, Thematic analyses was appropriate for this study as it used a smaller-sized group (Herzog et al., 2019). Thus, this study made use of a smaller sample group (6 learners and 3 teachers) for the data set and seeked to understand people's thought processes, behaviours and experiences while collecting data (Braun & Clarke 2012). Many researchers describe a guide to using thematic analysis (Javadi & Zarea, 2016; Alhojailan, 2012; Boyatzis,1998), but for this study, I used Braun and Clarke's (2006) thematic analysis method, used within qualitative works (Clarke & Braun 2017), which consists of six steps.
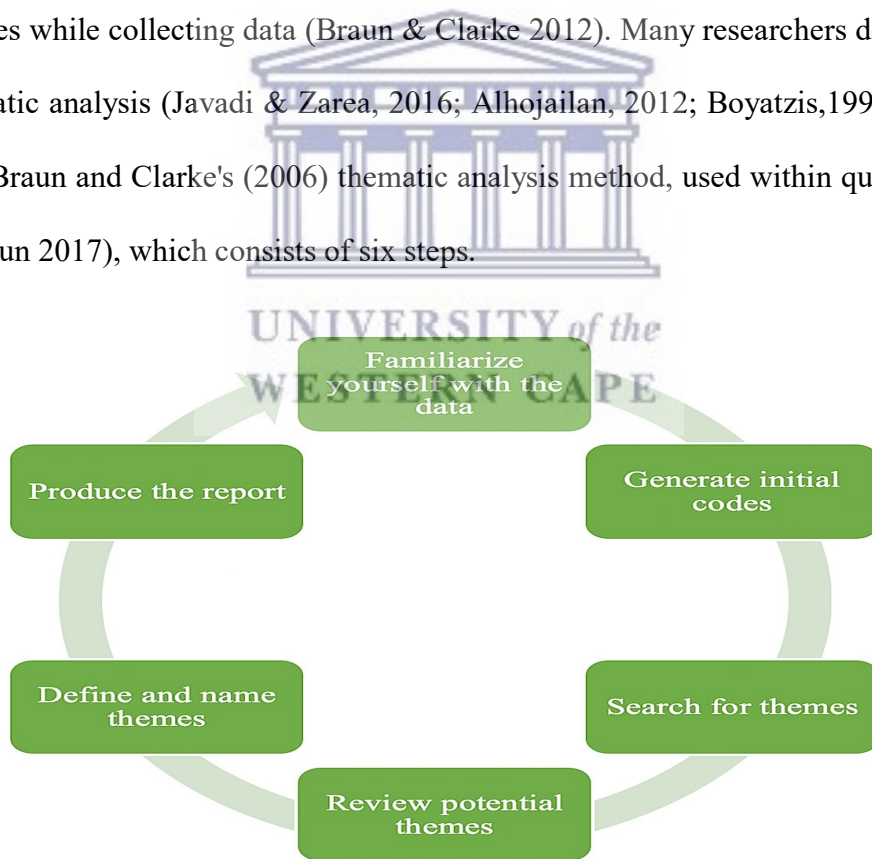
Figure 7: *The continuous cycle of thematic analysis (adapted from Braun & Clarke, 2006, 2012)*

These steps include 'a) becoming familiar with the data, b) generating initial codes, c) searching for themes, d) reviewing themes, e) defining and naming themes and, f) producing the report" (Braun & Clarke 2006, p.87).

The first step in Braun and Clarke's (2006), thematic analysis framework is transcribing the data by using verbatim to transcribe data. Transcribing the data verbatim can be "time-consuming" but is a necessary step to follow (Herzog et al., 2019), as this allowed the researcher to become better acquainted with the set data (Kiger, 2020, p.5). It includes the depletion of actively reading over the data (Braun & Clarke, 2006), to find certain patterns of significant meaning (Herzog et al., 2019), before the researcher continues (Maguire & Delahunt, 2017). It is also important for the data set, as in this study, to include interviews, observations, field notes and focus group notes (Nowell et al., 2017). Thus, as the researcher, I started with classroom observation, as this was the best way to familiarise myself with what occurs inside of the classroom and to gain direct and immediate primary data from participants.
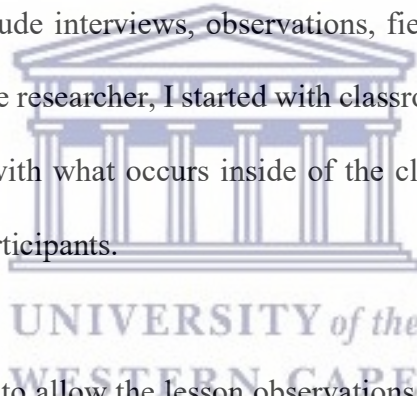
Step a in analysing the data was to allow the lesson observations to provide me with insight into the minds and hearts of both educators and learners through constantly making notes. Step b, after observing the language repertoire and language behaviours, I interviewed all participants. Step c, as in the observation process, I made notes during the interview process to cross-reference any patterns (Herzog et al., 2019), or any "early impressions" that occurred during this stage (Maguire & Delahunt, 2017, p.3355). Step d, once the interviews were concluded, to ensure that the data was valid and reliable, I conducted a very, if not the most time-consuming, focus group discussion (Hamilton & Finley, 2019). The focus group discussions, similar to the lesson observations and

interviews, also turned out to be a great success. Step e, I allowed room for everyone to participated and engaged in conversations with one another (Moser & Korstjens, 2018). Step f, I only mediated and facilitated the process, while the participant's knowledge added a great deal to the study.

Step two entails generating initial codes and not themes (Kiger, 2020), and set data can be coded and then divided into key themes (Flick, 2018). First, data extracts must be coded (Terry et al., 2017), and then assembled according to the same codes (Braun & Clarke, 2006). Coding helped break down huge amounts of data to create smaller portions which created meaning (Maguire & Delahunt, 2017). Step a, I used a coding (Nowell et al., 2017). How coding was be performed is greatly influenced by this study's research question (Maguire & Delahunt, 2017). Thus, step b, the data was set out and divided into significant groups (Herzog et al., 2019), and organised in "a meaningful and significant way" (Maguire & Delahunt, 2017, p.3355). For the research to be trustworthy, while recording codes and continuing observations, the researcher started the process of an audit trail, keeping track and identifying certain patterns that supported and enhanced the researcher's interpretations and analysis (Nowell et al., 2017).

Step three was searching for themes. It is important to note that themes do not simply appear out of nowhere in the data (Herzog, 2019; Varpio et al., 2017), and there was no fast rule to obtain a theme (Braun & Clarke, 2006). Instead, themes required me to be analytic, to combine and compare data patterns and then I had to map out codes that fell in the same group (Kiger, 2020). Moreover, in this step, searching for themes in data involved close inspection of coded data to look for "a pattern" (Maguire & Delahunt, 2017, p.3356), that revealed something of wider significance (Braun & Clarke, 2006). Although themes are significant in the data, they also answered "key

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aspects of the research questions" (Kiger, 2020). This step implored the researcher to use discernment of what is a theme and what was not (Herzog et al., 2019). Finally, this step ensured that I be transparent, constant, and keep detailed records (Nowell et al., 2017).

Step four was reviewing the themes. In the interest of the analytical process, it was expected that (Kiger, 2020), this step included gathering all data related to each theme (Maguire & Delahunt, 2017), rereading/recoding, modifying, altering, changing (Braun & Clarke, 2006)/"renaming" (Herzog, 2019, p.9), and finalising temporary themes (Herzog et al., 2019), that were identified in step three (Maguire & Delahunt, 2017), all while keeping a record and notes for revision purposes (Kiger, 2020).

According to Braun and Clarke (2006, p.91), data should be coherent and significant "while there should be clear and identifiable distinctions between themes". Then, it was imperative and seen as the main idea in this step that themes be "coherent… and distinct from each other" (Maguire & Delahunt, 2017, p.3358), correspond and embody the data set as accurately as possible (Herzog, 2019; Braun & Clarke, 2006, p.91-92). While doing so, I used of a thematic map to understand how themes correspond and interconnect with each other (Kiger, 2020).

Step five was defining and naming the themes. Although theme names were temporarily given in step four, step five classified, defined and essentially named all themes (Braun & Clarke, 2006). According to Braun and Clarke (2006), each theme name was kept brief, precise, informative, descriptive and "immediately give the reader a sense of what the theme is about" (Braun & Clarke 2006, p.93, 201, 258).

Furthermore, I placed each theme under the set it belonged to, thus creating coherence in coded data that ultimately brought about an understanding of the role of each theme. In doing this, I examined any means of overlapping among themes, any embryonic subthemes and identifying everything a theme includes (Braun & Clarke, 2006). Finally, all themes were then handed over to my supervisor to review. Herzog et. al. (2019), recommended that because the themes were identified by a single researcher, they be handed over to an expert to review them.

Step six was to produce the report or the final step as an "analytical report" (Herzog et al., 2019, p.9), or report to signify the end of a research study (Maguire & Delahunt, 2017). This step ultimately meant that the finalisation of the entire analysis was completed and included all descriptions and findings (Braun & Clarke, 2006). This step was stated as clearly as possible with a logical explanation and accounts for the accuracy of the researcher's interpretations of themes. It includes my explanation of why I assumed that the research question has been answered in its entirety (Braun & Clarke, 2006). This step was effusively completed, and all prior steps were concluded (Kiger, 2020), to show proof of notes and findings that provide reasoning, assumptions and questioning that led to the choice of themes (Aronson, 1995).

4.9 Validity, reliability and trustworthiness

This section discusses the validity, reliability and trustworthiness of the study.

4.9.1 Validity

Validity and reliability in qualitative research ensure that the research is transparent and prohibits the researcher from being biased in any way (Mohajan, 2017), compelling the researcher to be

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truthful in qualitative inquiry (Guest, MacQueen & Namey, 2014). Validity is also aimed at not making random or systematic errors in research (Gibbert et al., 2008). To enhance validity in the study, I ensured that certain measures be in place; these included and were not limited to directing, triangulation, peer examinations, audit trails, categorising, peer debriefing, and member checking, which enhanced validity and reliability (Creswell 2013; Lincoln & Guba, 1985; Guba & Lincoln, 1982; Guba & Lincoln, 1981).

4.9.2 Reliability

Two very important ideas in reliability are transparency and replication (Gibbert et al., 2008). Reliability ensures that when researchers replicate or conduct the same study and follow the same steps, being transparent in procedures and protocols (Gibbert et al., 2008), they should obtain the same insights and arrive at the same conclusions (Denzin & Lincoln, 1994; Yin 1994), which shows steadiness (Johnston & Penny packer, 1980), and is known as generalisability (Noble & Smith, 2015). Thus, reliability in the broader context is described as following a set out "analytical procedure" (Noble & Smith, 2015).

Validity and reliability are also responsible for obtaining trustworthiness (Guba & Lincoln's 1981 description given for rigour) within qualitative research, and data without rigour are meaningless (Morse et al., 2002). To ensure that reliability was completely true and effective, I ensured that the environment was safe and comfortable for all participants. The researcher ensured that more than enough and different levels of questions would be asked. To ensure that all participants would participate, before each meeting, three days before I handed them the set of questions that would

be asked. This on its own guaranteed that participants could think about the questions and prepare to answer them with confidence.

4.9.3 Trustworthiness

According to Guba and Lincoln (1981), trustworthiness embodies four specific aspects, which include confirmability, credibility, dependability, and transferability (Morse et al., 2002), and guarantees rigorous results (Nowell et al., 2017). It ensures rigorous data, as the data presented are not the views of the researcher but its participants (Guba & Lincoln, 1994). To ensure that the research was trustworthy and rigorous, I allowed space and time for member checking, detailed transcription, systematic planning and coding (Gunawan, 2015).

To ensure trustworthiness, I was kind towards all participants and nonparticipants, and respecting their personal space and borders, as the researcher I was not forceful towards any participant, instead I was passive, relaxed, confident and grateful. The researcher respected and valued participants' time; was always honest with participants, I allowed all participants to feel safe around me and confide in me. The researcher made all participants aware that this study was not done for money but for research purposes only, and I informed participants that I was there to learn from them and not the other way around.

4.10 Ethical consideration

Approval to conduct this study was obtained from the University of the Western Cape (UWC) Ethics Committee and the Western Cape Education Department. Respondents involved, such as the school principal, three teachers and the six learners (three complete Grade 8 English Home

language classes), including their parents were informed about the purpose of this study and bequeathed their consent to the study. In line with the Protection of Personal Information Act (POPIA ACT) (Act 4 of 2013), all participants' personal information generated, was not revealed. The written consent and verbal rights of respondents were explained, and no major risks were envisaged during this research project. Respondents were allowed to withdraw at any given time if they had an issue or felt uncomfortable. The researcher informed all participants that the study was nondiscriminatory and unbiased. It was clearly stated that this research study was purely for the improvement of literacy and that no new knowledge or information from the researcher would be added.

The participants were informed that neither they, the research nor the process thereof would be harmed in any way (Merriam & Grenier, 2019), which is why all interviews and discussions would be conducted virtually to prevent the spread of the COVID-19 virus. The participants were provided with a letter that included the confidentially and their right to withdraw from the study any time they deemed appropriate (see appendix A). This allowed the participants to engage freely and willingly. The learners signed an assent form and were also provided with an information sheet about the study.

4.11 Summary

This chapter presented the research methodology and design. It also presented the research paradigm, the context of the study, sample and sampling procedures, data generation instruments, data generation procedure, data analysis procedures, validity, reliability and trustworthiness, and ethical considerations.

CHAPTER 5

DATA PRESENTATION

5.1 Introduction

The previous chapter presented the design and methodology of the study. This chapter provides a detailed presentation and analysis of the findings as obtained from the lesson observations, semi-structured interviews and focus group discussions. This chapter presents the review of data generation and data analysis procedures, the presentation and analysis of findings and the learners' and teacher's translanguaging practices during English Home language lessons, a summary of findings and a conclusion of the chapter.

5.2 Review of generation and data analysis procedures

As discussed earlier in the chapter, the data was gathered using lesson observations, semi-structured interviews and focus group discussions. As suggested by Brown and Clarke (2006), the data were analysed in six stages. The data were then analysed thematically by using the Thematic Analysis Procedures (TA) (Braun & Clarke, 2013, 2006). The data are presented in the order in which the data generation took place. The first section presents the three lesson observation data, the next section presents the nine semi-structured interviews (3 teachers and 6 learners) data, and the last section presents the two focus group discussion data.

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5.3 Presentation and analysis of findings

As mentioned in the previous section, the qualitative data from the lesson observations, semi-structured interviews and focus group discussions were analysed using the thematic analysis procedures. In this section, the data are presented in line with the three research questions and the themes that were gleaned from the data.

5.4 Translanguaging practices during English language lessons

This section addresses the first research question, what are the translanguaging practices during English Home Language lessons? As mentioned in Chapter four, the data for this section was gathered using lesson observations. In line with thematic analysis, through transcribing the data, four broad themes emerged from the analysis: 1) Translanguaging as a linguistic resource, 2) Translanguaging as a pedagogy for explaining and clarifying concepts, 3) Translanguaging as a strategy to enhance epistemological access and 4) Translanguaging as a vehicle for for enhancing epistemic access.
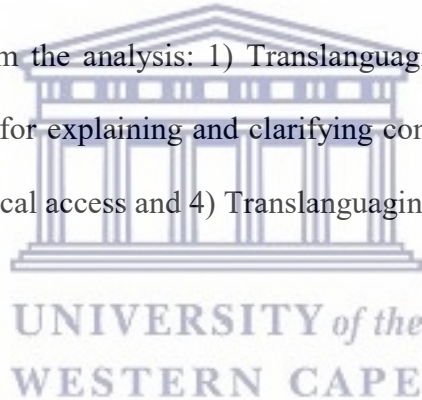
5.4.1 Translanguaging as a linguistic resource

A recurring theme during the lesson observations was the use of translanguaging as a linguistic resource during the lessons. The data indicate that learners draw on all their linguistic resources by using translanguaging during their English language class to participate and engage in learning. As such, during the translanguaging process, learners drew from English, IsiXhosa and Afrikaans whilst communicating with one another during the English lesson. The following is an example of translanguaging as a communication resource observed in the English home language classroom (The entire class was observed).

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Teacher: Find any seat please.

Teacher: Take one.

Learner 1:   [Tells peer] *Hlala phantsi mhlobo wam* (Sit down my friend)

Learner 2:   Hai! I forgot.

                 [Chairs and benches being moved around]

Learner 2:   *Sebenza ke uhlala phantsi.* (Work, then sit down)

Learner 3:   *Asoze.* (Never)

As indicated in the excerpt, the English teacher creates translanguaging spaces during the lessons that allows the learners to draw on and use translanguaging as a communication resource. The learners use this translanguaging space to use their vast linguistic repertoires to facilitate communication during the lesson. As indicated in the excerpt, learners 1, 2, and 3 used IsiXhosa, their African language to explain the teacher's instructions to each other and communicate among themselves.
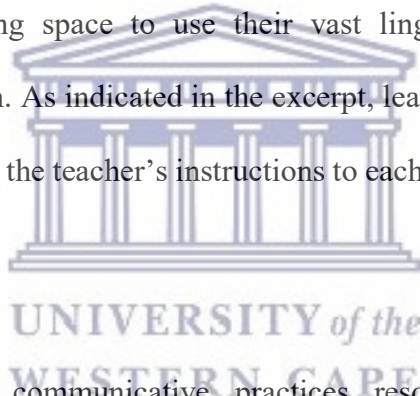
The learners' translanguaging communicative practices resonate with Baldauf's (2006), microlanguage planning assertion of old agency and creating what can be recognised as a language policy and plan to utilise and develop their language resources. A resource that is not directly the result of some larger macro-policy, but is a response to their own needs, their own 'language problems', their requirement for language management (Baldauf, 2006, p.155).

These findings are also congruous with those of Dowling and Krause (2018), and Heugh (2015), who found that translanguaging promotes communication that facilitates easy learning inside the

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English Home language classroom. Although the teacher's instructions were in English, the learners conversed in IsiXhosa. Translanguaging practices were also confirmed during the lesson and was prevalent during all the lesson observations. The following examples reveal a recurring pattern where learners draw on their African languages and use translanguaging to achieve their communicative purposes.
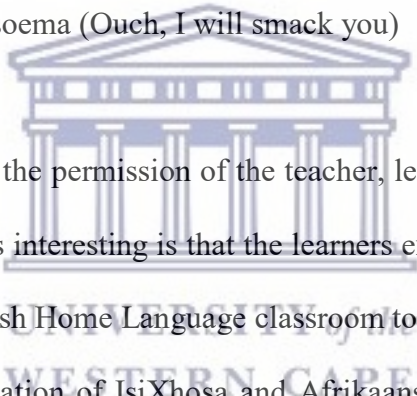
Learner 1:   Mamela! (Listen) Praat! (Talk)

Teacher: Okay!

Learner 3:   Andikwazi. (I can't)

Learner 4:   Hiesa (Here)

Learner 5:   Eina, ek klap jou soema (Ouch, I will smack you)

As indicated in the excerpt, with the permission of the teacher, learners use translanguaging as a communication resource. What is interesting is that the learners exhibit their comfort and ease in using other languages in an English Home Language classroom to understand the English content taught. Learner 1 uses a combination of IsiXhosa and Afrikaans, learner 3 uses IsiXhosa, and learners 3 and 4 used Afrikaans. In this way, Baldauf's (2006), microlanguage planning creates an educational space for linguistic ecology while at the same time resisting the restrictions of the macrolanguage policy (Liddicoat & Taylor-Leech, 2014).

Altogether, the learners use all their linguistic resources to communicate during the English Home language lesson and at the same time collaborate to make meaning around the teachers' instructions. Though it is used for communication purposes at the point, it does, however, display

that the learners are multilingual and are comfortable in using their languages (García & Lin, 2017).

Learner 4:   Sien jy? (Do you see?).

Learner 12:   Senza eyiphi? (Which one are we doing?)

Learner 2:   Present, past both and then future simple, he will buy.

Learner 5:   Ek ran (I ran)

Learner 2:   He's felt comfortable.

Learner 12:   Kawuleza! (Make quick)

In the excerpt above, the learners have been given verbal instructions to perform a task. The excerpt demonstrates how the learners use translanguaging to scaffold each other's linguistic knowledge and to unpack the teacher's instructions. They translanguage once they do not understand a word in English. Therefore, the use of translanguaging enables them to continue composing their thought and achieve the pedagogic task.
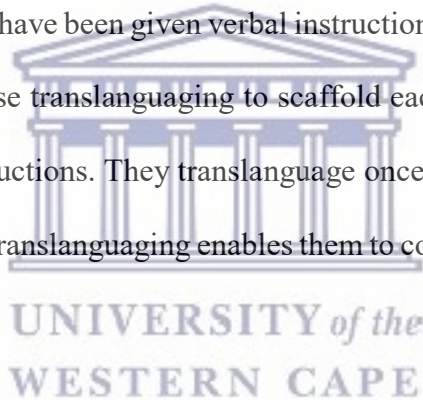
The lesson observation data also indicates that the learners use translanguaging as a collaborative communication tool during group work and collaborative meaning-making tasks. Besides providing linguistic support to one another, the learners use translanguaging as a collaborative linguistic resource to build on each other's ideas and affirm each other's responses. For example, the learners negotiate meaning around the past continuous tenses, collaboratively using translanguaging below:

Teacher: Yes! I will have kicked. Who does not understand? *Kom, kom, kom!* (Come, come, come) Who doesn't understand? Everyone, is everyone gonna get full marks?

Class: [Mumbles] Yes ma'am.

Learner 12:   He, he, he, he was eating.

Learner 2:   *Ewe.* (Yes)

Learner 12:   *Ndizo kubhala lena mna* (I will write this one)

Learner 13:   Ithini impedulo ya lena? (What is the answer for this one?)

Learner 12:   *Oh! awukayibhalanga?* (Oh! you haven't written it yet?)

Learner 13:   Hayi (No)

Learner 12:   *ukewayibhala* (actually, you did write it)

Learner 2:   The future simple.

Learner 2:   *Cela ubuze uLiya kwela cala* (please ask Liya, on that side)

In the expert above, the learners use translanguaging to communicate during group work.

In this case, translanguaging allows meaningful interaction between learner-learner and between learner-teacher. Through translanguaging as a linguistic collaboration strategy, the learners are engaging critically and constructively with each other's ideas, reason with each other and challenge each other's ideas, and make collective decisions during the lesson. Translanguaging, therefore, helps all group members participate and contribute actively towards a common goal. This confirms Kamwendo's (2017), view that translanguaging helps learners understand and comprehend the content material better whilst at the same time clarifying and explaining difficult concepts which build rapport and bonds in the classroom. In the same vein, according to Liddicoat and Taylor-

Leech (2014), Baldauf's microlanguage planning encourages the usage of local languages within an educational setting.

Consistent with the lesson observation findings above, the analysis of the semi-structured interview data revealed the linguistic repertoires of learners. The data unveiled the multilingual reality of the classroom and the rich linguistic resources that learners have at their disposal.

Learner 1:   I can speak about three or four languages, uhm so it's English, Afrikaans, Xhosa and Japanese.

Learner 2:   I speak English, Afrikaans, Sesotho, IsiXhosa and I'm learning a bit of Shona as well.

Learner 3:   I speak Afrikaans and English.

Learner 4:   I speak Afrikaans and English.

Learner 5:   I can speak four languages. I can speak English, Afrikaans, Xhosa and French.

Leaner 6:   I can speak Sesotho, Shona, Xhosa and English.
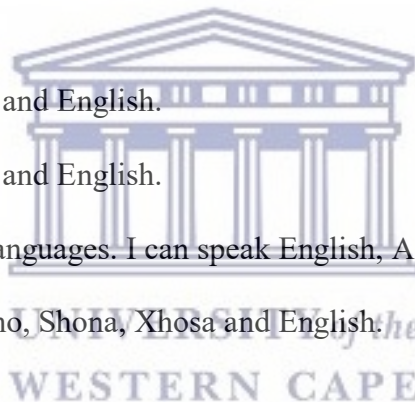
This implies that the learners are better placed to act as creative meaning-makers (García, 2018, p.53), when using their linguistic resources to them to communicate with and co-construct meaning during lessons. This confirms Liddicoat and Taylor-Leech's (2014), conclusion that microlanguage planning is best suited for multilingual education. These findings are consistent with that found by Probyn (2019), who found that the classrooms are becoming immensely multilingual.

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The data also revealed that the learners use translanguaging whenever they deem appropriate. In the excerpt below, learners repetitively indicated that they use translanguaging daily and for various reasons inside the English classroom. They were asked, how often they make use of translanguaging and if they suppose that the usage of translanguaging in the English classrooms helped them. They said:

Learner 5: Uhm, learner number five uhm, I use it a lot like five, six times a day even outside of the school uhm, because it really and it, really helps me a lot cause like sometimes you won't understand and then you ask your friend in your own language and they would help you, my most of my friends are Afrikaans, if I need Afrikaans, uhm help, they would help me with my homework that is Afrikaans and I would do the same if they need English help.

Learner 5 stated that she uses translanguaging many times during and outside of the classroom. The reasons include enhancing or providing peer and group work discussions that requires her to use translanguaging. Learner 4 answered similarly:

Learner 4: Ya (Yes), I use it a lot cause like if we don't understand it in English she will explain it in Afrikaans so like we can understand it better.
It's naturally because I do it at home, school, every occasion that I go, especially for foreigners who isn't from my country, they would always ask me: hey Chloe wat beteken die in Afrikaans, dan sal ek vir hulle se dit bedoel nou die en die dan sal hulle vir my sê okay nou weet ek ook en dis net hoe ek vir ander mense help

wat nie van my land is nie, hoe om my taal te praat, Ya. (Hey Chloe, what does this mean in Afrikaans, then I'll tell them what it means, this and that, then they will tell me okay, now they know also, and that's just how I help people who are not from my country and how to speak my language, Yes.)

Learner 4 explained that she does indeed use translanguaging numerous times throughout her English lesson as well. She also stated that the learners would help each other if they were lost. She stated that "she will explain it in Afrikaans". According to Liddicoat et. al. (2014), microlanguage planning at this level is implemented because it allows the participants to use the languages that are made available to them to bring about understanding. Moreover, the "she" that learner 4 is referring to is assumed to be the teacher who switches languages to assist the learners. Thus, Badauf's (2006), micro-planning framework, makes the teacher a microlanguage planner.

Learner 4 also makes use of translanguaging naturally, to answer the questions. Learner 4 further stated that, because she can speak two different languages, she can assist foreigners when they need to understand a phrase in Afrikaans.

On a similar note, learner 2 remarked that translanguaging must specifically be used in the English class. She commented:

Learner 2:   Yes all the time, especially us Xhosas, we love to use it because especially when it's in English classes, it's better to translate it especially: ndicela undicacisele lento, (please explain this to me), to actually get the whole concept of the work.

In the excerpt above, learner 2 explained that using translanguaging in the English class is extremely important "especially us IsiXhosas". The learner grasps that she is not fluent in English, and some learners are IsiXhosa speaking who are also not fluent in English. She suggests that English is not as easy for them to understand. She elaborates and says that the IsiXhosa learners should use translanguaging for them to understand the content "to actually get the whole concept of the work".

Earlier, learners indicated that because they should only speak in English, their languages are subjugated as a result. However, from the findings indicated here, the usage of translanguaging seems to strengthen and give power to the indigenous languages. The findings above are directly linked to that of Ngcobo et. al. (2016), who stated that, when learners are not able to use their languages during a lesson, they may as well be excluded from it.

Overall, these results gleaned from this first theme indicated that, the prevalent use of translanguaging as a communicative resource tool during the English language classes, produced an increase in communication and participation. These findings confirm Garcia's (2009, p.140), assertion that translanguaging maximises "the communicative potential" and that translanguaging was and still is an efficient way of communication in the English Home language classrooms (Hamman, 2018, p.28).

5.4.2 Translanguaging as a pedagogical resource

The second theme that was prevalent during the classroom observations is, translanguaging as a pedagogical resource. The following is an example observed during the lesson.

Teacher:	Future, Okay, now English, is terrible when it comes to tenses! It's not like in Afrikaans. In Afrikaans its vlieg het gevlieg, gaan vlieg, it's always vlieg. (Fly, did fly, going to fly. It's always fly.)
Teacher:	In Xhosa? Who speaks Xhosa?
	[many learners raise their hands]
Teacher:	What is past, present, future. Does its change?
Class:	Yes! A lot!
Teacher:	So how does it change?
Class:	Ixesha elidlulile (Past tense) Ixesha sangoku. (Present tense) Ixesha elizayo (future tense)
Teacher:	Okay, so the words change.
Class:	Ngomso. (Tomorrow) Izolo. (Yesterday)
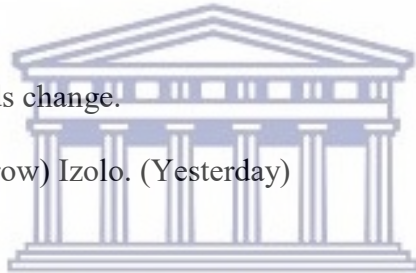
In the above lesson, the teacher uses the learners' linguistic resources to teach English tenses. The teacher uses English and Afrikaans and further requests the help of an IsiXhosa-speaking learner to provide the IsiXhosa meaning of the tenses to the IsiXhosa-speaking learners. Thus, helping the learners to understand the English content. This indicates that the learners use the languages that they are familiar with to formulate their unique repertoire and to transfer their knowledge to the rest of their classmates (García & Li Wei, 2014). Liddicoat and Taylor-Leech (2014), revealed that one of the most important roles of microlanguage planning is to create a space for minority languages to be utilised.

Moreover, the teacher includes all learners in the lesson. The teacher and learners' conversations indicate that translanguaging promotes a joint construction of knowledge among the learners. Thus, the classroom environment accommodates the learners' linguistic resources and offers them a mechanism to construct meaning around English language concepts. The findings of the current data concur with those of Creese & Blackledge (2010), who found that, while learners experience difficulty in English, they revert to their linguistic resources to bring about understanding.

To further illustrate, the findings below indicate that, translanguaging is applied by the teacher as a pedagogical tool. To illustrate, the teacher uses a mixture of Afrikaans and English to explain the English tense formation to the learners and in return, the learners do the same:

Learner 4:   Bou (Build).

Teacher: Bou? Bulid? Oh like bou (Build). Okay sure, instead if destroying you building the house you building the house up, nai lekker (very good).

[Class giggles]

Teacher: Number four, dirty.

Learner: 2   Disgusting.

Learner 8:   morsag (dirty/messy)

Teacher: Morsag, yes but morsag is now not like, yeah, messy, untidy. An antonym?
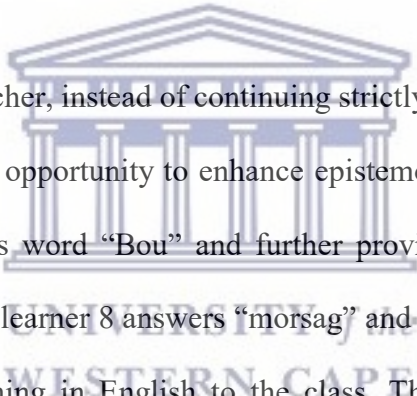
Class: Clean.

Teacher: Clean, skoon (clean) but when we're writing things in English. Uhm, small, synonym for small

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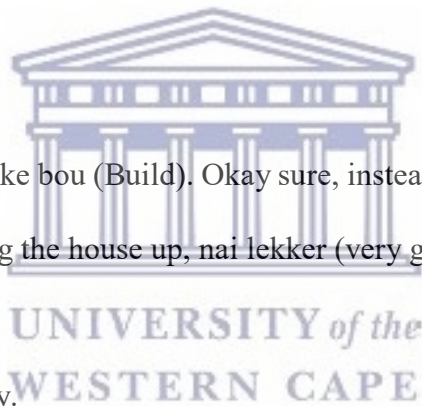
As indicated above, the teacher encourages the learners to use translanguaging during the lesson.

The teacher provides the learners with opportunities to use their native language and real-life experiences during the lesson. In the data presented above, the teacher and the learners use translanguaging to unpack and understand the content material and in doing so, they "co-create knowledge" (García et al., 2017), with their learners. Learner 4 asked a question in Afrikaans while learner 12 responds in IsiXhosa while learner 2 responded in English. These learners are making use of various languages to bring about understanding. The data above display how the teacher and learners 4 and 8 use translanguaging to explain difficult or new English words that are confusing to the learners.

What is interesting is that the teacher, instead of continuing strictly in English (as per the school's language policy), uses this as an opportunity to enhance epistemological as well as pedagogical access and repeats the Afrikaans word "Bou" and further provides the English word thereof. Another example of this is when learner 8 answers "morsag" and the teacher uses the same word "morsag" and explains its meaning in English to the class. This confirms Baldauf's (2006), assertion that microlanguage policies are formulated to address language needs and problems on the ground and that they may not be in line with macro-policies.

Similarly, the learners also use their languages, Afrikaans and IsiXhosa during the English Home Language classroom. It is also interesting to note that the teacher does not discourage the learners from using their languages. Instead, they are allowed to use their languages, as was previously presented, to understand the English vocabulary. This is in congruence with Mwepu's (2008),

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suggestion that teachers should assist the learners in the process of translanguaging and allow them to use their languages not only because it is a part of their culture and identity but also because translanguaging generates room for learning space and enhances pedagogical, epistemic and epistemological access for the learner.

Labliner and Grisham (2017), draw our attention to the same findings found in Mwepu's (2008), research which concurs that, teachers who utilise learners' different languages, in essence, incorporate their culture into the learners' learning space. In the same vein, according to Liddicoat and Taylor-Leech (2014), microlanguage planning is used in the social spaces of communities. Therefore, Baldauf's microlanguage planning creates room for the local languages which are already used in the communities to be used inside the classrooms.

In the next semi-structured interview excerpt with teacher 1, the teacher explains that learners using translanguaging in the class is natural and accepted because they stem from diverse backgrounds, cultures and languages. To elaborate on this assertion, the teacher commented:

Teacher 3:   A couple of times, mainly to, to skel (scold) or unruly, skel (scold) them and maybe explain something to a learner that they don't understand in English, and so they understand better.

It is apparent from the excerpt above that, teacher 3 comprehends that learners experience challenges during the English lessons. According to the teacher, translanguaging allows the

learners to understand English concepts despite the school's English-only language policy. Similarly, Teacher 1 noted:

Teacher 1: No, we're not allowed to do it but it's not necessarily practical.

Teacher 1 further explained,

Teacher 1: Learners feel much more comfortable if they're allowed to be comfortable and they're stressed. I allow them in uhm, if they are Xhosa speakers to speak to each other like that because I sometimes find I get better results because they can express themselves in English so it's a way of working through it because we, our own home language, we think differently than what we do with the, with the Second home language, and if it helps me get better results, I'm all for it.

The excerpt reflects how the teacher creates spaces for learners to use their linguistic repertoire during the lesson so that their academic results are better. The teacher confirms that the school's language policy does not allow for translanguaging to occur, but she also expressed that it is not practical to restrict learners from accessing their natural linguistic resources for epistemic access.

According to Baldauf (2006), microlanguage policy is relevant for an educational environment such as this. The macrolanguage planning framework would not have been suitable for this study as it prevents people's critical analysis (Heller, 2002).

Furthermore, teacher 2 also confirms that they are not allowed to use translanguaging according to the school's language policy. Teacher 2 explained:

Teacher 2:   No, we are not allowed to use translanguaging in the classroom, unfortunately.

Teacher 3, also voiced similar concerns but reveals unmistakably that they do use translanguaging:

Teacher 3:   No, we are not, according to the policy.

            But we mix because I don't see why not.

Teacher 3 above stated that she cannot foresee reasons as to why she or "we" as noted, are not allowed to use translanguaging, hence she stated that she uses translanguaging in her classroom. This confirms Liddicoat and Taylor-Leech (2014, p.241), who argues that: "micro-level policy is needed to address specific local language education needs in the absence of macro-policy that addresses these needs.
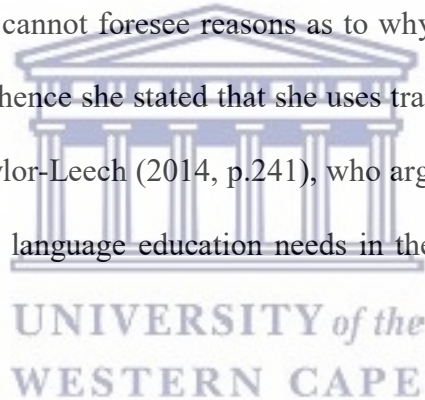
In line with Liddicoat and Taylor-Leech's (2014), suggestion, teacher 1 uses a microlanguage policy to address the specific local needs of the learners. As much as the teacher is aware that the macrolanguage policy legitimises English as a medium of learning and teaching, they exercise agency and formulate a microlanguage policy. Hence, teacher 2 confirms, "No, we're not allowed to use translanguaging in the classroom" Notable, the teacher did not explicitly state that she does not use translanguaging. However, to clear the uncertainty, the next comment displays that teacher

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2 does use translanguaging. As Baldauf (2006), notes that macrolanguage planners are based on their "linguistic, social, political and educational requirements" (p.155).

King and Chetty (2013), found that teachers used translanguaging even though they denied it during their interviews. Unlike King and Chetty's findings, the teachers in this study admit that it is not practical to not use translanguaging. Teacher 2 stated that it is unfortunate (to not use translanguaging in school) and teacher 3 confidently admits that the policy does not allow translanguaging but affirms that she "we"(teachers) use translanguaging anyhow.
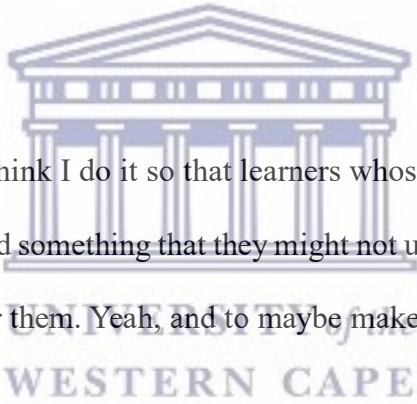
In reference to microlanguage planning, the teachers confirm that they utilise local languages to create a space for effective teaching and learning. Thus, Baldauf's (2006), microlanguage planning complements this study, seeing that the study deals with the usage of Translanguaging in the classroom for educational purposes. Based on the data provided in the findings above, Shah et. al. (2018), confirm the same mismatch between policy and practice in their studies.

Teacher 2:   Yes, I do mix languages when I teach. I think it allows learners to engage with each other, uhm because some of their home languages might be a different language, and also when learners don't understand the content that I taught they can explain to each other in their own language so yes.

Importantly, it is evident that from these and earlier comments, teachers emphasise that they are attentive to the diversity in languages and culture in their English Home language classrooms. According to Liddicoat & Taylor-Leech (2014), the microlanguage planning framework creates a

space for multilinguals to realise their full diverse linguistic repertoire as appose to the macrolanguage planning framework that suppresses or ignores local languages deliberately (Menard-Warwick, 2009). In a similar vein, teacher 2 expressed that many of the learners in her English home language classroom are not English speaking. This is a similar answer asserted by teacher 1 earlier.

Teacher 2 also stated that she uses translanguaging for pedagogical purposes to enhance epistemic access. Consequently, the present data of that of all three teachers involved, support previous research conducted by Garcia et. al. (2017), who also discovered that translanguaging is beneficial for epistemic access through pedagogy. Similarly, teacher 3 responded,

Teacher 3:   Okay so my, so I think I do it so that learners whose home language is not English can also understand something that they might not understand in English. Afrikaans might be better for them. Yeah, and to maybe make them feel more comfortable in the class.

The above excerpt from the interview indicated that the teachers use translanguaging as a pedagogical resource during their English lessons. In addition, the teacher believed that using learners' home languages during lessons helps them feel comfortable and promotes learner engagement during the lessons. This confirms findings by scholars who suggest that learners are more active in the lesson when they can use their languages. Thus, it adds to the knowledge of expansion in the classroom as well as enhancing pedagogical access (Ngcobo et al., 2016).

5.4.3 Translanguaging as an epistemological access strategy

Another consistent finding in the focus group discussions with teachers confirm that translanguaging enhances epistemological access during English classes. The three teachers, in a focus group discussion, were asked if they thought that translanguaging was important for the learners to use in the English classroom and why. They responded:

Teacher 3: I think it is important for the learners, especially those learners who are taught in a language that is not their home language, but maybe they also get a better understanding of what is going on in class.

Teacher 1: Okay, I'm teacher one, uhm I agree with you, especially if you're stuck with, uhm learners from bilingual settings or whatever, especially when we do the group work, I sometimes find, if they explain to it, the work to them, each other in their languages they still get to my language that I want them to get and if that is the aim, that's the aim, the aim is for them to understand my work, so.

Teacher 2: Thank you, I'm teacher two and I agree with both colleagues.

In the excerpt above, the three teachers display that they use translanguaging daily during their English classes. Teacher 3 stated that translanguaging is beneficial for the learners and she encourages the usage of translanguaging in her classroom freely because instead of restricting the learner, she believes that it allows epistemological access and scaffolding.

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Baldauf's (2006), microlanguage planning framework deals with the usage of languages at the micro-level which essentially, compliments this research study because this study focuses on the usage of local languages inside of the classroom.

Findings from the semi-structured interviews revealed that teachers use translanguaging because it assists them in creating a good relationship with their learners. For instance, teacher 2 revealed that,

Teacher 2:   Uhm I would use it uhm to create an atmosphere in the classroom so I would greet the class by saying they can use of terms of like "Awe" (hello), that is the way they speak to each other so they can relate to what uhm to me basically in the class. They are relaxed and they not scared to approach me…
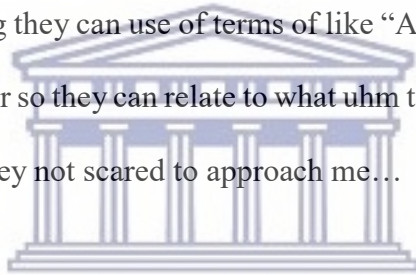
As indicated in the except, teacher 2 perceived translanguaging as a valuable rapport-building resource. Though the macro-level language planning views local languages as a possible threat to the education of the learner. The teacher incorporates micro-level language planning and uses the learners' local languages to create a welcoming learning atmosphere (Krause & Prinsloo, 2016, p.353). It showed that translanguaging was believed as the notion that ensures the creativity of the learners. Thus, the data disclosed that translanguaging assisted both the learners and teachers, to share each other's feelings which helped to establish rapport between them.

Furthermore, teacher 3 stated that she allows room for the learners to explain the work to each other in their languages, especially if the learners are struggling with the English content. Thus, this allows peer discussion for epistemological access in the English lesson. Teacher 3 responded:

Teacher 3:   Yes, especially Xhosa because sometimes it's better to hear from a peer to explain something to you then if a teacher doesn't if you don't grasp what the teacher is saying.
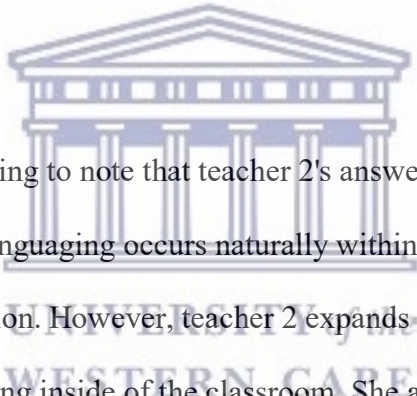
Teacher 3 revealed that she allows learners to explain the work to each other in their respective languages because she believes that through this (using translanguaging), all learners become involved in the lesson and as a result, add to the knowledge of the class. The above findings indicate that teacher 3 is aware that sometimes the teacher cannot fulfill the language needs of the learner. Hence the teacher, at times, requires the help of a peer learner to explain the content to their peers.
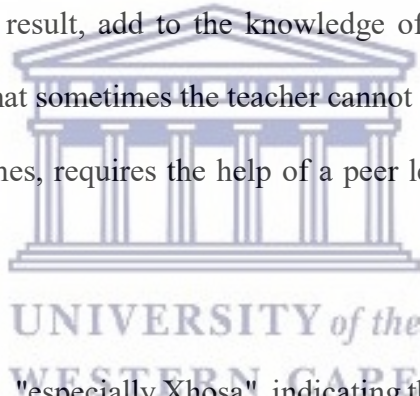
Furthermore, the teacher answers, "especially Xhosa", indicating that, though the teacher is unable to communicate in IsiXhosa, she uses peer discussion in her pedagogy, to achieve epistemological access and in doing so, the teacher reaches her academic goal. In essence, this prohibits exclusion or marginalising of certain languages and is an indication that the teacher values diversity in her classroom. These findings match those found in earlier studies by Rowe (2018), who found that teachers should value different cultures and languages in their classroom and especially value the languages of the learners.

Additionally, these findings are also in line with that of Grisham (2017), who found that teachers are eager and willing to allow learners to access and utilise their full linguistic resources that are already made available to them to enhance epistemic access in the classroom. It also concurs with that found by Ngcobo et. al. (2016), who discovered there to be a significant academic improvement in allowing learners to use their languages during collaborative group work discussions.

In the comments below, teacher 1 and 2 explains that translanguaging occurs naturally within their English classrooms. According to these two teachers, there is no hesitation to make use of translanguaging and there is no judgment placed on those who do make use of translanguaging for epistemological access.

In the excerpt below, it is interesting to note that teacher 2's answer is connected to that of teacher 1. According to teacher 2, translanguaging occurs naturally within her classroom as well. Teacher 3 only answers "yes" to the question. However, teacher 2 expands on this and provides a reason as to why learners use translanguaging inside of the classroom. She also provides a reason as to why it occurs to them naturally. Teachers 2 and 3 comments:

Teacher 2: I think the way they speak yes; it is, it does happen naturally because they speak, uhm speeches, it, the, the translanguaging happens so naturally in a classroom as well yeah. They do use translanguaging during class time, because that is how uhm some of their parents speak, Afrikaans and I can hear when they have conversations with each other that they code switch or make, use of translanguaging as well.

Teacher 3: Yes.

In the excerpt above, teacher 2 elaborated and provided insights into why translanguaging occurs naturally to the learners, inside of the classroom. According to Condelli and Wrigley (2004), micro-level language planning is important for settings such as this because, when learners are allowed to use their local languages, their literacy, oral communication and participation in the classroom improve.

Teacher 3 does not share any information other than commenting "yes". Teacher 2 stated that because the learners' parents use translanguaging in their homes, the learners are exposed to translanguaging and thus bring what they have learned at home into the classroom space to help them access new knowledge and gain epistemic access. Noteworthy, the same data was found in a recent study by Jaekel et. al. (2019), who initiate that using various languages, inside the classroom, together has been proven to have advantages.
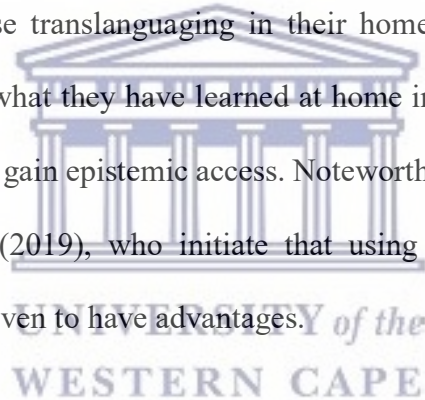
In the next excerpt, teacher 1 states that it is only logical to make use of translanguaging in a South African English Home language class. The teacher comments:

Teacher 1: Yes. I think it would be naive to think you're sitting in a school with eleven languages and expect everyone not to switch or not to be able to express themselves in their own language that makes them feel comfortable.

Teacher 1, who is the HOD of English at this school and has been a teacher for over 20 years, very assertively commented that it will be impossible to be in a South African classroom and not expect learners and teachers to mix languages.

As a microlanguage planner, teacher 1 does not see the usefulness of neglecting the learner's local language. This corroborates the idea of Baldauf's (2006), microlanguage planning framework which promotes the use of neglected languages inside the English Home language classrooms.

A search of the literature revealed that, although these findings differ from those found by many researchers such as Rowe (2018); Krause and Prinsloo (2016); Copland and Neokleous (2011); Littlewood and Yu (2011); Turnbull and Dailey-O'Cain (2009); and Macaro (2009), agree that teachers should allow learners to make use of their languages for epistemological access in the classroom. It is encouraging to compare this data with that found by Rabbidge (2019), who, in his interview with a teacher found that, according to the teacher, learners preferred to use their languages in the English classroom to make sense of the content.

Teacher 2:   In my opinion I do think translanguaging is an asset to the school because uhm communication is key and the, the way that they communicate and understand, to understand each other, it doesn't matter if it happens, if they, if they, use, making use of translanguaging as long as they do understand each other, respectfully.

In the extract above, just like teacher 1 who understands translanguaging to be an asset to the school, teacher 2 responds in like manner. Teacher 2 replied that communication is a key asset that

adds to the process of comprehension and meaning-making of the content taught during class. The teacher further expressed that she does not care if learners use translanguaging during the English lesson.

According to the teacher, if learners can understand the material that is explained, she sees no problem with it. Therefore, according to Liddicoat and Taylor-Leech (2014), micro-level language planning in a multilingual education setting is seen as particularly important for addressing language issues that relate to small groups like this. The teachers, therefore, view translanguaging as a beneficial language resource that enhances meaning-making. These results agree with that of Heugh (2015), who found that communication can occur through using various languages.

Furthermore, in agreement with the data above, teacher 3 also perceives that translanguaging is a benefit to the school.
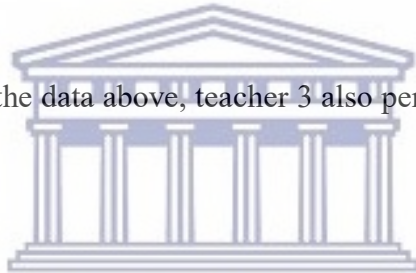
Teacher 3: Yes, I do think so cause I, we have a lot of Xhosa children and to be taught in a language that is not your mother tongue might be challenging for them. So, I feel like it would benefit the learner.

The teacher commented that translanguaging is especially beneficial for learners whose mother tongue is not English. Technically, what the teacher is not saying out loud, but is referring to it in her comment, "might be challenging for them". Indirectly, the teacher is saying that these learners, who are not English speaking, are disadvantaged. Thus, teachers 2 and 3 are also aware that they have learners in their classrooms whose mother tongue is not English and because they are placed

in an English Home Language classroom, they will have trouble in understanding, also known as being disadvantaged which is technically an injustice to the learner.

Teacher 1: Yes, I, I think so. I think if it doesn't interfere with achieving the goal. If I'm now in an English class, yes, they are required to be able to do certain things and express themselves in English, that's why I'm getting paid. But if it gets the job done, I think it's fair to make use of those tools.

Teacher 2: Yes, uhm, I do think that making use of translanguaging in my classroom is fair, uhm there's some of the learners in our classrooms who come from different backgrounds okay, so uhm this is how we relate to each other, how we engage with each other, as long as it remains respectful, uhm then and also I can assist uhm, when learners are not able to, to uhm, convey what they're trying to tell me in, in English or their language then I can help them in that.
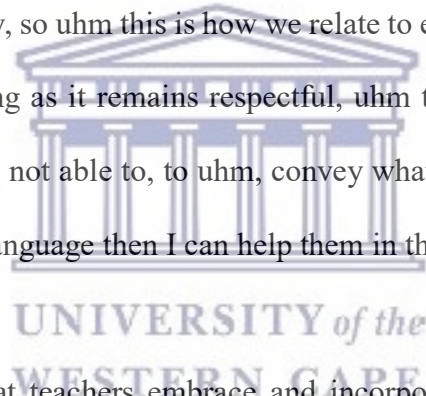
The excerpt above indicates that teachers embrace and incorporate translanguaging into their lessons.

Teacher 1 asserted that, if translanguaging helps her reach her learning outcomes, then it is fair to allow the learners to use translanguaging. It is interesting to note that, although the teachers are aware that the meso-policy does not allow room for translanguaging, they create translanguaging space and allow the learners to leverage their linguistic repertoires. This is in contrast with King and Chetty' (2013), findings that teachers used translanguaging even though they denied it. The

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teachers in this study, however, indicate that they understand their agentive roles as microlanguage planners and formulate micro policies to address micro-level needs (Baldauf, 2006).

These findings also concur with Hornberger and Link (2012), who found that translanguaging fosters learning, and at the same time bring cultures together. Teacher 2 also found that translanguaging is a fair tool to use in the English classroom because it allows learning to take place through languages. The teacher found that, learners understand the work better when they can discuss it in their languages. She further responded that this allows learners to feel at ease during the lesson, thus enhancing a better learning atmosphere. The present findings seem to also be consistent with a study conducted by Creese and Blackledge (2015), who found that translanguaging engagement relegate critical thinking.

The same was noted in the response of teacher 3:
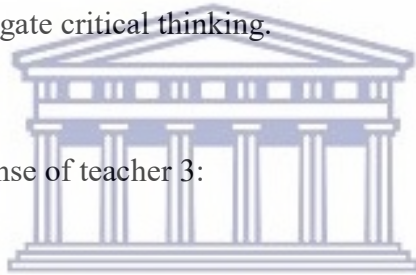
Teacher 3:   Yes, I do feel like it is fair, so that everybody who is in the classroom understand and leaves here understanding and not just sitting here listening to whatever is going on but not understanding because I feel then the learner is comfortable to come to you they will approach you more easily. I feel like the Xhosa children love it when you speak Xhosa to them as well.

Teacher 3 stated that the IsiXhosa learners enjoy it when a teacher can speak their language even if it is just good enough for a basic conversation. In doing this, the teachers in this study 1), are going against what macrolanguage planning stands for, and 2) they are formulating what Baldauf

calls microlanguage planning. The teachers in this study, through using translanguaging are microlanguage planners.

These benefits are in direct correlation to that found by Lubliner and Grisham (2017), who found that teachers who utilise the learners' different languages, not only display a positive attitude towards the languages, but also allow learners to bring their culture into the learning space. They also found that, because the learners are free to use their linguistic repertoires in the classroom, this in turn enriches the teachers' teaching experience with the learners. Researchers such as Jaekel et. al. (2019), and Harris (1992), also agree that translanguaging is found to be beneficial to speakers who use two or more languages, it creates a positive attitude to learning and establishes cultural and social identity.

Although these results differ from that of Nambisan (2014), who conducted a study in Iowa and found that most teachers do not implement translanguaging in their classrooms. But, they are broadly consistent with studies conducted by Holdway and Hitchcock (2018); Carstens (2016); McMillan and Rivers (2011); and Kim and Petraki (2009). These researchers found that translanguaging enhances collaboration, a safe environment, cognitive gains, epistemological access in the classroom.

Notably, the teachers' translanguaging practices observed during the lesson observations match their reasons for using translanguaging during the lessons.

5.4.4 Translanguaging as a vehicle for enhancing epistemic access

The findings indicate that translanguaging is not only used as a linguistic resource, but also as a strategy for enhancing epistemic access. A common view amongst all six learners was that they use translanguaging as a meaning-making strategy during their English language classes. When asked to explain the reasons for using translanguaging during lessons, learner 1 indicated that it enhances understanding of English concepts.

Learner 1: If I don't understand something and then I'll ask like for example in an Afrikaans class then I'll like to throw some Afrikaans words then I'm like ma'am ek kan nie verstaan wat jy gese het nie. (I don't understand what you said.) And then she's like uhm, uhm then she'll explain and then I'll be like oh okay no now I understand. Learners 1 further elaborated:

Learner 1: Uhm, okay. Uhm, for example like, like in Xhosa for example. Okay so, if I don't understand something and then I'll ask for example, I'll ask my friend Asanda, like Andiqondi (I do not understand) cause like I don't understand and then she'll like uhm, she would translate in Xhosa be like no explain yintoni (what is it) this yintoni (what is it) that and then I be like uh okay so funeke like funeke sithini? (What is it that we need to do?) then she be like yes, I'm like uh okay now I understand.

As indicated in the except, learner 1 asserts that translanguaging enhances epistemic access. The learners indicated that they use translanguaging to unpack and understand cognitively demanding concepts. Learner 2 shared similar sentiments,

Learner 2: I do, because it helps me understand more and it helps me, explain what I actually want to the teacher, and if they respond in the certain language that I ask them in it's even better for my understanding.

Like learner 1, learner 2 confirmed that she understands content better when she can use translanguaging during lessons. This observation validates other studies that assert that translanguaging helps learners understand content material during lessons by providing epistemic access and enhancing the acquisition of new knowledge (Wei, 2011; García, 2009).

Learner 3 expressed similar sentiments and asserted that she is Afrikaans speaking and as such, she struggles with English. Therefore, according to learner 3, English can be confusing for the learner as she stated, "I'm a bit confused and it's not confusing when you talk to me in Afrikaans". The learner expressed that she better understands the work that was confusing when it is explained in her language. Thus, learner 3 also views translanguaging as a vehicle for enhancing epistemic access. Learner 4 stated a similar fact:

Learner 4: I use translanguaging when I uhm, speak to my teachers or so because everything is easier when you uhm, use translanguaging.

Learner 4 noted that everything becomes much easier when he uses translanguaging with his teacher, learner 4 stated that "everything is easier when you uhm, use translanguaging." Baldauf's (2006), microlanguage planning is successful in this case because the learner is comfortable using

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his local language with the teacher. This example shows that, for macrolanguage planning to be successful, it will require the help of micro-level language planning, as in the case of the learner above. Learner 5 also responded similarly to that learner 1 and said:

Learner 5:   I actually do uhm, because sometimes when my teacher speaks Afrikaans in an Afrikaans class and sometimes, I don't understand I ask her to explain it in English.

Learner 5 further stated,

Learner 5:   Uhm, uh, if I don't understand and I have a… en ek het ń Afrikaanse vriend wat langsaan my sit, dan sal ek hom vra in Afrikaans dan sal, kyk op, kyk ek is hy English kan praat. (And I have an Afrikaans friend that sits next to me then I'll ask him in Afrikaans, and I see if he can speak in English.)

Learner 5 answered that he uses translanguaging in both his English and Afrikaans classes to bring about understanding and enhance epistemic access. Learner 6 also confirmed that she uses translanguaging with her teachers, but more so with her peers. The learner commented:

Learner 6:   Yes, I do use it sometimes when I kinda don't know some of the words in English and the teach, the teacher would understand. I use two languages, English and Xhosa when I'm asking my friend of mine to explain the word in, yoh the work in Xhosa that I don't understand like Choma, andiqondi ik'splan (My friend I don't understand the work please explain the work to me), so please put me like the

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explanation, reason because I don't know the, the language fluently so I need more help.

All the participants answered similarly to the individual semi-structured question. They all stated that the use of translanguaging brings about understanding in the classroom. These results match those by earlier studies conducted by Garcia and Wei (2014), who found that while translanguaging scaffolds weaker languages, it also enables a deeper understanding, and Baker (2011), listed out of the four benefits of translanguaging, "understanding" to be at the top of this list.

These are similar to that which was found by researchers such as Shah et. al. (2018); Ndhlovu (2018); and Duarte (2018), who stated that translanguaging used as a communication strategy enhances understanding. More so, these findings are also consistent with those previously found by Leong and Ahmadi (2017), and Navaz (2016), who found that learners find it difficult to express their thoughts verbally, in a language that they do not speak daily. And, as a result, these learners exclude themselves from the lesson. It is for these reasons that learners in this study argue that translanguaging helps them to enhance epistemic access in the English classroom.

To validate the data gathered through these semi-structured interviews, the researcher conducted focus group discussions with the learners who had participated in the interviews. Similar sentiments on translanguaging as a strategy for epistemic access were shared during focus group discussions. During the first focus group discussion, the learners shared the following view, based on the question – 'Why do you make use of Translanguaging?'

Learner 1:   Uhm, I make use of translanguaging to get understanding of whatever that I don't understand so if I don't understand something in a language, I can ask in another language where I will understand better and that will give me a better understanding.

Learner 1:   Uhm, I do understand it better very much.

Learner 2:   Learner number two, I use translanguaging to get a bit of understanding of the work and yeah, it helps me understand the work even more than I would if I didn't actually ask in translanguaging.

Learner 3:   Hi I'm learner number three and I agree with learner number one and learner number two.

Learner 4:   I'm learner number four, it helps me uhm with, it helps me a lot with my work and with, the teacher can explain it to me better.

Learner 5:   I'm learner number five I agree with learner number four.

Learner 6:   I'm learner number six, it helps me learn more about the work and understand the work better.

In consonant with lesson observation and semi-structured interview data, the learners confirm that they use translanguaging as a meaning-making strategy during their English lessons. Translanguaging research has consistently found that it provides learners with opportunities to understand content material and maximise their learning experiences (García and Wei, 2014).

In summary, the learners' focus group discussion results indicate that, translanguaging promotes epistemic access. The learners' responses show that translanguaging helps them gain a deeper understanding of the English subject-matter content during their lessons.

The learners further admitted that it is difficult using only English in the English classroom:

Learner 1: You get to understand more of whatever is being taught yes.

Learner 2: It is very beneficial to me and other learners too, because certain learners may not understand the certain thing the way you do or a certain language the way you do, so you have to explain it to them in the language that they speak. For instc, for instance, I'm Xhosa and my friend is Xhosa too so if she doesn't understand something in Afrikaans, I can give it to her or explain it to her or explain it to her in Xhosa.
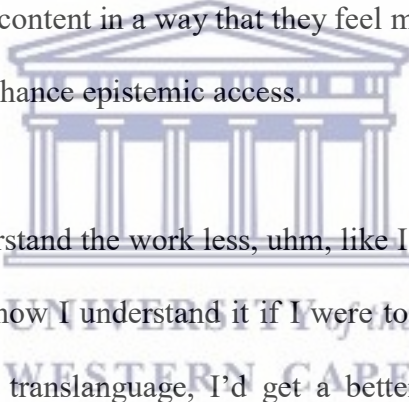
Learner 3: I feel comfortable and there is lot of children that doesn't feel comfortable in these like, I don't want to say I'm forward but by asking the teacher their other learners that are shy but I'm not forward but just trying to help other people also because they don't have the guts to ask but yeah.

Learner 4: It is very, it help nou (it helps now), for me and it can raise up my marks and so. It will be better for me to use translanguaging.

Learner 4 elaborated and believes that, through using translanguaging, he can improve his academic marks and as indicated in all the findings above, all participants believe that translanguaging is a benefit to them. These findings concur with those found by Ngcobo et. al. (2016), who stated that those who are not allowed to use their indigenous African languages may as well be excluded from the lesson.

This coincides with the findings of Leong and Ahmadi (2017), who revealed that learners have trouble expressing their thoughts verbally, as indicated by learner 4.

Translanguaging as a vehicle for epistemic access was further validated by the learners' assertions that it helps them understand the content in a way that they feel most comfortable. This is evident that translanguaging is used to enhance epistemic access.

Learner 1: I'd probably understand the work less, uhm, like I wouldn't really get a very good understanding of how I understand it if I were to translanguage. Uhm, cause if I probably were to translanguage, I'd get a better understanding, but if I don't translanguage, then it's like I get less of an understanding.

Learner 3: Daar is baie kinders wat net nie verstaan nie. (There are many children who do not understand.) Soos ek was ook een van hulle gewees maar ek leer en ek leer ook by die dag. (I was also one of them, but I learn and learn also by the day). En ek ya, en, en (and I yeah, and, and), there are learners who doesn't, who doesn't know all who, who are too scared to ask.

Learner 4:   My marks will drop low, low, low. Very low.

Learner 5:   Uhm, I wouldn't understand the work that I would want to know about and I wouldn't know the different languages that I would want to learn more about, and if the teacher would like uhm, ask me and I don't like translanguage then I won't understand the work.

As indicated above, learners 1 and 3 suggest that they will not understand the content being taught if they are not allowed to use translanguaging in the classroom. Interestingly, learner 3 used translanguaging during the focus group discussions. This further justifies their assertion that translanguaging is a vehicle for epistemic access. The learners highlighted the difficulty in understanding the content while learner 4, in the next excerpt, indicates the devastating results that could occur if he is not able to use translanguaging in his English classroom.
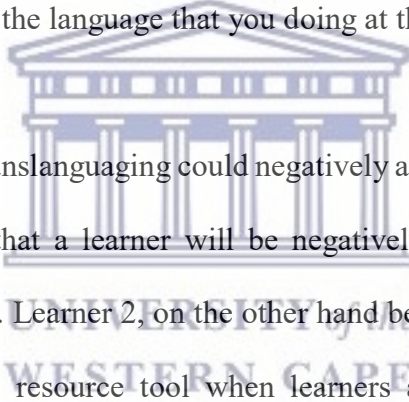
Learner 4 stated that without the use of translanguaging, his academic marks will drop very low. And, learner 5 commented that, should she be unable to make use of translanguaging in the classroom, she will probably lose interest in the classroom and will not understand what is being taught.

These findings overall show that, the learners are aware that translanguaging is a linguistic resource that assists their limited English in their path of learning. It is important to note that the argument here is not to eradicate English but to use translanguaging to aid in the understanding of English. These findings are in line with previous findings which indicate that translanguaging

makes information easier to understand than using English only (Hamman, 2018; Shah, 2018; Makalela, 2018a, 2015, 2014).

Learner 1:   If I can't translanguage, they wouldn't understand whatever needs to be understood.

Learner 2:   Certain things need translanguaging, if that's the correct thing to say and let's say you doing orals, tests, you can't say things in another language. Like if, for instance if you are doing English, you can't come there and be like Xa ndivuka ndaqonda ukuba (When I woke up I realised that…) and this and that, it's gonna confuse because that's not the language that you doing at the moment.

Learner 1 does not believe that translanguaging could negatively affect anyone but rather enhances epistemic access. She believes that a learner will be negatively affected should they not use translanguaging in the classroom. Learner 2, on the other hand believes that translanguaging will be seen as a negative language resource tool when learners are completing their tasks and assignments for academic marks. She also stated that languages should be kept separate, especially in the English classroom. She alludes that there is indeed a place and a time for translanguaging but not during assessments.

Learner 4: It will not have a negative influence with the learner because every, many

things to explain to someone it's not easy to explain something just in one

language or so, so I say, twee tale praat dans dit makliker om vir iemand

iets te verduidlik. (Speak in two languages, then it's easier to explain

something to someone.)

Learner 4 believes that translanguaging makes it easier to understand the work and thus, does not see anything wrong with the language resource tool. According to Liddicoat et. al. (2014), the participant in this study makes use of their local language resources to establish the need.

The same was found by learner 5 and 6 below:

Learner 5: It could actually have uhm a negative impact because sometimes some other learners would speak their own language, uhm, like, they would rather not want other people to know more about their language. Hulle wil ook so hê dat hulle moet meer van die, uhm taal weet en dit kan vir, jy kan sleg in jou eie taal praat van iemand anderste. (They also want to know more about the language, and it can, you can talk bad about someone in your language.)

Learner 6: I think it could not because it helps many people in our school. There are people that would understand other language and it helps people to communicate there, because there are people, foreigners' example that don't know our language but they wanna learn, so they commune, they can communicate with us.

Learner 5 believes that translanguaging could have a negative effect on learners' academic marks. He stated that some learners do not want other learners to know their languages and thus would

not translanguage. I don't quite understand his response as it is vague. On the other hand, learner 6 stated that she believes translanguaging to be beneficial to the learners because it enhances communication.

As a result, out of the six learners who answered the question, four of the participants believed that translanguaging does not impact negatively on learner's academia and one of the six participants believed that translanguaging does indeed have a negative impact of some kind on learners' academic marks and one learner's response was vague.

Learner 3:   I use translanguaging because I understand Afrikaans more than I understand English and it's much easier if I, if they uhm, I don't know, uhm explain it to me in Afrikaans because I went to a Afrikaans school and this is English and Afrikaans, so I'm a bit confused and it's not confusing when you, when you uhm, talk to me in Afrikaans because I grew up learning Afrikaans
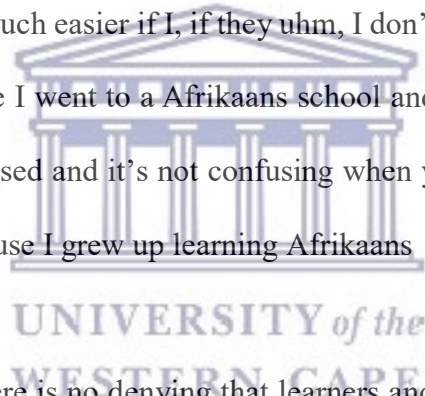
Based on the findings above, there is no denying that learners and learners have a vast linguistic repertoire, especially in a country like South Africa where there are eleven official languages. Moreover, Probyn (2019), found in her recent study that South African classrooms are rapidly becoming increasingly multilingual.

5.5 Summary of findings

In summary, the thematic analysis of learners' and teachers' translanguaging practices during the English home language lessons revealed that, regardless of the macro and meso English-only policies, the learners and their teachers use translanguaging during learning and teaching activities.

5.6 Conclusion

This chapter presents data gathered using lesson observations, semi-structured interviews, and focus group discussions. The three data-gathering instruments enhanced the validity of the findings. The data were analysed using thematic analysis procedures, which uncovered the following themes: 1) Translanguaging as a linguistic resource, 2) Translanguaging as a pedagogy for explaining and clarifying concepts, 3) Translanguaging as a strategy to enhance epistemological access and 4) Translanguaging as a vehicle for enhancing epistemic access. The chapter has presented, and analysed data related to translanguging practices in an English home language Grade 8 classroom. Based on Baldauf's (2006) microlanguage planning framework, the analysis indicated that the teachers' and learners' translanguaging practices served as a linguistic resource for communication and acquisition English through Translanguaging.

CHAPTER 6

ANALYSIS OF FINDINGS

6.1 Introduction

This chapter presents an overview of the study, research questions, a discussion of findings related to the three research questions, recommendations, the contribution of the study to the body of knowledge, and limitations of the study. Finally, a conclusion of the study is presented.

6.2 Overview of the study

The purpose of this study was to explore learners' translanguaging practices in a Grade 8 English Home language classroom in the Western Cape Province. Underpinned by Baldauf's (2006), micro language planning theoretical framework, the qualitative data were gathered using lesson observations, semi-structured interviews and focus group discussions. The data were then analysed using Thematic Analysis procedures (Braun and Clarke, 2013, 2006).
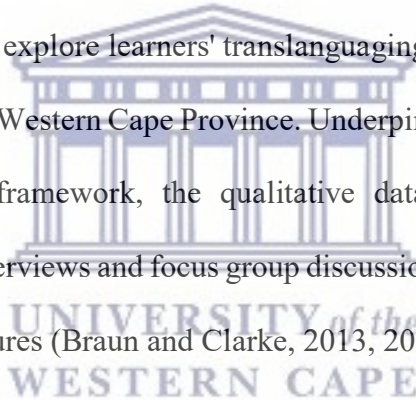
6.3 Research questions

The study addressed the following main and subresearch questions:

6.3.1 Main research question:

What are learners' and teachers' translanguaging practices at a Grade 8 English Home language classroom in the Western Cape Province?

6.3.2 Sub-questions:

- How do learners and teachers use translanguaging during their English language lessons?

- For what purposes do learners and teachers use translanguaging during English language lessons?

6.4 Discussion of Findings

This section discusses three major themes that emerged during the Thematic Analysis of the data. The three themes are translanguaging as a linguistic resource, translanguaging as a pedagogical resource, and translanguaging as an epistemological access resource.

6.4.1 Translanguaging as a communication resource

A significant theme that emerged from the lesson observation, semi-structured interviews and focus group discussion data relate to translanguaging as a linguistic resource. Multilingual learners and the teachers used translanguaging as a vehicle to promote communication and to cocreate meaning during the lessons. Moreover, translanguaging pedagogy promotes not only learner-learner interaction but also teacher-learner and learner-to-teacher interactions during the lesson. Learners' use of translanguaging was not merely for communicative purposes. Rather, their linguistic repertoires were also leveraged to perform pedagogical tasks using the languages in their repertoires. The linguistic scaffolding and support that learners received from their peers enhanced their learning of content material. This supports the conclusion that learners create translanguaging spaces regardless of monolingual language policies (García et al., 2011; Li Wei, 2011).

6.4.2 Translanguaging as a pedagogical resource

The literature on translanguaging highlights the value of drawing on learners' multilingual repertoire as a resource to enhance their learning (García et al., 2011; Li Wei, 2011). García and Li Wei (2014), assert that "embedded in this practice [translanguaging] is the belief that learning is not a product, but a process" (p.81). Consistent with this assertion, this study found that translanguaging is a pedagogical process because learners use it as a learning strategy that enhances their cognitive and sociolinguistic skills. Furthermore, the pedagogical value of translanguaging was acknowledged by the teachers and the learners. This empowers learners and challenges English hegemony (García and Li, 2014).

6.4.3 Translanguaging as a vehicle for epistemological access

The learners altogether revealed that they use translanguaging in their English Home Language classrooms to commonly understand the content material that is taught and specifically enhance epistemic access. Translanguaging occured daily from their homes to their peers during group discussions with their teachers to obtain a better understanding of the workload that is presented. Notably, the learners revealed that they were fortunate to have teachers who use translanguaging during the process of teaching and learning, which, in essence, through pedagogy, brought about a better understanding of the content material for the learner. This confirms Baker's (2011), assertion that translanguaging adds to a deeper and better understanding of that which is taught.

The findings also indicate that the teachers create translanguaging spaces to enhance learners' epistemological access during the lesson. This confirms García and Li Wei's (2014), assertion that translanguaging is not "just another strategy to deal with a problem" (p.93), but a deliberate

pedagogical tool. Hence, translanguaging is an integral part of the learning and teaching process. As Canagarajah (2007), suggests, language is "a social process constantly reconstructed in sensitivity to environmental factors" (p.94). Through translanguaging, the learners were able to select and mix different features of their languages to suit their immediate needs (García & Leiva, 2014). The findings of this study confirm the critical importance of translanguaging as a pedagogical tool in South African multilingual classrooms.

6.5 Recommendations

Based on the findings of the study, the study proposes the following recommendations for making policy, practice and further research:

6.5.1 Recommendations for policy

Research indicates that macro- and meso-level language policies constrain translanguaging and emphasise decontextualised monolingual policies (Carroll & Sambolín Morales, 2016). The findings of the study revealed that despite macro- and meso-English-only policies, learners and teachers used translanguaging during their English Home Language classrooms. This implies that there is a mismatch between the macro- and meso-English-only policies and the micro and classroom-level policy. It is recommended that policymakers design more inclusive and transformative policies that promote multilingualism and a socially just education system.

The macrolevel policymakers take into consideration the practical, microlevel language practices to design language policies that address the needs of the multilingual learners in the South African classroom. This indicates an urgent need to reconceptualise language policies and consider

translanguaging as a vital actionable strategy toward language inclusive policies that align with the South African multilingual and multicultural context.

6.5.2 Recommendations for practice

The study has several pedagogical implications. First, South African English Home Language Grade 8 teachers must consider translanguaging as a pedagogical resource and a vehicle for enhancing epistemological access during English Home Language lessons. As indicated in the findings of the study, learners draw on their linguistic repertoires during the lessons. If allowed to use translanguaging, the learners would not only gain epistemological access but also communicate effectively during the lessons. As microlevel policy implementers, teachers need to pay "more attention to fluid, multilingual, oral, contextualised practices at the local level" (Hornberger & Link, 2012b, p.245).

Second, translanguaging allows learners to exercise their agency and formulate a micropolicy to suit their linguistic needs (Baldauf, 2006). Finally, teachers need to make deliberate efforts to allow learners to use their languages during English lessons. This understanding would allow the teachers to embrace translanguaging and enhance learners' epistemological access to content material. Teachers must identify the linguistic needs of learners. For instance, if a teacher identifies the learners' language barriers, they need to encourage them to use translanguaging. This does not imply that the teachers should eradicate English during their English lessons; rather, it means that they should allow the learners to use translanguaging as a vehicle for understanding pedagogically demanding materials and comprehending the new knowledge.

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The findings also provide practical recommendations for curriculum designers. South African teacher education institutions must prepare the teachers to utilise translanguaging as a pedagogical tool rather than assuming that there is nothing to add. Hence, teachers need relevant preparation and training to embrace and leverage translanguaging in the South African English Home language classroom context.

6.5.3 Recommendations for further research

The study proposes several recommendations for further research. First, this study focused on learners' translanguaging practices in a Grade 8 English Home Language classroom in the Western Cape Province. Future researchers need to conduct their research on the other South African Provinces to unveil translanguaging practices in different geographical and sociolinguistic contexts in South Africa. Second, this study adopted a qualitative case study design. Other researchers could use other research designs to replicate the study or conduct further research on translanguaging. For instance, researchers could conduct action research, surveys and quasi-experimental studies. The study was also limited to one school in the Western Cape Province. Other researchers could conduct multiple case studies and other extensive studies to provide an in-depth analysis of learners' translanguaging practices in South Africa.

The study also focused on a public school in the Western Cape. It would be interesting to see if private schools in the Western Cape share the same sentiment or do they have opposing views. Irrespective, this will enrich the understanding of the impact and role that translanguaging plays in schools in the Western Cape. Since this study has only focused on a Grade 8 English Home Language classroom, it would be interesting to see other researchers research the reasons why

learners use translanguaging in a different level or Grade in high schools. Although this study provides an exciting opportunity to advance our knowledge of translanguaging at a Grade 8 level, it will be worthwhile to see whether these findings apply to other Grades at a high school level. Researchers can explore whether translanguaging occurs as often in Grades nine, ten, eleven, or twelve as it does at a Grade 8 level. It will also be added value to this study to see if this is the case in other schools in the Western Cape.

The study found a disparity between what is written in policy and what occurs during actual class time in practice. All the participants involved, that is, the six learners and three teachers, concur that translanguaging is a necessary pedagogical tool that enhances epistemic and epistemological access. Thus, further research studies should look more closely at the usage of pedagogy in other translanguaging in Western Cape schools. This is important because it will provide empirical evidence of the actual implementation of the school's policy at a microlevel. Interestingly, my study aimed to explore learners' translanguaging practices in a Grade 8 English Home language classroom. Although this study was limited to the English language subject, another researcher can explore learners' usage of translanguaging or lack thereof in a different subject, such as mathematics, Afrikaans, biology, science, business studies, etc. This will add to a better and more in-depth understanding and purpose of translanguaging in schools in the Western Cape.

6.6 Contribution of the study

The study contributes to the body of translanguaging by learners' and teachers' Translanguaging practices at a Grade 8 English Home Language classroom in the Western Cape Province in South

Africa. As discussed in Chapter one, translanguaging posits that multilingual learners use resources at their disposal to interact and make meaning (García & Li Wei, 2014). An important contribution of this thesis is that it has pointed out that while macrolanguage policy legitimises English as the medium of learning and teaching, translanguaging is a normal occurrence during lessons. This indicates a disparity between policy and practice. This confirms the current literature on the pedagogical value of translanguaging during lessons. This thesis has also revealed how pedagogical translanguaging promotes epistemological access and that learners can use as a creative strategy for solving linguistic problems.

Another contribution of the thesis is that it empirically explored the teachers' and learners' translanguaging practices and their reasons for using translanguaging. This has the potential to inform language-in-education policy decisions and the implementation of English-only policies. The insights gleaned from the teachers' and learners' responses have several implications for the proposal of translanguaging. In line with research on multilingualism, the findings show that translanguaging is linguistically inclusive and makes use of learners' languages to maximise learning. As suggested by the teachers interviewed in this study, translanguaging is a valuable tool in the heterogeneous and multilingual South African classroom.

6.7 Limitations of the study

In addition to the recommendations for future research detailed earlier, the researcher highlights the following limitations. First, it only focused on Grade 8 learners' translanguaging practices during English home language classes in the Western Cape Province. The translanguaging practices may differ in other classes and subjects in the same school. Other schools within the

Western Cape Province and in other South African provinces may also have different translanguaging practices.

Second, the scope of the study was limited in various ways, and it is necessary to conduct a more in-depth study. Future studies with more participants and more schools might provide further and in-depth insights. Longitudinal studies may also examine teachers' and learners' translanguaging practices over time to provide empirical evidence on translanguaging during lessons. Although translanguaging has become a common trend in the current literature, its recognition and use in practice are mostly being theorised. Hence, extensive research on its pedagogical value would help contribute to proposals for multilingualism and inclusive language policies in the South African education system. Despite these limitations, the findings of the study clearly indicate the importance translanguaging in the Grade 8 English Home language class and support current calls for language policy to embrace translanguaging as a pedagogical tool in South African multilingual classrooms.

6.8 Conclusion

This study explored learners' translanguaging practices in a Grade 8 English Home language classroom in the Western Cape Province. The study concludes that translanguaging is a valuable pedagogical tool that foregrounds multilingual learners' agency to draw on their linguistic resources and make meaning around cognitively demanding concepts. This implies that in the multilingual South African classroom context, it is imperative to reconceptualise English-only policies for multilingual learners. This is evident in that the findings of the study indicate that despite the English-only macro and meso policies, the learners and the teachers used

translanguaging during English home language lessons. This indicates that learners' multilingual and multicultural resources should be embraced and valued at the policy and implementation levels. To achieve this, teachers' and learners' practices are critical because they reveal in-depth information about learners' and teachers' language practices at the micro level. If the macrolanguage policy recognises translanguaging as a pedagogical tool in the South African multilingual classroom, this would enhance learners' epistemological access and learner agency during lessons. It is anticipated that the findings of the study would be considered actionable strategies for multilingual and epistemological access strategies in the South African schooling system. Overall, the findings of the study propose a translanguaging perspective for South African multilingual classrooms to afford the learners opportunities to draw on their linguistic resources to communicate and gain epistemological access to pedagogical material.

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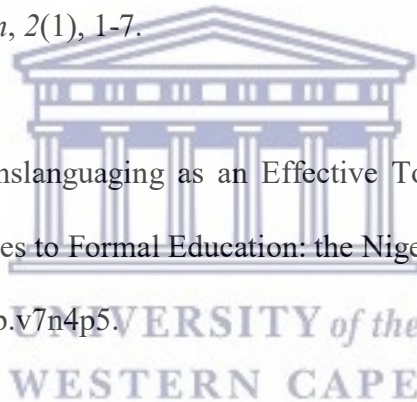
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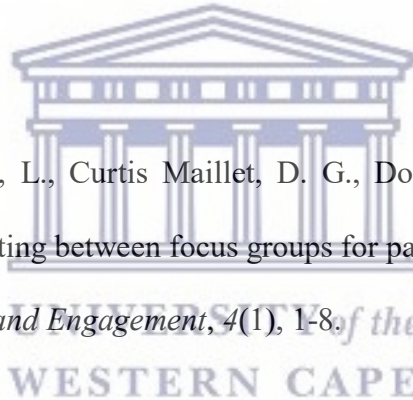
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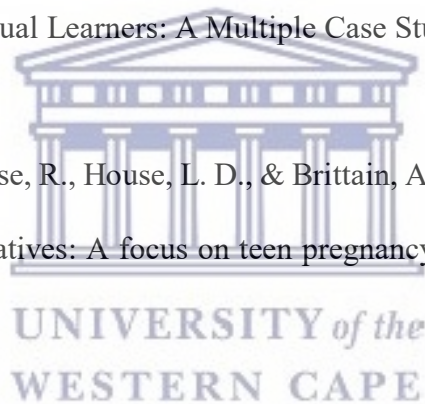
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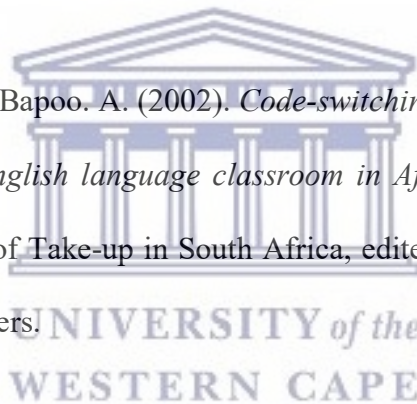
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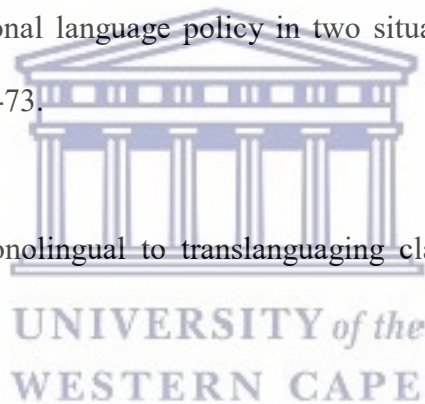
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APPENDICES

APPENDIX A: ETHICAL CLEARANCE

UNIVERSITY *of the* WESTERN CAPE

YEARS *of hope, action & knowledge*

14 December 2021

Mr P Arendse
Language Education
Faculty of Education

HSSREC Reference Number:	HS21/8/34
Project Title:	Exploring learners' Translanguaging practices at a Grade eight English Language classroom in the Western Cape Province.
Approval Period:	**5 December 2021 – 5 December 2024**

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology, and amendments to the ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via:
https://sites.google.com/uwc.ac.za/permissionresearch/home

The permission letter must then be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse events and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

NHREC Registration Number: HSSREC-130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.

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https://etd.uwc.ac.za/

APPENDIX B: APPROVAL FROM WCED

Western Cape Government
Education

REFERENCE: 20220117-9058
ENQUIRIES: Mr M Kanzi

Mr Patrick Arendse
99 Church Street
Athlone
Cape Town
7764

Mr Patrick Arendse,

RESEARCH PROPOSAL: EXPLORING LEARNERS' TRANSLANGUAGING PRACTICES AT A GRADE EIGHT ENGLISH LANGUAGE CLASSROOM IN THE WESTERN CAPE PROVINCE.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **17 January 2022 till 30 September 2022.**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Mr M Kanzi at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

> **The Director: Research Services**
> **Western Cape Education Department**
> **Private Bag X9114**
> **CAPE TOWN**
> **8000**

We wish you success in your research.

Kind regards,
Meshack Kanzi
Directorate: Research
DATE: 17 January 2022

APPENDIX C: PERMISSION LETTER FROM THE PRINCIPAL

Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

I Michael Koopman, hereby confirm that I have been fully informed about the nature, purpose and procedures for the study titled: "Learners' and Teachers' Translanguaging practices at a Grade 8 English Home Language classroom in the Western Cape Province."

I have received, read and understand the written information about the research project and that all interviews will be conducted virtually via zoom meetings. I understand that my name will not be used in the final report and the information collected will be used for the sole purpose of the study.

I also understand that participants may withdraw from the research project at any time, without any consequence.

Please put an X in the appropriate column to indicate if you allow/do not allow the following:

	AGREE	DISAGREE
I would like for my school to participate in this research project.	YES	
Learners and teachers may be interviewed with an audio recorder.	YES	
Researcher may participate in normal day-to-day conversations that take place during teaching and learning time.	YES	
Learners and teachers may take part in semi-structured interviews, focus group discussion and lesson observations.	YES	

Signature of Principal: Date: 19 January 2022

Sincere thanks

Mr P Arendse (Researcher):   Date: 19 January 2022

Researcher: Mr P. Arendse
Tel: 0216963970
Cell: 0745117018
3254115@myuwc.ac.za

Supervisor: Dr N Dlamini
Tel: 0219592287
Email: ndlamini@uwc.za

HSSREC Research Ethics
Tel: 0219594111
research-ethics@uwc.ac.za

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APPENDIX D: INFORMATION SHEET TO PRINCIPAL

Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

Dear Mr M. Koopman

I am currently completing my master's degree in education at the University of the Western Cape. My research is investigating why and how learners and teachers make use of translanguaging during teaching and learning time. I will receive approval from the Western Cape Education Department and the Ethics Committee of the UWC Faculty of Education for this research project.

I had chosen your school to conduct the research necessary for the study. However, your consent is needed for such participation, and I hereby humbly request your permission for your school's (learners and teachers) participation.

Your school's involvement in the project will include semi-structured interviews (All interviews will be conducted virtually to stop the spread of the Covid-19 virus.), focus group discussions and voice recordings of non-participatory lessons. The recording of lessons includes the recording from the start of the lesson to the end thereof.

All information provided by your school for this research study will be STRICTLY CONFIDENTIAL AND NO NAMES (of learners and teachers or the school) WILL BE REVEALED in the written research report, i.e., the anonymity of all parties is guaranteed. Your school (learners and teachers) may also at any time, without any consequence, withdraw from participating in the study. All information provided will be used solely for research purposes and your school will not be disadvantaged in any way.

If you would like to know more about this research project, please feel free to contact me on any of the numbers given below.

It is my sincere wish that this study will enhance the understanding of, and positively contribute to the literature on the use of translanguaging within classrooms.

Sincere thanks

Yours in education

Mr. P Arendse (Researcher)   Principal:
Date: 19 January 2022   Date: 19 January 2022

0216963970   (house)   Supervisor: Dr N Dlamini   HSSREC Research Ethics
0745117018   (cell number)   Tel: 0219592287   Tel: 0219594111
Email:3254115@myuwc.ac.za   Email: ndlamini@uwc.za   Email: research-ethics@uwc.ac.za

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APPENDIX D (Part 2)
Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

Dear …………………………………………………….

Thank you for your interest in taking part in this research study towards my Master's degree in Education at the University of The Western Cape. The study aims to investigate why and how learners and teachers utilise translanguaging during teaching and learning. Part of the information I need will be for learners to be themselves, speak the way they normally do with the teacher and peers during teaching and learning time.

What is Translanguaging?
Translanguaging encourages the learners to use their home language within the classroom to their advantage, especially when the content becomes confusing or too difficult to explain in a second or third language. In short, translanguaging allows for learning to take place in learners' different home languages within the same classroom. Creating room for bilingual learners to learn effectively through biliteracy. This technique promotes a more flexible education for the learner, rather than restricting them to learn in only one language.

What you will be asked to do:
If you agree to take part, I will conduct virtual individual and or group interviews with you. All interviews will be conducted virtually to stop the spread of the Covid-19 virus. Thereafter you will do participate in a focus group discussion with five other learners about translanguaging. Interviews and discussions will be held at your school during school time. The interviews and discussions will also be audio-recorded.

How will your confidentiality be protected?
This is not an ethics statement. Your anonymity and the confidentiality of your responses are of great importance and will be protected. The interview and discussions are confidential and your name and that of your school will not be mentioned when the research report is written. Every precaution will be undertaken to ensure that interviewees' discussions remain confidential.

You may stop your participation in the project <u>at any time</u> without any consequence if you feel uncomfortable or change your mind.
If you need further information:
For any questions or concerns regarding the research study or any complaints about the way the research is conducted, do not hesitate to contact the researchers directly. You can contact me on 0745117018 or my supervisor, Professor Dlamini on 0219592287.

Thank you for agreeing to participate in my research project.

Mr P Arendse (Researcher): *PJRA*   Date: 19 January 2022

Researcher: Mr P. Arendse	Supervisor: Dr N Dlamini	HSSREC Research Ethics
Tel: 0216963970	Tel: 0219592287	Tel: 0219594111
Cell: 0745117018	Email: ndlamini@uwc.za	research-ethics@uwc.ac.za
3254115@mywc.ac.za		

APPENDIX D (Part 3)
Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

Dear ………………………………………………….

Thank you for your interest in taking part in this research study towards my Master's degree in Education at the University of The Western Cape. The study aims to investigate why and how learners and teachers utilise translanguaging during teaching and learning. Part of the information I need will be for learners to be themselves, speak the way they normally do with the teacher and peers during teaching and learning time.

What is Translanguaging?
Translanguaging encourages the learners to use their home language within the classroom to their advantage, especially when the content becomes confusing or too difficult to explain in a second or third language. In short, translanguaging allows for learning to take place in learners' different home languages within the same classroom. Creating room for bilingual learners to learn effectively through biliteracy. This technique promotes a more flexible education for the learner, rather than restricting them to learn in only one language.

What you will be asked to do:
If you agree to take part, I will conduct virtual individual and or group interviews with you. All interviews will be conducted virtually to stop the spread of the Covid-19 virus. Thereafter you will do participate in a focus group discussion with five other learners about translanguaging. Interviews and discussions will be held at your school during school time. The interviews and discussions will also be audio-recorded.

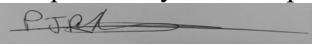**How will your confidentiality be protected?**
This is not an ethics statement. Your anonymity and the confidentiality of your responses are of great importance and will be protected. The interview and discussions are confidential and your name and that of your school will not be mentioned when the research report is written. Every precaution will be undertaken to ensure that interviewees' discussions remain confidential.

You may stop your participation in the project <u>at any time</u> without any consequence if you feel uncomfortable or change your mind.

If you need further information:
For any questions or concerns regarding the research study or any complaints about the way the research is conducted, do not hesitate to contact the researchers directly. You can contact me on 0745117018 or my supervisor, Professor Dlamini on 0219592287

Thank you for agreeing to participate in my research project.

Mr P Arendse (Researcher): _PJRA_   Date: 19 January 2022

Researcher: Mr P. Arendse	Supervisor: Dr N Dlamini	HSSREC Research Ethics
Tel: 0216963970	Tel: 0219592287	Tel: 0219594111
Cell: 0745117018	Email: ndlamini@uwc.za	research-ethics@uwc.ac.za
3254115@mywc.ac.za		

APPENDIX E: CONSENT LETTER FOR PARENTS AND LEARNERS

Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

I (full name and surname)………………………………………………………..
hereby confirm that I have been fully informed about the nature, purpose and procedures for the study, 'Learners' and Teachers' Translanguaging practices at a Grade 8 English Home Language classroom in the Western Cape Province'
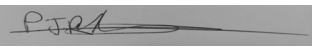
I have received, read and understood the written information about the research project and also noted that all interviews will be conducted virtually via zoom meetings. I understand that my child will have anonymity in the final report and information collected will be used for the sole purpose of the study.
I also understand that my child may withdraw from the research project at any time, without any consequence.

Please put an X in the appropriate column to indicate if you allow/do not allow the following:

	AGREE	DISAGREE
I allow my child to participate in the interview and the focus group discussion.		
I allow my child to be interviewed with an audio recorder.		
I allow my child to participate in normal day-to-day conversations that take place during teaching and learning time.		
I have been allowed to ask questions and have them answered.		
I understand that in participating in a small focus group discussion, my child has a responsibility to keep other participants' identities and responses confidential.		

_____   _____   _____
Signature of parent   Signature of Learner   Date

Sincere thanks

Mr P Arendse (Researcher):

Researcher: Mr P. Arendse	Supervisor: Dr N Dlamini	HSSREC Research Ethics
Tel: 0216963970	Tel: 0219592287	Tel: 0219594111
Cell: 0745117018	Email: ndlamini@uwc.za	research-ethics@uwc.ac.za
3254115@myuwc.ac.za		

APPENDIX E (Part 2)
Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

I (full name and surname) …………………………………………………………..
hereby confirm that I have been fully informed about the nature, purpose and procedures for the study titled:
'Learners' and Teachers' Translanguaging practices at a Grade 8 English Home Language classroom in the Western Cape Province.'

I have received, read and understand the written information about the research project and that all interviews will be conducted virtually via zoom meetings. I understand that my name will not be used in the final report and the information collected will be used for the sole purpose of the study.

I also understand that I may withdraw from the research project at any time, without any consequence.
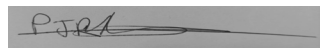
Please put an X in the appropriate column to indicate if you allow/do not allow the following:

	AGREE	DISAGREE
I would like to participate in this research project.		
I would like to be interviewed with an audio recorder.		
I would like to participate in normal day-to-day conversations that take place during teaching and learning time.		
I would like to take part in a focus group discussion with other research participants.		

Signature of learner: _____ Date: _____

Sincere thanks

Mr P Arendse (Researcher): _PJRA_____

Researcher: Mr P. Arendse	Supervisor: Dr N Dlamini	HSSREC Research Ethics
Tel: 0216963970	Tel: 0219592287	Tel: 0219594111
Cell: 0745117018	Email: ndlamini@uwc.za	research-ethics@uwc.ac.za
3254115@myuwc.ac.za		

APPENDIX F: PERMISSION REQUEST LETTER TO PARENTS/ GUARDIANS

Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

Dear Parent/Guardian

I am currently completing my master's in education at the University of the Western Cape. My research is investigating why and how learners and teachers make use of translanguaging during teaching and learning time. I will receive approval from the Western Cape Education Department and the Ethics Committee of the UWC Faculty of Education for this research project.

Your son/daughter …………………………………………. has indicated an interest in participating in this study. However, your consent is needed for such participation, and I hereby humbly request your permission for your child's participation.

Your child's involvement in the project will include an interview (All interviews will be conducted virtually to stop the spread of the Covid-19 virus.), a focus group discussion and voice recordings of lessons. The recording of lessons includes the recording from the start of the lesson to the end thereof.

All information provided by your child for this research study will be STRICTLY CONFIDENTIAL AND NO NAMES (of learners or the school) WILL BE REVEALED in the written research report, i.e., the anonymity of all parties is guaranteed. Your child may also at any time, without any consequence, withdraw from participating in the study. All information provided will be used solely for research purposes and your child will not be disadvantaged in any way.

If you would like to know more about this research project, please feel free to contact me on any of the numbers given below.

It is my sincere wish that this study will enhance the understanding of, and positively contribute to the literature on the use of translanguaging within classrooms.

Sincere thanks

Yours in education

Mr P Arendse (Researcher)

0216963970	(house)	Supervisor: Dr N Dlamini	HSSREC Research Ethics
0745117018	(cell number)	Tel: 0219592287	Tel: 0219594111
Email:3254115@myuwc.ac.za		Email: ndlamini@uwc.za	Email: research-ethics@uwc.ac.za

APPENDIX G: CONSENT LETTER FOR TEACHERS

Department of Language Education
Faculty of Education
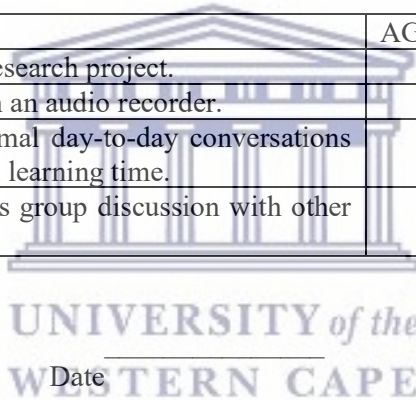**University of the Western Cape**
Bellville
8000

I (full name and surname)……………………………………………………..
hereby confirm that I have been fully informed about the nature, purpose and procedures for the study, 'Learners' and Teachers' Translanguaging practices at a Grade 8 English Home Language classroom in the Western Cape Province.'

I have received, read and understood the written information about the research project and also noted that all interviews and focus group discussions will be conducted virtually via zoom meetings. I understand that I will have anonymity in the final report and the information collected will be used for the sole purpose of the study.
I also understand that I may withdraw from the research project at any time, without any consequence.

Please put an X in the appropriate column to indicate if you allow/do not allow the following:

	AGREE	DISAGREE
I would like to participate in this research project.		
I would like to be interviewed with an audio recorder.		
I would like to participate in normal day-to-day conversations that take place during teaching and learning time.		
I would like to take part in a focus group discussion with other research participants.		

_____   _____
Signature of Teacher   Date

Sincere thanks

Mr P Arendse (Researcher):

Researcher: Mr P. Arendse   Supervisor: Dr N Dlamini   HSSREC Research Ethics
Tel: 0216963970   Tel: 0219592287   Tel: 0219594111
Cell: 0745117018   Email: ndlamini@uwc.za   research-ethics@uwc.ac.za
3254115@myuwc.ac.za

APPENDIX G (Part 2)
Department of Language Education
Faculty of Education
University of the Western Cape
Bellville
8000

Dear ………………………………….

Thank you for agreeing to participate in a FOCUS GROUP discussion as part of my research study to investigate why and how learners and teachers utilise translanguaging during teaching and learning.

On the day of the focus group, you and other participants in this research study will be discussing your views and answering some questions. All interviews and discussions will be conducted virtually to stop the spread of the Covid19 virus. The video settings will be turned on for everyone. However, should the participants feel the need to keep their video switched off, this will also be acceptable. Each participant has the right to anonymity. As the researcher, I will facilitate the procedure. The questions will be given to you a few days before the discussion for your preparation.

Please note that there are no right or wrong answers to focus group questions. As the researcher, I want to hear your viewpoints and would like for everyone to contribute their thoughts and opinions.

You are asked to please be respectful towards other group members by not interrupting while they are talking. The video settings will be adjusted so that a participant may raise their hand in case they would like to add to a speaker or have a question. Please feel free, to be honest even when your response/s are different from those of the other group member/s. The focus group will be audio-recorded, and a note-taker may be present. However, the identities and responses of all the participants will remain confidential, and no names will be included in the final report.

Please put an X in the appropriate box to indicate if you agree/disagree to the following:

	Agree	Disagree
I wish to participate in the **focus group** phase of the research project.		
The study, the aims, and its procedures are explained to me in the language I understand.		
I understand that I can withdraw from this focus group at any time without being judged or disadvantaged.		
I understand that **my identity and responses** will not be disclosed by the other research participants.		
I also hereby undertake to not disclose **the identities of the other research participants and their responses** to anyone outside the focus group.		

Signature of learner: ~~PJRA~~   Date: 19 January 2022

THANK YOU

Researcher: Mr P. Arendse	Supervisor: Dr N Dlamini	HSSREC Research Ethics
Tel: 0216963970	Tel: 0219592287	Tel: 0219594111
Cell: 0745117018	Email: ndlamini@uwc.za	research-ethics@uwc.ac.za
3254115@myuwc.ac.za		

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APPENDIX H: LESSON OBESRVATION SCHEDULE

Date:………………… **Time: from ……… to:…….**
Grade: 8……….
Lesson:………………………………… **Number of learners:……...**

Observation criteria.	Translanguaging practices during the English Language classes.	Researcher's notes.
Translanguaging during the lesson Introduction.		
Translanguaging during teachers' instructions to learners.		
Translanguaging during learners' responses to teacher's questions.		
Translanguaging during the presentation of the lesson.		
Teacher's translanguaging practices for meaning-making.		
Translanguaging during the learners' involvement during the lesson.		
Translanguaging during learner-learner interaction during the lesson.		
Translanguaging during learners' interaction for meaning negotiation during the lesson.		
The learning environment and translanguaging practices during the lesson.		

Additional Comments

…………………………………………………………………………………………………
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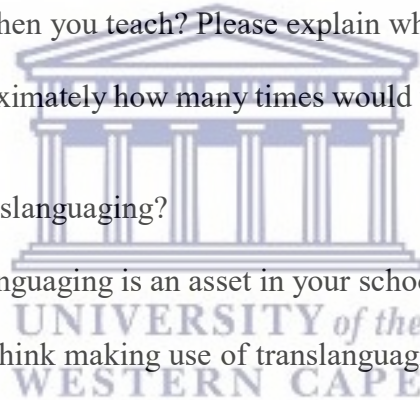…………………………………………………………………………………………………

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APPENDIX I: SEMI-STRUCTURED INTERVIEW SCHEDULE
All interviews will be conducted virtually to stop the spread of the Covid-19 virus.

Questions for **SEMI-STRUCTURED INTERVIEW for teachers**

Section A: Background information

1. What is your home language?

2. How many languages can you speak? Please name these languages

3. What is the Language of Learning and teaching of your school?

4. What is your understanding of the concept of translanguaging?

5. According to the school policy, are you allowed to use translanguaging within a class setting?

6. Do you mix languages when you teach? Please explain why or why not.

7. Within one lesson, approximately how many times would you use translanguaging and for what reasons?

8. Do your learners use translanguaging?

9. Do you think that translanguaging is an asset in your school? Explain why or why not.

10. In your opinion, do you think making use of translanguaging is fair? Explain why or why not.
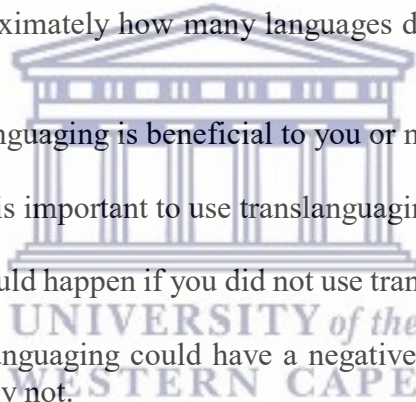
APPENDIX I (Part 2)
SEMI-STRUCTURED INTERVIEW SCHEDULE FOR LEARNERS

All interviews will be conducted virtually to stop the spread of the Covid-19 virus.

Questions for **SEMI-STRUCTURED INTERVIEW for learners.**

1. What is your home language?

2. How many languages can you speak? Please name these languages.

3. What is the Language of Learning and teaching of your school?

4. What is your understanding of the concept of translanguaging?

5. Do you use translanguaging when you speak to your teacher? Please explain why or why not.

6. Within one lesson, approximately how many languages do you use and when exactly do you use them?

7. Do you think that translanguaging is beneficial to you or not? Please explain.

8. Why do you think that it is important to use translanguaging in your classroom?

9. Can you explain what would happen if you did not use translanguaging in your classroom?

10. Do you think that translanguaging could have a negative impact on a learner at school? Please explain why or why not.

APPENDIX J: FOCUS GROUP DISCUSSION SCHEDULE

INTERVIEW SCHEDULE for FOCUS GROUP DISCUSSION WITH TEACHERS

<u>All interviews will be conducted virtually to stop the spread of the Covid-19 virus.</u>

1. What is your understanding of translanguaging?

2. Do you think translanguaging is important for learner? Please explain.

3. What are some of the advantages of using translanguaging in class?

4. Do you think that translanguaging could possibly have a negative impact on the learners? Please explain.

5. How often do your learners use translanguaging and for what reasons? Please elaborate.

6. Please feel free to add additional information concerning the use of translanguaging in your classroom and or school.

UNIVERSITY *of the*
WESTERN CAPE

APPENDIX J (Part 2)

INTERVIEW SCHEDULE FOR FOCUS GROUP DISCISSION FOR LEARNERS

All interviews will be conducted virtually to stop the spread of the Covid-19 virus.

Questions for **FOCUS GROUP DISCUSSION with learners.**

1. How many languages can you speak? Please name them.

2. Why do you make use of translanguaging?

3. Do you think that translanguaging is important for learners? Please explain why or why not.

4. What are some of the advantages of using translanguaging in class?

5. Do you think that translanguaging could possibly have a negative impact on the learners? Please explain.

6. How do you feel when you use translanguaging in class?

7. Are you allowed to use translanguaging in your assignments and exam? Why or why not?

8. Please feel free to add any additional information concerning the use of translanguaging in your classroom and or at school.
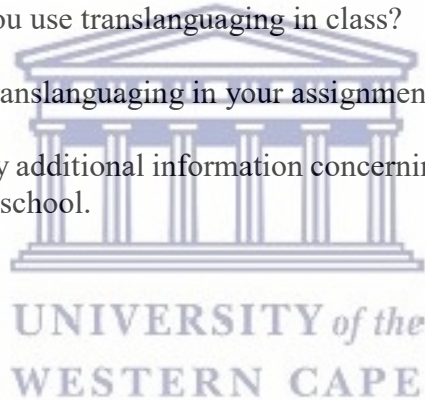
APPENDIX K: PRIVACY SHEET/NOTICE

In terms of the requirements of the Protection of Personal Information Act (Act 4 of 2013), personal information will be collected and processed:

What type of personal information will be collected?

Who at UWC is responsible for collecting and storing my personal information?

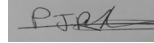Who will have access to my personal information outside of UWC?

How long will my personal information be stored?

How will my personal information be processed?

I hereby give consent for my personal information to be collected, stored, processed and shared as described above

Name: Patrick-John Ravaughn Arendse
Signature:
Date: 19/01/2022

APPENDIX L: INFORMATION SHEET/PRIVACY NOTICE

In terms of the requirements of the Protection of Personal Information Act (Act 4 of 2013), personal information will be collected and processed:

What type of personal information will be collected?

Who at UWC is responsible for collecting and storing my personal information?

Who will have access to my personal information outside of UWC?

How long will my personal information be stored?

How will my personal information be processed?

☐YES.I hereby give consent for my personal information to be collected, stored, processed and shared as described above

☐   I do not give consent for my personal information to be collected, stored, processed and shared as described above.
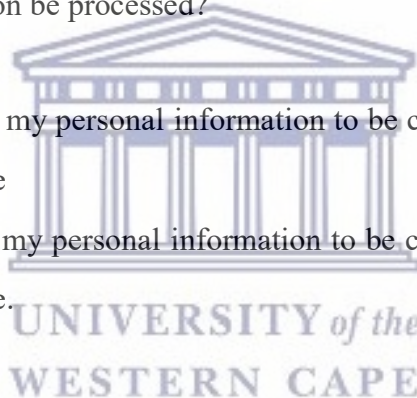
Name
Signature
Date

APPENDIX M: TURNITIN REPORT

Patrick Master's Thesis on Translanguaging

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