PERCEPTIONS OF LECTURERS AND STUDENTS ON TRANSLANGUAGING TEACHING AND LEARNING AT A SELECTED COLLEGE IN NORTHWEST

by

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DECLARATION OF THE RESEARCHER

I, Dorcas Cathrine Mokgope, Student number: 63250381, solemnly declare that the thesis: *Perceptions of Lecturers and Students on Translanguaging Teaching and Learning at a selected TVET College in the North West,* is submitted in accordance with the requirements for the Master of Education at the University of South Africa. It is my own work and has not previously been submitted to any other institution of higher learning. All the sources cited or quoted in the research study are indicated and acknowledged by means of references with a comprehensive list of references.

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Signature   Date

DEDICATION

This work is dedicated to Almighty God, for his wisdom, grace and all mercy he has showered me with throughout this fruitful study.

To my lovely children, Oamogetswe-ZsaZsa and Onkgopotse-Tsitsitse, who gave me all the unreserved support during those long nights throughout the years of study.

To my late Parents, Jacob Thibodi and Francinah Manene Mokgope for their love for education. Mama, you never ceased to remind me of what Papa said about a girl child and education, and this is a reflection that I am moving forward.

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ABSTRACT

Issues such as high failure rate among non-English speaking students across the globe have led to the emergence of translanguaging teaching strategies. South Africa is also grappling with the language of learning and teaching (LoLT) problem and its implications in teaching and learning. Consequently, many black students in South Africa are performing poorly since English and Afrikaans are the dominant languages of instruction and many schools and colleges do not take into consideration the home language of students in teaching and learning. Therefore, most students in South Africa, particularly blacks, struggle with understanding, comprehension, expression, language development and proficiency.

Despite many researchers focusing on English content, syntax, lack of resources, unqualified teachers, re-designing the English syllabi and ways to improve literacy, the problem of failing is still prevalent. This study, which adopted research design of an interpretivist paradigm, through a qualitative research approach, explored the perceptions of lecturers and students on translanguaging pedagogy at a selected TVET College in the North West province. A non-probability sampling procedure in which not all population members have equal chance of participating was adopted. Research data, which was analysed through thematic data analysis was utilised and gathered through multiple sources such as interviews, focus group interviews, observations and document analysis.

Major findings revealed that English is the only medium of instruction being used and promoted in the college. Students' English proficiency is the main barrier to teaching and learning are they do not readily participate in class, are unable to freely engage in dialogue and have difficulties in expressing themselves in English. Their lack of fluency and poor communication affects them in class discussions, during written activities and in assessments. Translanguaging as a teaching and learning strategy has the potential to improve understanding, the comprehension of concepts, development of cognitive ability, greater understanding and development of knowledge which has an effect on academic performance and neutralising dominance of the language of instruction. Maximum understanding and comprehension will mitigate performance differences among students and boosts pass rate. To improve translanguaging, participants suggested that lecturers should monitor and guide students, use inclusive

teaching and connect to prior knowledge. The training of lecturers is vital as is the provision of teaching resources, collaboration and commitment and creativity. Recommendations suggest that stakeholders should train lecturers, provide relevant teaching resources, translate English books to native languages, choose the best language of teaching and learning and find creative ways to improve translanguaging.

Key Terms: Mother-Tongue, Bilingualism, Multilingualism, Translanguaging, Code-Switching

SETSHWANTSHO

Dikgang tse di jaaka palo e e kwa godimo ya go palelwa ga baithuti ba ba sa bueng Seesemane mo lefatsheng lotlhe di dirile gore go nne le mekgwa ya go ruta ka go ranolela mo puong e nngwe. Aforika Borwa gape e mekamekana le bothata jwa puo ya go ithuta le go ruta (LoLT) le ditlamorago tsa teng mo go ruteng le go ithuta. Ka jalo, baithuti ba le bantsi ba bantsho mo Aforika Borwa ga ba dire sentle ka gonne Seesemane le Seaforikanse ke dipuo tse di dirisiwang thata mo thutong mme dikolo le dikholetšhe di le dintsi ga di tseye tsia puo ya mo gae ya baithuti fa ba ruta le fa ba ithuta. Ka jalo, bontsi jwa baithuti mo Afrika Borwa, segolobogolo bantsho, ba na le bothata jwa go tlhaloganya, go tlhaloganya, go itlhalosa, go godisa puo le go e itse sentle.

Le fa babatlisisi ba le bantsi ba tlhoma mogopolo mo diteng tsa Seesemane, thutapuo, go tlhaela ga didirisiwa, barutabana ba ba sa tshwanelegeng, go rulaganya sesha thulaganyo ya Seesemane le ditsela tsa go tokafatsa go bala le go kwala, bothata jwa go palelwa bo sa ntse bo le teng. Thutopatlisiso e, e e tsereng tsela ya go dira patlisiso ka mokgwa wa go tlhalosa, ka mokgwa wa patlisiso ya boleng, e ne ya tlhatlhoba dikakanyo tsa barutabana le baithuti ka ga thuto ya go ranolela mo puong kwa kholetšheng e e tlhophilweng ya TVET kwa porofenseng ya Bokone Bophirima. Go ne ga dirisiwa mokgwa wa go tsaya sekao o o sa dirisiweng go batlisisa gore a go na le kgonagalo ya gore maloko otlhe a setšhaba a nne le tshono e e lekanang ya go nna le seabe. Tshedimosetso ya patlisiso e e neng ya sekasekwa ka go sekaseka tshedimosetso ya ditlhogo e ne ya dirisiwa mme ya kgobokanngwa go tswa mo

metsweding e le mentsi jaaka dipotsolotso, dipotsolotso tsa ditlhopha tse di tsepameng, ditlhatlhobo le tshekatsheko ya ditokomane.

Dipatlisiso tse dikgolo di ne tsa bontsha gore Seesemane ke sone fela puo e e dirisiwang le e e rotloediwang kwa kholetšheng. Baithuti ?? Go itse Seesemane ke sekgoreletsi se segolo mo go ruteng le go ithuteng ka gonne ga ba kgone go nna le seabe mo tlelaseng, ga ba kgone go buisana ka kgololesego e bile ba na le mathata a go itlhalosa ka Seesemane. Go sa kgone go bua sentle le go sa kgone go buisana sentle go ba ama mo dipuisanong tsa tlelase, mo ditirong tse di kwadilweng le mo ditekong. Go ranolela mo puong e nngwe jaaka mokgwa wa go ruta le go ithuta go na le bokgoni jwa go tokafatsa go tlhaloganya, go tlhaloganya megopolo, go godisa bokgoni jwa go lemoga, go tlhaloganya le go godisa kitso e e nang le ditlamorago mo go direng ga baithuti mo dithutong tsa sekolo le go fokotsa go laolwa ke puo e e dirisiwang go ruta. Go tlhaloganya le go tlhaloganya ka botlalo go tla fokotsa dipharologano tsa bokgoni mo baithuting le go oketsa palo ya ba ba atlegang. Go tokafatsa go ranola dipuo, batsayakarolo ba ne ba akantsha gore batlhatlheledi ba tshwanetse go tlhokomela le go kaela baithuti, ba dirise thuto e e akaretsang botlhe le go golaganya le kitso e e fetileng. Go thapisa batlhatlheledi go botlhokwa fela jaaka go nna le didirisiwa tsa go ruta, go dirisana mmogo le go dira ka natla le go nna le bokgoni jwa go tlhama. Dikakantsho di akantsha gore batsayakarolo ba tshwanetse go katisa barutabana, go tlamela ka didiriswa tse di maleba tsa go ruta, go ranolela dibuka tsa Seesimane mo dipuong tsa tlholego, go tlhopha puo e e gaisang ya go ruta le go ithuta le go bona ditsela tse di tlhamang tsa go tokafatsa go ranolela mo puong e nngwe.

Mafoko a botlhokwa: Puo ya ga mme, go bua dipuo tse pedi, go bua dipuo tse dintsi, go ranola dipuo, go fetola dikhoute

I-ABSTRACT

Izinkinga ezinjengezinga eliphezulu lokwehluleka phakathi kwabafundi abangakhulumi isiNgisi emhlabeni wonke ziye zaholela ekuveleni kwamasu okufundisa okuhumusha izilimi. INingizimu Afrika iphinde ibhekane nenkinga yolimi lokufunda nokufundisa (LoLT) kanye nemithelela yalo ekufundiseni nasekufundeni. Ngenxa yalokho, abafundi abaningi abamnyama eNingizimu Afrika benza kabi ngoba isiNgisi nesiBhunu yizona zilimi eziyinhloko zokufundisa futhi izikole eziningi namakolishi awacabangi ngolimi lwasekhaya lwabafundi ekufundiseni nasekufundeni. Ngakho-ke, iningi labafundi eNingizimu Afrika, ikakhulukazi abamnyama, linenkinga yokuqonda, ukuqonda, ukuveza imizwa, ukuthuthukisa ulimi kanye nokulwenza kahle.

Naphezu kokuba abacwaningi abaningi begxile kokuqukethwe kwesiNgisi, ukwakheka kwamagama, ukuntuleka kwezinsiza, othisha abangaqeqeshiwe, ukuhlela kabusha uhlelo lwezifundo lwesiNgisi nezindlela zokuthuthukisa ukufunda nokubhala, inkinga yokwehluleka isekhona. Lolu cwaningo, olwalusebenzisa umklamo wocwaningo wepharadigm yokuhumusha, ngokusebenzisa indlela yocwaningo esezingeni eliphakeme, luhlolisise imibono yabafundisi kanye nabafundi ngokufundisa okuhunyushwa ngezilimi ezikhethiwe e-TVET College esifundazweni saseNorth West. Kwenziwa inqubo yokuthatha amasampula okungeyona eye-probability lapho kungebona bonke abantu abanamathuba alinganayo okuzibandakanya. Imininingwane yocwaningo, eyahlaziywa ngokuhlaziywa kwedatha yendaba yasetshenziswa futhi yaqoqwa ngemithombo eminingi efana nezingxoxo, izingxoxo zamaqembu okugxila, ukubonwa kanye nokuhlaziywa kwemibhalo.

Imiphumela emikhulu yembula ukuthi isiNgisi ukuphela kwesimiso sokufundisa esisetshenziswayo nesikhuthazwayo ekolishi. Abafundi ?? Ukwazi isiNgisi kuyisithiyo esikhulu ekufundiseni nasekufundeni ngoba abahlanganyeli kalula ekilasini, abakwazi ukuhlanganyela ngokukhululekile engxoxweni futhi banobunzima ekuzivezeni ngesiNgisi. Ukuntuleka kokukhuluma kahle nokukhulumisana kabi kuyabathinta ezingxoxweni zasekilasini, ngesikhathi semisebenzi ebhaliwe nasekuhloleni. Ukuhumusha izilimi njengendlela yokufundisa nokufunda kunamandla okuthuthukisa ukuqonda, ukuqonda imiqondo, ukuthuthukiswa kwamakhono okuqonda, ukuqonda okukhulu nokuthuthukiswa kolwazi okunomthelela ekusebenzeni kwezifundo nokunciphisa ukubusa kolimi lokufundisa. Ukuqonda nokuqonda okukhulu

kuzonciphisa umehluko wokusebenza phakathi kwabafundi futhi kukhulise izinga lokuphumelela. Ukuze kuthuthukiswe ukuhumusha izilimi, ababambiqhaza basikisela ukuthi abafundisi kufanele baqaphe futhi baqondise abafundi, basebenzise ukufundisa okubandakanya wonke umuntu futhi baxhumane nolwazi lwangaphambilini. Ukuqeqeshwa kwabafundisi kubalulekile njengoba kunjalo nokunikezwa kwemithombo yokufundisa, ukubambisana nokuzinikela kanye nobuciko. Izincomo zithi abathintekayo kufanele baqeqeshe abafundisi, banikeze izinsiza zokufundisa ezifanele, bahumushe izincwadi zesiNgisi ezilimini zomdabu, bakhethe ulimi olufanele lokufundisa nokufunda futhi bathole izindlela zokudala zokuthuthukisa ukuhumusha.

Amagama ayisihluthulelo: Ulimi lwendabuko, ukusetshenziswa kwezilimi ezimbili, ukusetshenziswa kwezilimi eziningi, ukuhumusha izilimi, ukushintsha amakhodi

ABBREVIATIONS AND ACRONYMS

DET	Department of Education and Training
DoE	Department of Education
EFAL	English First Additional Language
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
N4	National N4 Certificate
NCV	National Certificate Vocational
PoA	Portfolio of Assessment
PoE	Portfolio of Evidence
SGB	School Governing Body
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1   INTRODUCTION

Translanguaging is rapidly gaining global attention (Canagarajah, 2011), with contemporary researchers in education now shifting their attention to investigating and implementing the translanguaging teaching strategy by including several languages in teaching and learning process (Duarte, 2020). In Luxembourg and the Netherlands in Europe, Duarte (2020) operationalised translanguaging teaching strategies among migrants and minority languages in mainstream education. The multilingual education study revealed that it is functional to use different languages in teaching (Duarte, 2020). At Lund University in Sweden, Gunnarsson (2016) shared her experience in using translanguaging pedagogy among minority students to successfully develop their linguistic abilities. In Florida, America, Wenjing (2017) reported how bilingual students used the translanguaging teaching strategy to negotiate meaning and understanding during small group activities.

The term translanguaging can be traced back to Cen Williams, a scholar in the 1980s, who initiated the practice of using two languages while teaching. He termed it *trawsieithu* (Mgijima & Makalela, 2016), a Welsh term which means translinguifying in English, but then, Baker (2001) transformed it into translanguaging, meant to describe a teaching practice which involves using and alternating between the language of input and output in the classroom (Lewis, Jones & Baker, 2012). This process entails that students are taught in one language and give output in a different language, within a multilingual classroom (García, Bartlett & Kleifgen, 2007). Baker (2011) explains that the translanguaging concept has been in existence since the 1920s, as educators revolted against English hegemony in Wales, and refuted the belief that bilingualism caused mental confusion. The practice is a well-planned and organised form of switching the input and output languages to enhance effective teaching and learning (Lewis *et al.,* 2012). This implies that translanguaging is a systemised and tactical use of two languages in teaching to facilitate information processing and understanding among bilingual or multilingual students.

Issues such as a high failure rate among non-English speaking students across the globe has led to the emergence of translanguaging teaching strategies (Childs, 2016). Salazar (2013) advocates that the non-recognition of other languages or 'ways of knowing' of students dehumanises teaching and learning experiences in classrooms. To make matters worse, certain children with limited linguistic abilities of a common language of teaching usually suffer emotional and psychological abuse in class (Comber & Kamler, 2004; Hertzog, 2011; Hornberger & Link 2012). According to Comber and Kamler (2004), non-English speaking and poor students are always labelled as deficient and scant. It is disheartening to note that students who are not good enough in the dominant language of the classroom are seen as worthless and less able. Salazar (2013) emphasised that it is also humiliating to note that some teachers reject the value of home language and culture of students and emphasise that these should only remain outside the classroom.

South Africa is not spared regarding the language of learning and teaching (LoLT) problem and its implications in the teaching and learning process. The dominant language of education, at present, came into existence after the arrival of Dutch and European settlers in 1652 (Kepe, 2019). Thus, Dutch and later Afrikaans and the English language became the official languages of teaching in South Africa after 1925 (Cuvelier & Du Plessis, 2003). This served and is still as an advantage to white and some coloured students who are able to use their mother tongue language in the classroom. In contrast, African languages have received an insignificant degree of recognition in practice, except in the Foundation Phase where leaners were allowed to use their mother-tongue (Kepe, 2019), then transition to English or Afrikaans in moving into the Intermediate Phase in Grade 4.

As such, the language of instruction in South Africa remains a political issue. Consequently, many black students in South Africa have failed to achieve the same level of academic success as their native English peers (Childs, 2016). More so, African students' literacy competence is always at stake since the English First Additional Language (EFAL) mode of instruction is biased in favour of the native language learners (McLeod, 2018). While South Africa is densely populated with black people with their multifarious home languages, the school curriculum only recognises official languages of instruction, as English and Afrikaans are recognised as LoLT from

Grade 4 onwards (Kepe, 2019). Even ten years after the dawn of the new South Africa in 1994, many schools still do not regard the home language of students in teaching and learning (Childs, 2016). Therefore, most students in South Africa, particularly blacks, struggle with translation, code-switching, language mastering and development (Probyn, 2009; Setati, Adler, Reed & Bapoo, 2002).

Similar concerns and views described above have also been witnessed by the researcher during her teaching career. Being a lecturer at one of the Technical Vocational Education and Training (TVET) colleges in the North West in South Africa, she teaches EFAL at National Certificate Vocational (NCV[1]) level. During English lessons, she has observed that many students have difficulties in expressing themselves in class. Only few students tend to actively participate in class and many often face great difficulty in writing, spelling, comprehending, and expressing themselves in English. In fact, students are challenged with many issues such as grammar, tenses, sentence construction, punctuation, reading and writing skills.

Although this problem is assumed to be attributed an inadequate foundation at lower levels or primary school, the compounding factor is that educationists, researchers and policy makers have not been able to offer a workable solution. Therefore, this study attempts to examine this problem from a different perspective and investigate the possibility of including other languages, referred to in this study as translanguaging, in the teaching and learning process. As such, the following problem statement, aim and objectives and research questions underpin this study.

1.2   PROBLEM STATEMENT

While Afrikaans and English language remain the dominant languages of teaching and learning, educational reforms after 1994 still overlook the pedagogical challenges associated with using official languages in teaching and learning (Coleman, 2011). Previous English language studies in the North West province have focused on the content, issues such as difficulties among students in language and academic skills and lack of teaching materials and unqualified teachers. For instance, Ngwenya (2017)

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[1] The National Certificate: Vocational (NCV) is a qualification that allows a student to start studying in their chosen career field after Grade 9. Instead of Grade 10, Grade 11 and Grade 12, students complete NCV Level 2, Level 3 and Level 4 in the programme of their choice.

focused on re-designing the English syllabi to include key learning areas such as morphology, sentence construction, cohesion, coherence and sentence variation (Ngwenya, 2017). To bridge English language problems at university level, emanating from secondary levels, Zulu (2014) researched innovative and collaborative ways to improve literacy and academics writing skills among students. Erasmus and Van Rensburg (2014) observed that insufficient apparatus, teaching aids and teacher training have an impact on the teaching of English, particularly students' perceptual motor skills in difficult and under-resourced schools. Kuchah and Smith (2011) have only focused on the content, syntax and infrastructure challenges in teaching English in the North West province and South Africa as a whole.

However, what is still lacking in the literature is the exploration of innovative ways (Kuchah & Smith 2011) to improve the language of instruction among non-English speaking students in South Africa (Croft, 2002). More so, no related study on the improvement of teaching English language among students (Zulu, 2014) has been conducted so far in TVET colleges in the North West province. Against this backdrop, this study examines the perception of lecturers and students on translanguaging teaching and learning at a selected TVET college in the North West province, a move aimed at examining the possibilities of using translanguaging as a teaching strategy.

1.3 RESEARCH AIM AND OBJECTIVES

The aim of this study is to explore the perceptions of lecturers and students on translanguage teaching and learning during English lessons. It is guided by the following study objectives, which are to:

- Establish the language practices being used by lecturers and students at a selected TVET college in the North West province
- Determine the language barriers to teaching and learning among students during English lessons at a selected TVET college in the North West province.
- Outline the effects of translanguaging teaching and learning strategy at a selected TVET college in the North West province
- Suggest possible ways to improve translanguage teaching and learning at a selected TVET college in the North West province.

1.4 RESEARCH QUESTIONS

The main research question is: *What are the perceptions of lecturers and students on the use of the translanguaging strategy at a selected TVET college in the North West province?*

As such, the sub-questions are as follows:

- Which language practices are being used by lecturers and students in teaching and learning English at a selected TVET college in the North West province?
- What are the English language barriers to teaching and learning among students at a selected TVET college in the North West province?
- What are the effects of using the translanguaging teaching and learning strategy at a selected TVET college in the North West province?
- Which suggestions can be implemented to improve translanguage teaching and learning at a selected TVET college in the North West province?

1.5   SIGNIFICANCE OF THE STUDY

This study documents two critical findings emerging from the operationalisation of translanguaging teaching strategy among students utilising English as medium of instruction in all subjects at a selected TVET College in the North West province. These include validated and ethically sound literature and empirical findings. The study seeks to contextualise the empirical findings obtained within the larger body of knowledge. Thus, the review of literature does not only identify gaps within previous studies but it suggests ways in which the present study is able to fill these underlying gaps. Equally important, empirical findings provide new knowledge which will add value to the body of knowledge. Many lecturers/teachers may adopt suggestions given in this study to address numerous language problems in their lecture rooms/ classrooms.College Principals and School Principals may also reconsider implementing the translanguaging teaching model to boost performance and results of students within their colleges and schools . The use of translanguage teaching and learning will benefit the lecturers and students given that many South Africans are blacks and have diverse mother tongue languages. Policy makers may use the study's empirical findings to amend laws governing the LoLT, considering that many students in South Africa are blacks and have diverse mother tongue languages. Thus, the study

indirectly contributes towards effective teaching and learning which has positive repercussions on the socio-economic development of the country at large.

1.6   THE THEORETICAL FRAMEWORK

This study is underpinned by the Translanguaging Theory defined by Cen Williams as a teaching strategy of using two or more languages in a lesson during teaching and learning (Mgijima & Makalela, 2016). The rationale of using this strategy is to allow students not to be disadvantaged by a 'foreign' language of teaching as well as to understand the content and concepts easily (Baker, 2011). Baker (2011) insists that translanguaging assists students in comprehending another language which in turn boosts bilingualism and biliteracy. Canagarajah (2011) claims that translanguaging enables students to communicate freely, express themselves and become confident in class. García *et al.* (2009) broadened the translanguaging definition to include strategies such as allowing students to receive input in one language and to give output in a different one. According to Williams (2003) translanguaging takes advantage of the stronger language to try and develop the weaker language thereby enhancing a balanced development of a student's two languages.

On a different note, translanguaging teaching and learning is heavily contested by critics in that it distinguishes forms of languages as separate objects (García, 2009; Garcia & Hesson, 2015). However, Cook (1999) argues that using a language in conjunction with the second language interferes with learners' acquisition of the second language. However, modern research suggests that bilingualism should be promoted in schools and second language acquisition should not interrupt first language development (Petitto & Dunbar, 2004).

Against this backdrop, this study is well suited to Translanguaging theory for the reason that it recognises the use of both languages in a lesson. More elaboration on translanguaging theory is done in Chapter 2 of this study.

1.7   A REVIEW OF THE LITERATURE

The review of literature in this study, which is fully elaborated on in Chapter 2, unpacks the multilingual nature of South African languages, the language policy in South Africa,

barriers to teaching and learning, translanguaging teaching and learning process as well as suggestions for translanguage teaching and learning.

1.7.1 Multilingualism: Overview of South African languages

South Africa is a multilingual state with 11 official languages, namely: English, Afrikaans, Tswana, Sotho, isiXhosa, Venda, Ndebele, sePedi/Northern Sotho, Swazi, Tsonga and isiZulu, together with other several unofficial languages (Ngcobo *et al.*, 2016:10). In the education setting, English is the dominant medium of instruction, although it still remains a challenge among less disadvantaged students (Ngcobo *et al.*, 2016) particularly those who are not exposed to English as a form of communication. In addition, English proficiency is linked to financial status, class or race and used in the business section (Ngcobo *et al.*, 2016). The promotion and sustenance of English language as a LoLT in schools is still debatable for many believe that it is disadvantaging more African students as well as promoting European epistemology.

1.7.2 Language Policy in South Africa

The Constitution of the Republic of South Africa (RSA, 1996), after 1994 democratic elections, accorded official status to nine African languages spoken by the majority of citizens in the country, as indicated in Section 1.7.1) (Ngcobo et al., 2016). This is acknowledged in the language policies created in recognition of African languages which is regarded as a major milestone. Previous colonial regimes did not take into consideration the culture of blacks, their languages and their traditions (Ngcobo *et al.*, 2016:10). In support of this and to address the issue of languages in a multi-cultural and multi-lingual country, the South African Languages Bill (RSA, 2011); Language in Education Policy (Department of Education (DoE), 1997); the Use of Official Languages Act No.12 (RSA, 2012); the Higher Education Act (RSA, 1997); and the Language Policy for Higher Education (DoE, 2002), were established to ensure that African languages are equally used as media of instruction, communication and assessment.

While all these policies purport the promotion of African languages, English which is spoken by 8.2% of the population, still remains the overriding Language of Learning

and Teaching (LoLT) in South Africa. Webb (2013) expresses similar sentiments that African languages continue to be suppressed as many educators assume they are not the media of instruction. Of concern in the educational context, is that African students continue to obtain poor results as compared to their white counterparts (Mashiyi, 2014) which seems to relate to the issue of language as English as the LoLT is a teaching and learning barrier, particularly to learners whose home language is not English.

1.7.3 Language Barriers to Teaching and Learning

Although used all over the world, the use of English as the LoLT in South African schools has created a biased pedagogical framework characterised by discrimination of African students by language. Among other things, lack of equal access to English in schools among South African students has excluded many students from access to higher education and training (Mona & Hurst, 2017). For those who enter universities, there is still an imbalance with regard to English proficiency, which in turn affects students' confidence, participation as well as lowering of grades and success rate (Mona & Hurst, 2017).

1.7.4 Translanguage Teaching and Learning

The teaching and learning process is gradually shifting from traditional teaching methods to learner-centred teaching methods (Manyau, 2018). The pedagogy of behaviourism dominated by repetition, cramming and mimicking a second language such as English, in the 40s and 50s, was superseded by innate learning in the 60s, conscious and subconscious learning in the 70s and then cognitive psychology around the 80s (Mitchell, 2019). Researchers are now examining possibilities of using the learner's home language and hence the emergence of translanguaging teaching and learning.

Although translanguaging is a highly contested practice (Garcia & Hesson, 2015), it is indispensable in teaching multilingual students. The teaching process involves activities such as code-switching, translation and translanguaging (Lewis *et al.*, 2014). While code-switching entails moving from one language to another, translation involves a describing an oral or written text using the more accessible home language of students (Probyn, 2015). Critics of translanguaging teaching assume that the use

of students' home language instead of the LoLT is illegitimate or transgressive (Probyn, 2001, 2009, 2015).

Considerable evidence from contemporary research indicates that translanguaging can be effectively used as a teaching tool in multilingual classrooms to bridge the gap between lack of understanding and teaching (Childs, 2016; Mona & Hurst, 2016). Translanguaging facilitates metacognitive and epistemological development of students (Heugh, 2015) while promoting their sociocultural identities (García & Wei, 2015). Lev Vygotsky, a Russian psychologist, long claimed that people evolve through social interaction, language and culture, which provides them with the best tools to create their own reality (Vygotsky, 1987). Therefore, translanguaging could be the best means of scaffolding to create meaningful social interactions in class as well as the promotion of effective teaching and learning.

1.7.5 Suggestions for Translanguage Teaching and Learning

A study conducted by Ngcobo *et al.* (2016) summarises crucial suggestions necessary for translanguage teaching in schools and colleges. Firstly, according to their findings, there was need for students to translate and interpret meanings as they move across languages. Secondly, educators gave students assignments and allowed them to research answers from parents or community members after translating it into their home languages. The advantage of this strategy was that it mirrors the learning process to the students' background or culture (Ngcobo *et al.,* 2016) and allows students' rich local knowledge to a resource. Thirdly, educators can tap into students' past experience and draw meaningful connections and conclusions from their vernacular learning strategies (Nagy, 2018). Fourthly, educators used a linguistic interdependence strategy of allowing students to develop their vocabulary in both languages (Ngcobo *et al.,* 2016). Finally, it is crucial for teachers to empower marginalised and disadvantaged members in societies through recognition, relation and utilisation of their languages in schools and colleges.

1.8   RESEARCH METHODOLOGY

This study adopted an interpretivist paradigm and utilised a qualitative research approach supported by a case study research design to explore the perceptions of lecturers and students on translanguaging pedagogy at a selected TVET college in

the North West province. This research design was chosen to allow participants to freely share their lived experiences, views, feelings, and challenges encountered during teaching and learning process. Therefore, the researcher explored lecturers and students' perceptions on translanguaging while they were in their natural classroom setting through interviews, observations and document analysis. A full description of the research methodology which guided this study, is given in Chapter 3.

This section outlined the research methodology followed during data collection and analysis describing tools and techniques. The ethical requirements are also outlined in this section.

1.8.1   Research Design

Maree (2010) defines a research design as a plan or approach for conducting research (Maree, 2010). In this study, which is underpinned by an interpretivist paradigm, a *qualitative research* design was used to explore the perceptions of lecturers and students on translanguaging pedagogy at a selected TVET college in the North West province. The main reason for choosing the qualitative research design is specified by Du Plooy (2009) when he states that "…a qualitative design or approach uses communication to solve problems in the social world" and participants can share their lived experiences. Therefore, the researcher investigated lecturers' and students' views, feelings and perceptions towards translanguaging practice while they are in their classroom natural setting.

1.8.1.1   Research paradigm

The philosophical assumption or worldview for this research was based on the *interpretive* paradigm or perspective. The interpretive paradigm assumes that human life is best understood from within (Maree, 2010). The interpretive paradigm is linked to the social constructivist world and utilises a qualitative approach which does not involve statistics or figures (Oosthuizen, 2009). Interpretivism in the view of Maree (2010) focuses on people's personal experiences as well as how they construct their own social world through sharing meanings, interactions and relations among themselves (Maree, 2010). Therefore, this research unpacked, interpreted and reported lecturers and students' subjective experiences during translanguaging

teaching and learning in the social pedagogical world of their classrooms. All shared meanings, interactions, feelings, and relations experienced while using the translanguaging teaching and learning strategy formulates rich findings of the study.

1.8.1.2   Research approach

A qualitative research design was used to investigate the perceptions of lecturers and students on translanguaging pedagogy at a TVET college in the North West. In line with the interpretivist paradigm, a qualitative research design was chosen specifically because "a qualitative design or approach uses communication to solve problems in the social world" (DuPlooy, 2009), and it resonates with this study. Above all, participants shared their lived experiences. Therefore, the researcher investigated lecturers' and students' views, feelings and perceptions towards translanguaging practice while they are in their classroom natural setting.

1.8.1.3   Research strategy

This study utilised a *case study* method to inquire about the language practices being used by lecturers and students during English lessons at a selected TVET college in the North West province. Maree (2014) describes a case study as a confined system of inquiry that explores a contemporary phenomenon within its natural or real-life setting. Using a case study was an advantage in that it offered multiple perspective analysis of various people within a bound system and provides a deeper understanding of a situation (Maree, 2014). In this study, multiple views of lecturers and students on translanguaging teaching and learning experiences during English lessons were also explored. The study also outlined the effects of using translanguaging teaching and learning strategy at a selected TVET college in the North West province.

1.8.2 Research Methods

Research methods are regarded as the processes that a researcher follows during the research and the tools that are used to gather and analyse the data in an attempt to answer the research questions.

1.8.2.1 Research Site

A selected TVET college in the North West province of South Africa constituted the research site for this particular study. It is situated on the West side of Pretoria and the distance from Pretoria is approximately 95 kilometres. The College central office is in a semi-urban setting. It consists of 3 campuses which are geographically situated within a range of 60 to 66 kilometres. According to Orbit TVET College (2020), each of the campuses in the selected TVET College are unique to the communities in which they are based and each provides a diverse culture to the students attending the college. However, in this study, only one campus convenient to the researcher was selected.

1.8.2.2 Participants and Sampling

While participants constituted those taking part in the study, sampling entailed the selection of a small portion of the population for study (Maree, 2014). In this study, all lecturers and students in one campus at a selected TVET college in the North West province will constituted the total population of the study. This implies that six (6) lecturers and six (6) students make up the study population.

This population of six (6) lecturers teaching N4 Office Administration and six (6) students that consisted of 15 students comprised one focus group doing N4 (Office Administration), formed the study sample, and these participants were purposively chosen for convenience purposes. This sample excluded lecturers and students doing English subject, since the main focus of the study was only on a content subject.

1.8.2.3 Data Collection Techniques

Research data for this study were gathered through multiple sources such as interviews, focus group interviews, observation and documents analysis. The rationale for using multiple forms of data in the view of Creswell (2009) was to triangulate findings from participants. Triangulation helps to compare evidence from numerous sources of data, thereby building a coherent justification for themes (Creswell, 2009). The converging of themes from several sources of data or perspectives from participants contributes towards trustworthiness and validity of the findings.

- **Interviews**

Maree (2014), describes an interview as a two-way dialogue where the interviewer asks questions for the purpose of collecting data for gathering views, opinions ideas, and beliefs of participants. For this study, individual face-to-face interviews were conducted with fundamental lecturers teaching N4 content subject at the selected College in North West province. The interviews took place in the lecturers' offices, to avoid data contamination through noise (Maree, 2010), during their free periods. The researcher prepared interview guides or a protocol to guide the interview process and audio taped the interview session. After every session, the data were transcribed verbatim and saved on my hard drive, computer and memory sticks. The duration of the data collection process was expected to take three months or a term through an iterative teaching, assessment and interviewing process.

Thus, the researcher had a meeting or workshop with all content lecturers participating in the study to discuss the strategy of translanguaging, its benefits, the code-switching processes as well as the assessment process. Participants implemented or operationalised the translanguage teaching for a period of 4 weeks. During classes, participants were] urged to take videos or pictures of their lessons as evidence for the study. The researcher highlighted that all class activities, assessments and tests should also be recorded in preparation for data analysis. Participants were also made aware of the interviews which were to take place at the end of the operationalisation programme.

- **Focus group interviews**

A focus group, in the view of Maree (2010), allows many responses at a go, and provokes forgotten issues from participants. For this study, students took part in focus group interviews. This group of students doing N4 was formed with 6 students. The researcher scheduled different interview dates and students were informed prior to the interview date. All these interviews, with students, took place in a class and other students not taking part were asked to keep away from the interview venue. Audio tapes were also used to record all interview proceedings. After focus group interview, these were transcribed verbatim and all the data obtained were kept safe.

- **Observations**

Although critics assume that observation may disrupt and affect responses, Creswell (2009) argues that research observation is a creative way to capture proceedings and happenings visually. It was an unobtrusive method of collecting real and current data from participants. For this study the researcher took on the role of *observer* meaning that the researcher   was present in class and observed the teaching and learning process as students (15) engaged in the lesson. The advantage of this strategy in the view of Creswell (2009) was that it gives chance to the researcher to record current information as it occurs. The researcher prepared an observational schedule to record information. Headings such as date, time, place, subject, physical setting, participant's details, proceedings and accounts of particular events framed the observation schedule. All these were recorded in my observation diary.

- **Document analysis**

As part of data collection process, Students` Code of Conduct and Disciplinary Policy and Language Policy in Education (14 July 1991) were accessed for document analysis. The researcher used content data analysis strategy to analyse the documents, through an inductive and iterative process (Maree, 2010). The researcher critically examined the similarities and differences as well as the common emerging themes (Maree,2014) with regard to the performance of students before and after the translanguaging intervention. Findings obtained herein were then compared and merged with the themes or descriptions obtained in the interview processes for the purpose of triangulation.

1.8.2.4   Data Analysis

According to Maree (2014), qualitative data analysis entails summarising what participants have said and make meaning out of it. It is sometimes called an inductive data analysis process and it involves a process of grouping common words, themes, patterns or phrases so as to interpret them and explain their meaning (Maree, 2010). Thus, an inductive data analysis process was followed. The researcher began by analysing and verifying all the transcriptions in order to validate the data. Secondly, categorising and coding (Creswell, 2009) was done in order to outline the themes and

descriptions emerging from the data. Thirdly, all the interrelating themes and descriptions (Creswell, 2009) were grouped and classified together. Lastly, all the observed themes and descriptions were interpreted in order to make meaning of the data.

1.9   METHODOLOGICAL NORMS

In the view of Maree (2014), trustworthiness is only enabled when the research data or process is credible, transferable, dependable and confirmable. These norms, vital in research, as discussed fully in Chapter 3.

1.10   ETHICAL CONSIDERATIONS

Ethical considerations in research and need to take into account voluntary involvement and participation and informed consent, while ensuring confidentiality and anonymity, all of which is discussed in Chapter 3.

1.11   DEFINITION OF KEY CONCEPTS

The following key concepts are defined in the context of this study: translanguaging, bilingualism, code-switching and multilingualism.

1.11.1 Translanguaging

This implies the switch of teachers from one language to the other in a lesson so that all learners benefit from teaching and learning. In the view of Canagarajah (2011), translanguaging entails the process used by teachers to switch from one language to another while teaching in class as a form of integrating different language systems. Baker (2001) explains that translanguaging is using two languages to make meaning and gain understanding during knowledge creation; that is, translanguaging is a way of integrating two language systems, Nagy (2018) argues that, to date, there is as yet, no theoretical consensus of a unified language system. As such, Garcia and Lin (2016) reason that translanguaging practice can therefore be grouped into two forms, namely: strong translanguaging and weak translanguaging. Thus, the former does not differentiate between languages or grammar, and the latter maintains that the traditional language boundaries do exist and should only be softened to allow fluidity

and overlapping. Therefore, this study adopted the weak translanguaging version thereof.

1.11.2 Bilingualism

This is the utilisation of different languages in a manner that affords learners to grasp the subject matter. Freire (1985), describe bilingualism as the ability to use two different languages. The concept, bilingualism is linked to literacy, which in the work of Freire (1985), has an impact towards social justice and empowerment. From the translanguaging point of view, bilinguals can make use of the integrated linguistic repertoire within them to strategically draw appropriate features to communicate effectively (Mgijima & Makalela, 2016). For this study, the students' dominant mother tongue language was strategically used for teaching and learning English through the translanguaging strategy.

1.11.3 Code-switching

This is when delivering a lesson and interchanging language in an environment of teaching and learning. This is the process of interchanging languages within an environment. It follows practical principles which are complex and governed by phenomenon (Heredia & Altariba, 2001). Ncoko, Osman and Cockcroft (2000) define code-switching as the use of two or more languages in the same conversation and indicates skilled performance language proficiency. From a pedagogical point of view, code-switching, in this study, entailed the process of switching from the official language of teaching to the learners' home language and back again to develop better understanding during the teaching and learning process.

1.11.4 Multilingualism

This is when we engage with other people and utilise more than one language. Multilingualism is the ability of an individual or a group of people to use or speak more than one language (Duarte, 2020). In education, multilingualism practices reflect an awareness and appreciation of different cultural languages (Hobbs, 2012). For this study, multilingual education practice was crucial based on the idea that South Africa is a multilingual nation, hence, it was important to embrace these languages in teaching and learning.

1.12   DIVISION OF CHAPTERS

In *Chapter One,* namely the introduction and background chapter, the researcher unpacked the global trends on translanguaging teaching and learning. She interrogated advances, barriers, successes, commitments, challenges, and lessons learnt on translanguaging throughout reported the world. She then zoomed into South Africa before condensing to The North West province. Reasons for this was to compare the achievements and outline gaps within the body of knowledge, which then was fused into a problem statement. The aims and objectives as well as research questions were clearly outlined for the purpose of guiding the study. Research benefits were crystallised under the significance of the study section. A brief overview of the literature review, limitations of the study and research design and methodology followed was highlighted to orientate the reader towards the scientific methods followed. Then, in the last segment of the chapter, key study terms were contextually defined and the outline of the division of chapters was described.

Chapter two focused on two key areas, namely the theoretical framework and literature review section. In the theoretical section, translanguaging theory guiding the study, was highlighted, and discussed. Literature section conceptualised the present study, by consolidating what has been researched so far as well as unpacking crucial gaps in literature. This chapter unpacked the language policy in South Africa, the multilingual nature of South African languages, language barriers to teaching and learning, translanguaging teaching and learning process as well as suggestions for translanguage teaching and learning.

In *Chapter three,* the research design and methodology used in this study was discussed in detail. The chapter initiated by explaining the research design followed and discussed the research worldview and strategy. It then clarified the research methodology, which pronounced the population and sampling; data collection process; instruments and scales used; data analysis process, research reliability and validity; and the ethical considerations to be followed during data collection process.

Chapter four presented the significant findings obtained in this study through a systematic thematic analysis. Two sets of key findings obtained included the characteristics of participants and empirical findings. The characteristics of

participants were basically used as supporting evidence showing the richness and validity of participants. Empirical findings emerging from thematic analysis included categorical findings and sub-themes on translanguaging practices, barriers to teaching and learning, effects of translanguaging, and strategies to improve translanguage teaching and learning. access to management skills and training, essential management skills and training at a selected college in the North West province.

Chapter five which is the closing chapter in this document summarises this study and highlighted and merged all the findings obtained in this research. Recommendations, mainly based on the empirical findings were also suggested in this chapter. Then, the last section in this chapter concluded the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   INTRODUCTION

The previous chapter laid the foundation for the study by outlining the background, nature and scope of the study. This chapter focuses on two key areas, namely the theoretical framework underpinning the present study and a review of the literature. While the theoretical section highlights the theory guiding the study, the literature section conceptualises the present study, and as well identifies crucial gaps in literature. This chapter unpacks the language policy in South Africa, the multilingual nature of South African languages, language barriers to teaching and learning, the translanguaging teaching and learning process as well as suggestions for translanguage teaching and learning.

2.2   THE THEORETICAL FRAMEWORK

This study is underpinned by the Translanguaging Theory conceived by Cen Williams around the 1980s who defined it as a planned way of using two languages in teaching and learning within the same lesson (Mgijima & Makalela, 2016). Initially, Cen Williams used the Welsh term *trawsiethu,* which was then translated into English as translanguaging by Baker in 2001. Proponents of this theory, such as García *et al.* (2007), broadened the translanguaging definition to include strategies such as allowing students to receive input in one language and to give output in a different one. According to Williams (2003), translanguaging takes advantage of the stronger language to try and develop the weaker language, thereby enhancing a balanced development of a student's two languages. The advantages of translanguaging are emphasised. For instance, Baker (2011) affirms that translanguaging helps to develop students' language skills thereby promoting bilingualism and biliteracy. Canagarajah (2011) supports that translanguaging allows students to become confident, to communicate effectively and to expresses themselves in class. Williams (2003) and Nursanti (2021) assume that translanguaging facilitates the processing of information among students and this allows them to relate and create meaning and understanding.

However, Garcia (2009) and Wlosowicz (2020) propose that translanguaging could probably become effective by allowing the language of input, for instance reading and listening, to be done in one language and the language of output, say writing and speaking, to be done in another language. The translanguaging approach culturally encourages equal participation and spontaneous communication between lecturers and students in an increasingly multilingual world (Duff, 2019). Hornberger and Link (2012), and Beaton et al (2021) state that this also reminds lecturers not to neglect the diverse learning needs of students and the complex, multifaceted social conditions reflected in the classroom.

The use of the learner's first and familiar language in second language teaching and learning have been a major issue in the last decade (Cook, 2001; Shin, Dixon, Choi, 2019; Turnbull & Dailey-Ocain, 2009) and translanguaging teaching and learning has also been heavily contested by critics in that it distinguishes forms of languages as separate objects (García, 2009; Garcia & Hesson, 2015). Cook (1999) argues that using a language in conjunction with the second language interferes with learners' acquisition of the second language. This practice in the view of critics, dilutes the acquisition of valuable information, tones and intricacies embedded in one language. Flores (2014) also warns against the use of translanguaging since it promotes additive bilingualism, destabilises globalisation initiatives and brings political antagonism. In the opinion of Flores (2014) and Sah and Li (2022), translanguaging is seen as a form of protest or reform against the stipulated language of teaching and learning.

However, modern research suggests that bilingualism should be promoted at school and second language acquisition does not interrupt first language development (Petitto & Dunbar, 2004). A study by Makalela (2016) and Jones (2020), on the effects of translanguaging on the bi-literate inferencing strategies of fourth grade learners, yielded positive and interesting findings. The study examined the significance of using the students' home language (Xhosa) and second language (English) in a reading development lesson in the Eastern Cape of South Africa. Findings indicate that there was a great improvement among students as seen in their performance and inferences (Makalela, 2016; Shanahan & Higgins,2022). Hurst and Mona (2017) and Wei (2024), in their study on translanguaging as a socially just pedagogy, observed that

translanguaging can empower and allow students to respond positively to given questions.

Against this backdrop, this study is well suited to the translanguaging theory because it recognises the use of both languages in a lesson. The researcher's participants are of African origin and predominantly speak Setswana as their mother tongue. As previously indicated, the study uses the translanguaging strategy during English lessons for the purpose of observing results. Thus, the input of LoLT is Setswana, while the output language of assignments and tests is English. At the end of the term, the perceptions of lecturers and students on translanguaging teaching and learning practice is explored for the purpose of drawing conclusions or findings from the study.

2.3 MULTILINGUALISM: OVERVIEW OF SOUTH AFRICAN LANGUAGE PRACTICES

This section reviews literature on language practices found with the South African education context taking into consideration that the country has multiple languages and the history of the use of language/s in education.

2.3.1 The Multilingual State of South Africa

South Africa is a multilingual state with 11 official languages, namely: Afrikaans, English, Sepedi (also known as Sesotho sa Leboa), Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, isiNdebele, isiXhosa and isiZulu, together with other several unofficial languages (Ngcobo, 2016; Rakgogo & Zungu, 2022). The term 'multilingualism', was adopted by the United Nations Educational, Scientific and Cultural Organisation in 1992 as "the use of at least three languages, the mother tongue, a regional or national language and an international language in education" (UNESCO, 2003). This means that with South Africa being a multilingual country it should take into account the diversity of languages when deciding on languages in education.

The influence of the previous Afrikaans government ensured that Afrikaans was nationally distributed, although it is more dominant in the Western regions of the country. In the education setting, English is the dominant medium of instruction, although it remains a challenge among less advantaged students (Ngcobo *et al.,* 2016)

particularly those who are not exposed to English as a form of communication. English proficiency is linked to financial status, class or race and is used in the business section (*Ngcobo et al.,* 2016). The promotion and sustenance of English language as a LoLT in schools is still debatable for many who believe that it is disadvantaging more African students as well as promoting European epistemology. To have a clear picture of events, it is crucial to understand how English became the dominant language of instruction in South Africa.

2.3.2 English as the Dominant LoLT

In South Africa, the term 'multilingual education' implies the use of at least two languages as media of instruction and the addition of "a second and even a third language to each pupil's linguistic repertoire in ways which would best guarantee both academic and linguistic success" (Heugh, 1995; Nikolska & Pershukova, 2021). However, Africa languages have been marginalised over the years. Apparently, apartheid architects promoted Afrikaans mother tongue education at the expense of many local mother tongue languages (Heugh, 1987; Van Zyl, 2020). This, in the view of Hartshorne and Gergely (1995), Heugh (1987) and Sibanda (2022) was a binary system designed to banish English language as well as to allow Afrikaans speakers to benefit from mother tongue education as a way of empowering them, while devaluing African cultural heritages and making it difficult for blacks to get jobs. However, this draconian move generated resistance in the liberation movement and among Africans in particular. There was a massive opposition and uprising against the system of Bantu Education which stretched from 1953 through 1976 (Hartshorne & Gergely, 1995; Mukonde, 2023), which culminated in the Soweto student revolt in June 1976. The uprising resulted in the loss of many students' lives, even though it signalled the end of Afrikaans as a LoLT in Department of Education and Training (DET) schools.

The end of the use of Afrikaans in schools marked the rapid dominance of English as a language of teaching and learning (LoLT) in education in South Africa. It was applauded and promoted by the-then leadership as well as the middle-class citizens. English then became the official and compulsory LoLT in South Africa starting from Grade 5. A sudden turn of events emerged in the late 1980s as activists began to question the dominance of English over South African language (Heugh,1995; Adam

& Moodley, 2023). Educationists stated that the use of English as a medium of instruction was impoverishing students as well as becoming a serious cognitive curriculum obstacle (Heugh, 1995; Sah, 2023). The limitation of Afrikaans as a LoLT together with other local South African languages led to reforms from 1977 to 1991.

2.3.3 The 1997 Language Practice Policy for Schools

On 14 July 1997, after a two-year drafting and consultation process, the Minister of Education announced a new language-in-education policy for public schools in South Africa. Central to the new policy was its commitment to promoting multilingualism as a valuable national asset and in the interests of building a non-racial nation (DoE, 1997). This move was designed to formally promote the status of previously marginalised African languages. As such, the South African Constitution (RSA,1996). detailed the adoption of 11 official languages for the country. The new language policy for schools was the culmination of a decades-long struggle around the issue of medium of instruction, particularly in education for Africans. The 1997 language policy for schools cleared the debris of apartheid language policies. Issues such as admission of students to schools was no longer determined based on colour, language or religion. The policy advocated an additive approach to multilingualism which is interpreted as implying the maintenance of home (or primary) languages as the main LoLT, with the subsequent addition of other languages. The right to choose the LoLT is vested in the individual, in practice, parents and guardians. The policy empowers schools and provincial education departments to level any disadvantages related to LoLT. This means that school governing bodies (SGB) could then determine their own preferable LoLT which would promote multilingualism within the bounds of practicability (Greenstein *et al*, 1997; Tlowane & Foncha, 2020).

The Constitution of the Republic of South Africa (RSA, 1996), after 1994 democratic elections, accorded official status to nine African languages spoken by most citizens in the country (Ngcobo *et al.,* 2016:). The recognition of African languages was a major milestone since previous colonial regimes did not take into consideration the culture of blacks, their languages and their traditions (Ngcobo *et al.,* 2016). In support of this and to address the issue of languages in a multi-cultural and multi-lingual country, the South African Languages Bill (RSA, 2011), Language in Education Policy (LiEP) (DoE, 1997), the Use of Official languages Act No.12 (RSA, 2012) the Higher Education Act

(RSA, 1997) and the Language Policy for Higher Education (DoE, 2002), were established. These policies entail that African languages can be used equally as media of instruction, communication and assessment.

While all these policies purport the promotion of African languages, English which is spoken by only 8.2% of the population, remains the overriding LoLT in South African education. Webb (2013), and Makhanya and Zibane (2020) express similar sentiments that African languages continue to be suppressed as many educators assume they are not the media of instruction. Of concern in the educational context, is that African students across the length and breadth of South Africa continue to obtain poor results as compared to their white counterparts (Mashiyi,2014; Walker, McLean & Mukwando, 2022). As such, English continues to be a barrier the teaching and learning process, particularly to disadvantaged groups.

2.4   LANGUAGE BARRIERS TO TEACHING AND LEARNING

Although used all over the world, the use of a minority language such as English, has created a biased pedagogic framework characterised by discrimination of African students by language. Among other things, the lack of equal access to English in schools among South African students has resulted in many students not having access to higher education and training (Mona & Hurst, 2017). For those who make it to universities, there is still an imbalance regarding English proficiency, which in turn affects students' confidence, and participation as well as lowering of grades and success rates (Mona & Hurst, 2017). According to Fanon (1952), Mignolo (2009) and Njoroge (2024) this is a deep colonial wound and serious damage to the African child's soul and mind.

Many black students in South Africa have difficulties understanding concepts taught in English, as well as expressing themselves in class, which in turn contributes towards poor results. Students find it difficult to navigate between their home language and their LoLT and are made to doubt the significance of their own home language (Mona & Hurst, 2017), with some regarding it as inferior. Therefore, in the view of Mignolo (2009) and Dawson (2020), continuous use of a hegemonic language of the coloniser dehumanises students, as noted by Freire (1985), and poses as a barrier to teaching

and learning. The question is what are the factors impeding a successful implementation of the language policy in South Africa?

2.4.1 Barriers to Language Policy Implementation in South Africa

A multiplicity of factors contributes to why the language policy drafted into law by the Constitution of the Republic of South Africa (RSA, 1996) has not been able to be fully implemented. First and foremost, it seems that there is lack of political will and commitment from the government since the dawn of democracy in South Africa. It is significant to point out that successive South African governments have not been able to enforce the implementation of the language policy because of the perceived superiority of the spoken 'foreign' languages over indigenous language (Kangira,2016; Mthombeni & Ogunnubi,2020). Similar to what is been witnessed in neighbouring countries, the language that was chosen as an official language after independence from colonial rule is still being considered as superior over indigenous languages. English is predominantly spoken in countries such as Zimbabwe, Malawi, Botswana and Zambia because these countries were colonised by Great Britain while Portuguese is widely spoken by Mozambique and Angola because they were colonised by Portugal (Kangira, 2016; Mthombeni & Ogunnubi, 2020).

The influence of globalisation is one of the factors influencing the full implementation of the language policy in South Africa. The internet is populated with high volumes of English content. The English language is considered the 'unofficial' language of the world. A person's ability to learn and have a good command of the English language is considered as a step in the right direction to communicate and do business with the rest of the world (Kangira.,et al 2016). Most schools in South Africa prefer their students to be proficient in the English language. Parents prefer their children to be taught in the English language rather than the local language. They believe that having a good command of the English language will prepare them for the job market after school.

Lack of proper monitoring, strict monitoring by the government to ensure that the language policy is implemented is lacking. Agents involved in the development of the indigenous languages are not giving the needed support to succeed (Kangira.et al 2016) and the lack of resources in indigenous languages impeding the progress of the

implementation of the language policy because most available materials are still written in English.

Despite the post-apartheid language policy of South Africa being regarded as a milestone, as well as a very progressive policy, which in principle enables learners or their guardians to choose the language of instruction, English is used as a medium of instruction from Grade 4 onwards (Brock-Utne & Holmarsdottir, 2003; Sibomana, 2022). The transition to English is, however, a decision taken by individual schools in collaboration with the School Governing Bodies.

2.4.2 Breaking Barriers Using Local Languages in Education

Education in general, and the use of local languages as media of instruction and communication in particular, may add value towards improving the quality of life of citizens of a country. Thus, the use of one or two dominant languages in education will not serve this purpose. The use of local languages in education was first supported by Vygosky (1978) and Du Plessis (2020) who argued that it creates practical opportunities for student-centred learning as it allows exploratory talk. Using a language that is meaningful to learners promotes classroom interaction between the teacher and learners while engaging learners through the educational process. (Rasool & Edwards,2010; Chamorro & Janke, 2023) report that there are vast research findings stretching over 30 years which show that teaching children in their local language develops their linguistic, cognitive and academic abilities. The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2014) asserts that translanguaging promotes the transmission of cultural knowledge, and the preservation of indigenous language communities as well as support education in the local language. Vogel and Garcia (2017) and Barros et al, 2021) argue in favour of translanguaging versus mono/bilingualism, that it (translanguaging) "…has demonstrated how colonial and modernist-era language ideologies have created and maintained linguistic, cultural and racial hierarchies in society."

Cummins (1993), Benson (2004), Spolsky (2004), UNESCO (2014), McKinney *et al* (2024) concur that the use of a language facilitates the transfer of cognitive skills as fluency in the local language expedites the acquisition of second and third languages

and as such, provides a sound basis for multilingualism. At the same time, however, translanguaging theory recognises that the linguistic repertoire of bilinguals includes features from what society would view as more than one named language. These named languages carry different statuses and impose different social expectations and constraints upon bilinguals, thus for bilinguals, there is a more complex socio-cultural marking of features to use them when and where than for monolinguals. In fact, there is a groundswell in literature for "…a shift from language isolation policies in language teaching and assessment towards more holistic approaches that consider language-as-resource and promote the use of the whole linguistic repertoire" (Mgijima & Makalela, 2016).

2.5 TRANSLANGUAGING TEACHING PRACTICES

Translanguaging is a pedagogical approach to teaching using the ability to move between languages to facilitate the teaching and learning process. In translanguaging, students are able to think in and use their home language as a vehicle to learn. Kim (2018) and Adams (2020) highlight the importance of dialogue of translanguaging in building relationships with students from diverse background. The socio-cultural framework stresses that knowledge can be constructed in a dialogical space where students engage in socio-cultural, emotional histories as well communication repertoires. There is an equal and reciprocal learning culture between lecturers and students created by a translanguaging approach (Li, 2019). Simpson (2016) and Shi (2023) assert that the existence of the translanguaging space enables this dialogic pedagogy, which is highly valued in the higher education learning context.

In America, research carried out on the efficacy of translanguaging in a New York Kindergarten school revealed that translanguaging enhance students' ability to understand the subject matter being taught in the class, thus contributing to their development (García, 2009; Seltzer et al, 2020). In the UK, Jones (2017), and Parry and Thomas (2021) found out that the use of both English and Welsh in teaching and learning proved beneficial to educators in Wales. Similarly, a study conducted in Indonesia revealed students were positive towards classroom translanguaging because it helped improved their Arabic reading comprehension skills. Findings from

the study revealed students' strong preference to classroom translanguaging (Bin-Tahir, Saidah, Mufidah & Bugis, 2018). A study conducted at the University of Puerto Rico, involving 29 undergraduate psychology students using a case study approach, revealed that students were generally indifferent and had a neutral to positive outlook on classroom translanguaging (Rivera & Mazak, 2017; Fang & Liu ,2020). However, in Sweden, a study conducted to find out the students' perspectives about translanguaging in an English language school revealed that students preferred to speak English in an English-speaking classes (Tabatabaei, 2020).

In Sweden, research examining teachers' perspectives about translanguaging within English as second language Grade 4-6 classes revealed that teachers had a stronger preference for the use of English language than the Swedish language (Grenner & Hagelin Jönsson, 2020). In Kazakstan, Karabassova and San Isidro (2020) found that teachers' perception regarding classroom translanguaging was ambiguous. However, a study conducted in Switzerland revealed that teachers had a positive attitude towards classroom translanguaging (Bieri, 2018).

In Japan, Adamson and Fujimoto-Adamson (2012), and Costley and Leung (2020), revealed that both students and their advisors were in favour of translanguaging in the classroom as an effective way of teaching and learning. Similarly, a study conducted in Hong Kong revealed that most of the 201 sampled students were in favour of classroom translanguaging. Findings from the study revealed that most students showed a positive attitude towards translanguaging which they believe would assist them in grasping the content and the concept of the subjects being studies (Wang, 2019). The use of translanguaging in immersion programmes has been successful, with students of Chinese-speaking backgrounds being successful in learning Mandarin (Lindholm-Leary, 2011; Zheng, 2021).

Turning attention to Africa, a study conducted in Rwanda with students at the faculty of Economics and Management revealed that students had a positive attitude towards classroom translanguaging, considering it as one of the most effective ways to pass their modules (Kagwesage, 2013; Cots *et al*, 2022). Findings from the study emphasised the first-year students positive towards classroom translanguaging. Similarly, in South Africa, Madiba (2014) and Koralage *et al* (2023) emphasised the importance of translanguaging through the use of an online glossary tool, as an

effective method for assisting students in higher education who are not proficient in English. As can be seen from the above studies conducted in a range of countries, translanguaging pedagogy gradually is gaining popularity around the world and in Africa as a way to support students in their learning.

2.5.1 Translanguaging Pedagogy

The teaching and learning process has gradually shifted from traditional teaching methods to student-centred teaching methods (Manyau, 2018; Bature & Campus, 2020). The pedagogy of behaviourism dominated by repetition, cramming, and mimicking a second language such as English, in the 40s and 50s, was superseded by innate learning in the 60s, conscious and subconscious learning in the 70s and then cognitive psychology around the 80s (Mitchell, 2013; Sanborn, 2022). As learner-centred approaches are being introduced, researchers are examining possibilities of using the students' home language and hence the emergence of translanguaging teaching and learning.

Although translanguaging is a highly contested practice (Garcia & Hesson, 2015; Cummins, 2021), it is indispensable in teaching multilingual students. The teaching process involves activities such as code-switching, translation and translanguaging (Lewis *et al.,* 2012). While code-switching entails moving from one language to another, translation involves describing an oral or written text using the more accessible home language of students (Probyn, 2015; Jackman, 2021). Critics of translanguaging teaching assume that the use of students' home language instead of the LoLT is transgressive (Probyn, 2001, 2009, 2015).

Considerable evidence from contemporary researchers shows that translanguaging can be effectively used as a teaching tool in multilingual classrooms to bridge the gap between lack of understanding and teaching (Childs, 2016; Mona & Hurst, 2016). Translanguaging facilitates metacognitive and epistemological development of students (Heugh, 2015; Charamba, 2020), while promoting their sociocultural identities (García & Wei, 2015; Gong, Lai & Gao, 2022). Lev Vygotsky, a Russian psychologist, long claimed that people evolve through social interaction, language, and culture, which provides them with the best tools to create their own reality (Vygotsky, 1987; Bodrova & Leong, 2024). Therefore, translanguaging could be the

best means of scaffolding to create meaningful social interactions in class as well as the promotion of effective teaching and learning.

2.5.2 Suggestions for Translanguage Teaching and Learning

A study conducted by Ngcobo *et al.* (2016) summarises crucial suggestions necessary for translanguage teaching in schools and colleges. Firstly, according to their findings, there is need for students to translate (Nagy, 2018; Tsai, 2022) and interpret meanings as they shuttle between languages. Secondly, educators can give students assignments and allow them to research answers from parents or community members after translating it into their home languages. The advantage of this strategy is that it mirrors the learning process to the students' background or culture (Ngcobo *et al.* (2016) and allows students' rich local knowledge as a resource. Thirdly, educators can tap into students' past experiences and draw meaningful connections and conclusions from their vernacular learning strategies (Nagy,2018; Gaskins,2021). Fourthly, educators can use a linguistic interdependence strategy of allowing students to develop their vocabulary in both languages (Ngcobo *et al.,* 2016). Finally, it is crucial for teachers to empower marginalised and disadvantaged members in societies through recognition, relation and utilisation of their languages in schools and colleges.

2.5.3 Challenges of Translanguaging

Several challenges affect the effective use of translanguaging in the classroom by teachers. Firstly, lack of training of teachers about instructional design to employ classroom translanguaging. Training is necessary for teachers to know more about the skills to be employed to initiate classroom translanguaging. There is the need for the Department of Education to organise training seminars whereby teachers are taught the theories and skills to be used in classroom. Secondly, lack of confidence to employ translanguaging practice in the classroom due to the negative attitude of students towards learning in their language other than the preferred English language. In addition, lack of support from school authorities, teachers are often instructed by administrators at school not to teach children in their language. Teachers and administrators should find the best way to reach a consensus regarding classroom translanguaging to benefit the students who are at the receiving end (Wei & Lin, 2019). Last but not the least, the unavailability of resources in schools to assist teachers to

employ classroom translanguaging is a major constraint. Teachers must be furnished with the requisite resource materials to be able to maximise skills and benefits of classroom translanguaging (Balfour, Mitchell & Moletsane, 2008; Omidire & Ayob, 2022).

The review of literature undertaken above identified the paucity of research into the use of translanguaging pedagogy in TVET colleges in South Africa, where students' poor English language proficiency has an effect on their learning. Thus, this study attempted to add to the knowledge by examining the perceptions of lecturers and students on the use of the translanguaging strategy at a selected TVET college in the North West province.

2.6   CHAPTER SUMMARY

This chapter initiated with a description of the theory underpinning the study, namely the translanguaging theoretical perspective which is a planned way of using two languages in teaching and learning, within the same lesson. The review of literature unpacked and discussed the literature conceptualising the present study. Literature sections elaborated include the language policy in South Africa, the multilingual nature of South African languages, language barriers to teaching and learning, translanguaging teaching and learning process as well as suggestions for translanguage teaching and learning. The next chapter examines the research design and methodology guiding the present study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed brought literature on translanguage teaching and learning. This chapter then describes the research design and methodology followed during the empirical investigation process. The chapter presents the research methodology described as a detailed explanation on the individual steps that make up the procedures and processes involved in conducting research (Hofstee, 2006). Cooper and Schindler (2003) note the importance of following appropriate methodology to collect dependable data to ensure good research.

This chapter begins with a brief explanation of the rationale for empirical research followed by the research design and the research methods. Issues of trustworthiness are described as are ethical considerations which were followed in the course of the study.

3.2 RATIONALE FOR EMPIRICAL RESEARCH

The reviewed literature identified a gap within previous studies, which is the exploration of innovative ways to improve the language of instruction among non-English speaking students in South Africa, particularly in other areas of schooling such as TVET colleges. The study sought to conduct empirical research to investigate the perceptions of lecturers and students on the use of the translanguaging strategy at a selected TVET college in the North West province. It has been noted that students enrolled for the National Certificate Vocational (NCV) has difficulty with the use of English as the LoLT. Students are challenged in actively participating in class, have great difficulty in writing, spelling, comprehending, and expressing themselves in English. Therefore, it was vital to find an innovative way to facilitate the teaching and learning process through the approach of translanguaging.

3.3 RESEARCH DESIGN

In this study, which is underpinned by an interpretivist paradigm, a qualitative research design was utilised. A research design is the argument for the logical steps which was taken to link the research question(s) and issues to data collection, analysis and interpretation in a coherent way (Hartley, 2004). A research design is defined as a plan or approach for conducting research (Maree, 2010). Johnson and Christensen (2008) defined research design as the plan that the researcher will utilise to conduct research while McMillan and Schumacher (2010) explained that the research design clarifies that it initiates how to gather responses to the research question and how the plan is in cooperated into action. In the present scenario, the timeframe of the research, the selected group as participants, sampling procedure, collection of data and research methods are taken into account.

The research design was crucial in that it helps the researcher make an informed decision that it will enable the research problem to be determined. The most important areas of importance in this present plan are the availability of time, finances involved, methods of analysis to be utilised, the readiness of the research site and the development of the researcher relating to research skills (Attia, Mariam & Julian Edge, 2017).

3.3.1 Research Paradigm

A research paradigm or worldview, consists of set of assumptions and perceptions that centres around the community being researched, its views and its experiences. The situation or experience of the reality is controlled by the involvement of the participants. Wahnyuni (2012) emphasised that individuals' experiences are dependent on their actual understanding of the situation in general.

The philosophical assumption or worldview for this research is based on the interpretivist paradigm or perspective Al-Saadi and Hashil (2014) assert that according to this view, there are ways of knowing about the world other than direct observation; namely, our perceptions and interpretations of the world around us, that is, people use their perceptions to interpret what their senses tell them. The interpretivist paradigm assumes that human life is best understood from within (Maree, 2010) and is linked to the social constructivist world and utilises a qualitative approach which does not

involve statistics or figures (Oosthuizen, 2009). Interpretivism in the view of Maree (2010), focuses on people's personal experiences as well as how they construct their own social world through sharing meanings, interactions, and relations among themselves (Maree, 2010).

A research paradigm consists of set of assumptions and perceptions that centres around the community being researched, its views and its experiences. Denzin and Lincoln (2005) assert that interpretivists study phenomena in the natural settings and strive to make sense of, or to interpret phenomena with respect to the meanings people bring. In this study both lecturers and students were participants in clarifying the real problem.

Interpretivism in the view of Maree (2010) focuses on people's personal experiences as well as how they construct their own social world through sharing meanings, interactions and relations among themselves. Denzin and Lincoln (2005) assert that interpretivists study phenomena in the natural setting and strive to make sense of, or to interpret phenomena with respect to the meanings people bring. This interpretive perspective affords the researcher the platform to explore the reasons and causes behind students experiencing translanguaging of teaching and learning. The opportunity of the researcher to interact with participants and acquire more information about the experiences on translanguaging of teaching and learning is rooted in this research paradigm. The researcher therefore was able to derive a logical conclusion on the participants` views, taking into consideration that different people may have different ideas on the same phenomenon.

This research unpacks, interprets, and reports lecturer and students' experiences during translanguaging teaching and learning in the social pedagogical world of their classrooms. In this study both lecturers and students were participants in clarifying the real problem; this means that the meaning of experiences and events are constructed by individuals. All shared meaning, interactions, feelings and relations experienced while using the translanguaging teaching and learning strategy formulate rich findings of the study.

3.3.2 Research Approach

A qualitative approach is an umbrella term that involves a process of data collection and analysis which also encompasses the theoretical as well as epistemological frameworks so as to make meaning of, or the interpretation of a phenomena (Merriam, 2019). The researcher was actively involved with participants and is able to gather valuable data and directly record information. The researcher is presented with an opportunity to interact with participants which enables both parties more understanding of material involved in the research. A qualitative study approach strives to understand and put in perspective the nature of humans as well their behaviour. Teddlie and Tashakkori (2011) assert that a qualitative researcher is involved in the study of a phenomenon in its natural setting attempting to interpret facts that people bring forth. Qualitative research is concerned with describing and understanding (*verstehen*) rather than explaining or predicting human behaviour (Babbie, 2001).

According to Barbour (2014), the following are the benefits of a qualitative research approach:
- The approach affords the researcher the opportunity to gather methods by paying attention to the everyday lives of people and their backgrounds.
- It helps the researcher to understand the participants` different behaviours. It is the relevant methods when studying the real world of participants.
- It presents an outstanding grasp of the all processes involved, be it at personal or organisational level.
- The qualitative research approach enables the researcher to be a part of the participants` real life perceptions and their understanding thereof (De Vos, Strydom, Fouché & Delport, 2005).

In this study, a qualitative research approach was used to explore the perceptions of lecturers and students on translanguaging pedagogy at a selected TVET college in the North West province. The main reason for choosing the qualitative research design is specified by Du Plooy (2009) when he states that "…a qualitative approach uses communication to solve problems in the social world" and participants can share their lived experiences. The emphasis was on the collection of actual data from participants in a specific research site (Neuman, 2000), that is a selected TVET college.

3.3.3 Research Strategy

This study utilised a case study research strategy to inquire about the language practices being used by lecturers and students during English lessons at a selected TVET college in the North West province. In this study, multiple views of lecturers and students on translanguaging teaching and learning experiences during English lessons was explored. The study also identified the effects of using a translanguaging teaching and learning strategy at a selected TVET College in the North West province.

A case study is defined as a confined system of inquiry that explores a contemporary phenomenon within its natural or real-life setting (Maree, 2014). Using a case study was an advantage in that it offered multiple perspectives of a phenomenon within a bounded system and provides a deeper understanding of a situation (Maree, 2014).

A research design is defined as the plan that the researcher utilised to conduct research (Johnson & Christensen, 2008). McMillan and Schumacher (2010) further emphasise that the research design clarified how the research initiates how to gather responses to the research question and how the plan is incorporated into action. Simply put, a research design is a plan or approach for conducting research (Maree, 2010).

The research design is crucial in that it helped the researcher make an informed decision that it enabled the research problem be determined. According to Hartley (2004), a research design is "the argument for the logical steps which was taken to link the research question(s) and issues to data collection, analysis and interpretation in a coherent way". This means that the timeframe of the research, the selected group as participants, the sampling procedure, the collection of data and research methods were taken into account.

3.4 RESEARCH METHODS

Research methods refers to the processes and tools that are used to utilise during the collection of data and provide evidence for analysis in an attempt to answer the research questions. There are many types of research methods in qualitative research which include sampling, interviews, observations, document analysis or secondary analysis. The research methods used to conduct the research were described and justified in the subsequent sections. Research methodology encompasses procedures

that provides details of the planned activities of various stages within the research study (Webb&Welch,2019; Yin,2009).

3.4.1 Research Site

A selected TVET college in the North West province of South Africa constituted the research site for this study. It is situated approximately 95 kilometres West of Pretoria. The college, which consists of three campuses geographically situated within a range of 60 to 66 kilometres, has a central office in a semi-urban setting.Each of the campuses are unique to the communities in which they are located and each provides a diverse culture to the students attending the college. However, in this study, only one campus convenient to the researcher was selected. Most of the student population comes from disadvantaged, rural and poor backgrounds with little education and employment opportunities. Their socio-economic status has contributed to the conditions in which they have found themselves.

3.4.2 Sampling of Participants

In this study, all lecturers and students in one campus at a selected TVET college in the North West province constituted the total population of the study. This implies that 75 lecturers and 3 148 students made up the whole study population.

Non-probability sampling is a sampling procedure in which not all population members have an equal chance of participating in the study (Cohen, Manion & Morrison, 2011). In addition, the sampling design is purposive in that it is based on the judgement or purpose of the researcher as to who will provide the best information for the objectives study (Cohen, Manion & Morrison, 2011). Purposive sampling was utilised for the selection of participants who possesses experience and knowledge regarding the topic under study (Antony *et al.,* 2018).

From this population, six (6) lecturers teaching content subjects and six(6)students through the medium of English were interviewed, a group of 15 students doing National N4 Certificate (N4) Office Admin were observed during class and a group of six students participated in a focus group discussion. These participants who formed the study sample were purposively chosen for convenience purposes.

However, negotiating and identifying access to the individuals and sampling sites in order for a research project to take place is often a challenge (Dever & Frankel, 2000a). The other problem that can hamper the sampling process would be the death of a respondent or those that cannot be traced before the data collection process is concluded by the researcher. Schatzman and Strauss (1973) assert that the change of location or social movement of the participant may result in some not being willing to continue, and as a result, this could hamper data collection and the conclusion of the process. Problems associated with withdrawal of respondents as participants can be countered with different data collection methods (Tuckett & Steward, 2004).

3.4.3 Data Collection

As indicated in the problem statement in Chapter 1 and the rationale for empirical research at the beginning of this chapter, there is a need for innovative ways in which to improve the language of instruction among non-English speaking students in South Africa, particularly the improvement of the teaching of the English language. Against this backdrop, this study examined the perception of lecturers and students on translanguaging teaching and learning at a selected TVET college in the North West province.

To assist in the teaching, lecturers participating in the study were made aware of the strategy of translanguaging, its benefits, the code-switching process as well as the assessment process. Participants then implemented or operationalised translanguage teaching for a period of four weeks. During classes, participants were urged to take videos or pictures of their lessons as evidence for the study and all class activities, assessments, and tests were also recorded as evidence. The assessment process was used to determine the effectiveness of translanguage teaching. Figure 3.1 outlines the process of the 4-week programme in their teaching through the strategy of translanguaging.
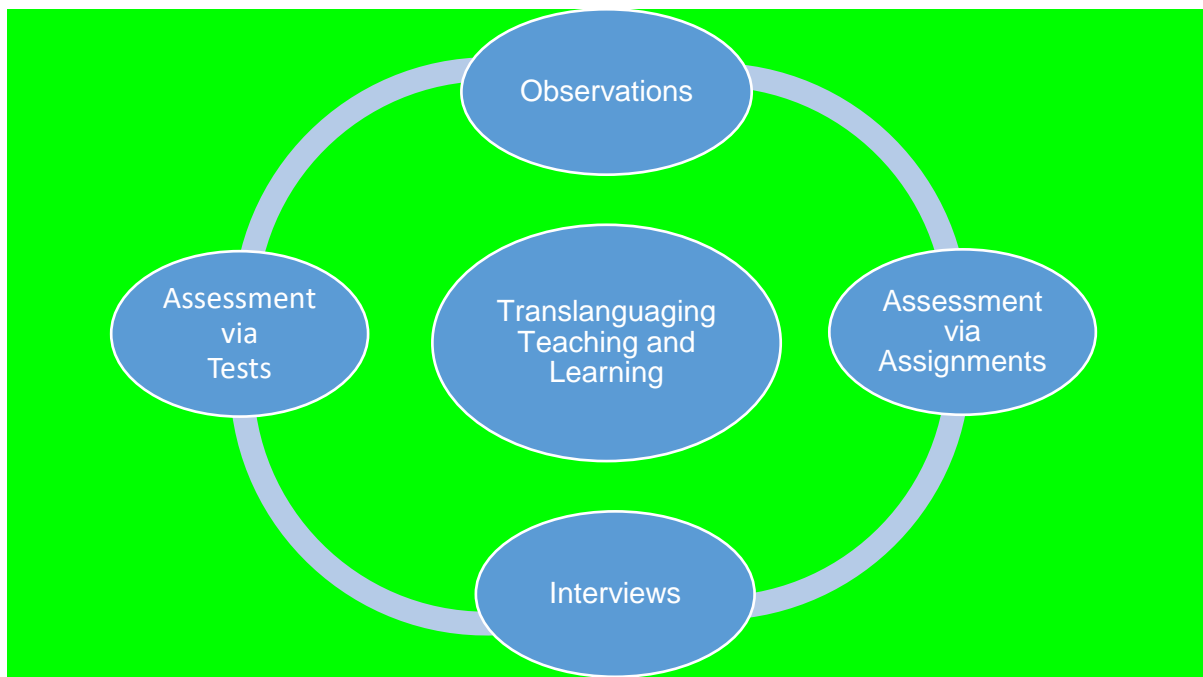
Figure 4.1: Iterative data collection process

Research data for this study were gathered through multiple sources such as interviews, focus groups interviews, observations and documents. The rationale for using multiple forms of data, in the view of Creswell (2009), is to triangulate findings from participants. Triangulation helps to compare evidence from numerous sources of data, thereby building a coherent justification for themes (Creswell, 2009). The converging of themes from several sources of data or perspectives from participants contributes towards trustworthiness and validity of the findings.

3.4.3.1 Interviews

An interview is a two-way dialogue where the interviewer asks questions for the purpose of collecting data for gathering views, opinions, ideas and beliefs of participants (Maree, 2014) and has proven to be the most predominant method of collection of information in qualitative research (De Vos *et al.,* 2005)

They are three types of interviews: structured, unstructured and semi-structured (Gill, Stewart, Treasure & Chadwick, 2008). There are advantages of using interviews in qualitative research; these include that they are more manageable and give more meaning to data and the interaction of both interviewer and interviewee enables

thorough checking of genuine data. In contrast, the main issue with using interviews is that they are time consuming and may involve some travelling for collection of data. In addition, interviewing is an acquired skill and the interviewer needs to paying great attention to detail (Drew, Hardman & Hops, 2008).

The study used semi-structured face-to-face interviews with a list of predetermined questions; however, as they were semi-structured, they did allow for follow up questions and probing. Participants were provided reasons for their participation, the topic and scope including the duration of the interview (Hofstee, 2000). Individual face-to-face interviews was conducted with lecturers teaching a content subject and took place in the lecturers' offices, to avoid contamination through noise (Maree, 2010), during participants' free periods. As indicated above, an interview guide or protocol was prepared to guide the interview process (*cf.* Appendix F) and interviews were audio taped. After every session, the interview was transcribed verbatim and saved on the researchers' hard drive, computer and memory sticks. The data collection process took place over a three-month period or a term through an iterative process of teaching and learning and assessment, observation and interviewing.

3.4.3.2 *Observation*

While Hartman and Wood (1990) focus on the behavioural observation method, this study focused on perceptions. Although critics assume that observation may disrupt and affect responses, Creswell (2009) argues that research observation is a creative way to capture proceedings and happenings visually. It is an unobtrusive method of collecting real and current data from participants. While Hartman and Wood (1990) focus on behavioural observation method, this study focuses on perceptions. Although critics assume that observation may disrupt and affect responses, Creswell (2009) argued that research observation is a creative way to capture proceedings and happenings visually. It is an unobtrusive method of collecting real data from participants.

For the study, the researcher took on the role of observer which offered the opportunity to record information as it occurs (Creswell, 2009). This meant that the researcher observed without participating as the lecturer was teaching and students were engaged in the lesson. An observational protocol was prepared to record information (*cf.* Appendix H). Headings such as date, time, place, subject, physical setting,

participant's details, proceedings and accounts of particular events were included in the observation protocol.

3.4.3.3 Focus group discussions

A focus group discussion, in the view of Maree (2010), allows many responses at a go, and provokes forgotten issues from participants. Sim and Snell (cited in Sim, 1998) define a focus group as a group interview centred on a specific topic (focus) and facilitated and co-ordinated by a moderator or facilitator, which seeks to generate primarily qualitative data, by capitalising on the interaction that occurs within the group setting. Thomas and Magilvy. (2011) on the other hand define it as "a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a particular population, this group being 'focused' on a given topic".

In this study, a focus group discussion was conducted with a group of six students doing the N4. The discussion, which was audio taped, took place in my classroom and was guided by an interview schedule (*cf.* Appendix G).

3.4.3.4 Document analysis

Document analysis is the study of existing documents with the aim of either to understand their substantive content or to clarify important meanings (Ritchie & Lewis, 2003). Neuman (2000) asserts that documents can be classified into primary and secondary sources. Primary sources are the original sources from someone's personal observations and own experiences whilst secondary sources are copied from someone's own material.

The benefits of data document analysis in qualitative studies are exploring and understanding the critical policies in the educational space. Documents dealing with educational policy and practice are able to uncover issues, challenges and solutions that could lead to positive solutions that are relevant and possible. Document analysis supports the findings from other methods such as interviews and observations, guaranteeing rich information.

Table 3.1: Advantages and disadvantages of document analysis

ADVANTAGES	DISADVANTAGES
The availability of documents is a major advantage.	It is not always easy to retrieve documents as access may be blocked intentionally.
Documents are efficient and at no cost at all. One is able to manage them with ease.	Documents may be difficult to locate and access may be restricted.
Human approval is not needed which makes accessibility easier.	Document may have insufficient details.
Documents are time saving.	Documents are easily accessed via the internet, but their current authenticity remains questionable
Documents can also be used as secondary research technics for their appropriateness	The information might be biased and serve interests of corporate agendas and the researchers not aware of (Merriam, 1998).

Primary documents analysed were the Language Policy in Education (1999) and the Students Code of Conduct and Disciplinary. Secondary documents were lecturers' Portfolios of Evidence (PoE) files, Portfolios of Assessment (PoA), register of attendance, record of marks and scripts of students for document analysis.

The following policy documents were also relevant to the research but not analysed:

- Language in Education Policy 14 July 1999 which addresses the decisions, rules, regulations and guidelines about the status, use, domains and territories of language(s) and the rights of the speakers of the languages in question (Schiffman *et al.,* 2000).

- Draft Language Policy for Higher Education (2017) which outlined the aim of the policy in promoting multilingualism in institutional policies and practices.

- The Policy Framework in Higher Education which strive to promote multilingualism as means to fast-track participation by all in the various institutions and enforce the use of all official South African languages.

3.4.4 Data Analysis

One of the several qualitative methods currently available in analysing data and interpreting its meaning is qualitative data analysis (Scheieder, 2012). In this instance,

thematic data analysis was utilised. It involved preparation, organisation and reporting of results. Thematic data analysis entails summarising what participants have said and make meaning out of it (Maree, 2014). It is sometimes called an inductive data analysis process and it involves a process of grouping common words, themes, patterns or phrases so as to interpret them and explain their meaning (Maree, 2010).

The analysis begins in the preparation stage (Scheieder, 2012) where all data are transcribed verbatim. This initial information processing of data included the transcription of recordings and clearing all information, identities and areas where it was collected. The qualitative thematic approach to data analysis involves reading and re-reading of transcripts to become familiar with the data. The organisation stage comprises open coding where chunks of data are assigned a code. The coding of data comprised checking for patterns and themes, similarities and differences. This assists in creating categories and abstractions (Elo & Kyngas, 2008). The organisation of knowledge by the researcher depends in the fact that the codes are clearly marked so that analysis of the information is credible (Creswell, 2009:218). Thereafter the coded data is arranged into themes and sub-themes. DeSantis and Ugarriza (2000) define a theme as "an abstract entity that brings meaning and identity to a recurrent experience and its vast variant manifestation". All the interrelating themes and descriptions (Creswell, 2009) were grouped and classified together, as recorded in Table 4.1).

3.4.5 Data storage

It was very important that the researcher verified the information during interviews. This was done by going back to the recordings for checking. The researcher prepared the interview guides or protocols to guide the interview process and audio taped the sessions. After every session, the researcher transcribed the data (verbatim) and saved it on a hard drive, documents and a memory stick (USB) for safe keeping and reference.

It is also important that all transcriptions be photocopied with originals stored safely and unchanged. These photocopies of raw data were used for analysis (Strauss & Corbin,1990). The storage should take five years for future reference too

3.5 TRUSTWORTHINESS

Lincoln and Guba (1985) suggest that the aim of trustworthiness in a qualitative inquiry is to "support the argument that the enquiry's findings are worth paying attention to". "This is especially important when using inductive content analysis as categories are created from the raw data without a theory-based categorization matrix" (Elo et al., 2014).

According to Bless, Higson-Smith and Sithole (2013), the main point is to evaluate the quality of the research given the main guiding concepts as credibility, transferability, confirmability and dependability.

3.5.1 Credibility

Credibility implies that the research data reflects the participants' original data (Maree, 2010). Credibility is demonstrated by the description of data and the informed subject selection. This means that the credibility of the analysis can be confirmed by checking for the representativeness of the data as a whole (Thomas & Magilvy, 2011).

In this study, the researcher only used participants' data, that is, the interview data, observation data and document analysis. Participants were asked to verify the transcripts before data analysis commenced. This meant that participants were given a chance to re-check if they agreed with the information recorded. According to Rambaree (2007), this process is known as member-checking where each participant is given the transcript to confirm and validate the data to ensure that they were not misrepresented.

3.5.2 Transferability

Transferability is described by Maree (2010) as the process of generalising the findings to the wider population and settings. According to Koch (1994) and Polit and Beck (2012), transferability refers to the extent to which the findings can be transferred to other settings or groups. Du Plooy, Davis and Bezuidenhout (2014) describe transferability as the probability of the research being applied to a same setting and yielding same results.

Transferability is described by Maree (2010) as the process of generalising the findings to the wider population and settings. Cope (2014) maintains that the researcher should provide sufficient information on the informants and the research context to enable the reader to assess the findings' capacity of being "fit" or transferable. In addition, Sandelowski as cited in Cope (2014), states that "the criterion of transferability is dependent on the aim of the qualitative study and may only be relevant if the intent of the research is to make generalization about the subject or phenomenon".

Lincoln and Guba (1985) recommend that a detailed and thorough description of the occurrence be given so that a perfect summary of all that occurred during data collection is recorded. This aligns with Cope (2014) who maintained that the researcher should provide sufficient information on the informants and the research context to enable the reader to assess the findings' capacity of being 'fit' or transferable.

3.5.3 Dependability

Dependability assesses the quality with specific regard to data collection and analysis processes (Maree, 2010). Du Plooy-Cilliers et al. (2014) define dependability as the quality of the process of integration where data collection methods, analysis and theory generation occur.

To achieve this, the study was done to improve the quality of the interview guides for lecturers and students. The researcher's supervisor checked the interview guides before conducting interviews with participants and the observation schedule prior to the start of observations.

3.5.4 Confirmability

Confirmability entails verifying that the findings are supported by the data (Maree, 2010). Confirmability refers to the researcher's ability to demonstrate that the data represent the participants' viewpoints. (Polit &Beck, 2012, cited in Cope, 2014). Lincoln and Guba (1995) and Polit and Beck (2012) state that confirmability implies that the data collected from the participants accurately represents the information they have presented and that the interpretation of those data are not in any way influenced

by the researcher. du Plooy-Cilliers *et al.* (2014) assert that the researcher needs to be able to confirm that the collected data were able to fully support the findings and the interpretation of the study.

A peer researcher was tasked to verify that all research findings were directly linked to the data gathered. In addition, selected representatives from participants' groups were asked to verify the data and findings obtained in the study.

3.6 ETHICAL CONSIDERATIONS

Creswell (2009) states that ethical considerations are crucial as researchers ought to protect research participants, promote the integrity of research, develop trust with participants, guard against misconduct and cope with the new challenges. In addition, De Vos *et al.* (2005) explain that "anyone involved in research needs to be aware of the general agreements about what is proper and improper in scientific research". This necessitates the adoption of ethical procedures and principles of scientific research at the start of the study and the adoption thereof as the study progresses. For this study, the relevant ethical considerations were attended to in the following ways:

3.6.1 Voluntary Participation and Informed Consent

Participants' involvement in the study was based purely on personal decision, volition, choice and judgement (Sytrdom *et al.*, 2005). The researcher obtained a signed free-will consent form, stating that they may withdraw at any time, from each of the subjects.

Henning (2007) alludes that it is critical for participants give their own informed agreement or consent to participate a study. In the researcher`s argument, participants were well-informed about the research, protection details as well as what were to happen to their information before consenting to participate (Henning, 2007). For the study, every potential participant received formal written correspondence, discussing the intention and aim of the study. Potential participants, in the present study were informed that their participation was voluntary, with consent or refusal to participate submitted to the researcher in writing (Maree, 2014). The researcher also informed them of their option to pull out from the study at any point. During interviews, the researcher asked participants to confirm that they have been informed of and

understand the potential risks involved. It was made explicitly clear to them that their participation must be of their own free will.

For this study, every potential participant received formal written correspondence, discussing the intention and aim of the study. Potential participants were informed that their participation was voluntary, with consent or refusal to participate submitted to the researcher in writing (Maree, 2014). Prior to interviewing, participants were requested to confirm that they had been informed of and understand the potential risks involved. All participants who were willing to participate in the study a signed free-will consent form. This consent form also indicated that they may withdraw at any time from the study.

3.6.2 Confidentiality and Anonymity

Confidentiality supports an individual's right to privacy (Henning, 2007). According to Henning (2007), the researcher must ensure the confidentiality of the results and findings of a study. Thus, all participant information was kept confidential. The identities of the research participants were concealed or kept anonymous by not using their real names but by assigning numbers or letters (Fenner,1999) known only to the researcher. The process of assigning code names to participants allows for their anonymity. Anonymity ensured confidentiality in that participants are sure their contribution would not be shared with anyone outside of the research area (Amaya-Jackson *et al.,* 2000)

3.7   CONCLUSION

This chapter fully described the research methodology followed in this study. The research paradigm, the research approach and strategy utilised were fully discussed and elaborated. The chapter also detailed the research methods adopted such as the population and sampling, the data collection process, the tools used and the data analysis process. Trustworthiness and ethical considerations were the last sections described for this study. The following chapter presents the research findings.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

This chapter presents and discusses the empirical findings obtained in this study in an attempt to answer the research question: *What are the perceptions of lecturers and students on the use of the translanguaging strategy at a selected TVET college in the North West province?* This chapter is divided into three parts as follows: the characteristics of participants, the empirical findings and a discussion of findings.

4.2 CHARACTERISTICS OF PARTICIPANTS

Table 4.1 below highlights participants who took part in the study. It shows their gender, age, education level and teaching experience, in the case of lecturers.

The interpretation of participants` profile was provided in the themes and sub –themes in Table 4.2

Table 4.1: Characteristics of participants

COLLEGE	PARTICIPANT	GENDER	AGE	EDUCATION LEVEL	TEACHING EXPERIENCE
TVET	S1	Male	18-22	N4	Student
TVET	S2	Male	18-23	N4	Student
TVET	S3	Female	18-23	N4	Student
TVET	S4	Male	18-23	N4	Student
TVET	S5	Male	18-23	N4	Student
TVET	S6	Male	18-23	N4	Student
TVET	L1	Female	40-45	Masters	Twenty +
TVET	L2	Female	30-35	Degree	Five +
TVET	L3	Female	30-35	Degree	Ten +

COLLEGE	PARTICIPANT	GENDER	AGE	EDUCATION LEVEL	TEACHING EXPERIENCE
TVET	L4	Female	55-60	Master's	Thirty +
TVET	L5	Female	40-45	Honour's	Two +
TVET	L6	Male	40-45	Diploma	Ten +

The participants were lecturers and students at the selected college. There were six (6) lecturers and six (6) students. The six (6) students were in the N4 level, studying Office Administration (OA). Four (4) of the students were male, and one (1) was female. Their ages ranged from 18 to 23 years.

The six (6) lecturer/HOD participants were content subject lecturers in Office Administration (OA). Among them, five (5) were female, and one (1) was male. One (1) lecturer had a Teacher's Diploma, two (2) had an Honors Degree, and two (2) had a Master's Degree. The lecturers' teaching experience ranged from 2 to 30 years, and their ages ranged from 40 to 60 years.

4.3   THEMATIC ANALYSIS OF DATA

A qualitative thematic analysis was done to organise data into categories codes and sub-themes to identify patterns and relationships emerging from the data. Table 4.2 below represents the outcome of the analysis and presents the themes and sub-themes.

Table 4.2: Themes and sub-themes

THEMES	SUB-THEMES
1. South African School System	1. Inequalities in the South African education system 2. Changes to the education system
2. Language practices being used	1. Monolingual instruction 2. White in black skins

THEMES	SUB-THEMES
	3. Native languages make it easier to understand 4. Native languages a must 5. English as the LoLT
3. Language barriers to teaching and learning among students	1. Understanding English 2. Difficulties in communication 3. Difficulties in fusing two languages 4. Assessing students based on language 5. No access to resources
4. The translanguaging teaching and learning strategy	1. Translanguaging in the classroom 2. Academic performance 3. Neutralising dominance 4. Maintaining a balance with translanguaging
5. Possible ways to improve translanguage teaching and learning	1. Monitoring and guidance 2. Creating inclusive space 3. Re-connecting to prior knowledge 4. Training the trainer 5. Providing adequate resources 6. Code-switching and translation 7. Collaboration and support 8. Using creative teaching and commitment

4.4   EMPIRICAL FINDINGS

This section presents the themes and sub-themes which have emerged from the data analysis.

4.4.1 Theme 1: South African School System

The apartheid era was one with unfair education practices that suppressed the black majority and as such the previous schooling system affected teaching and learning in the TVET colleges. At this stage, the education system did not have a place for translanguage and this resulted in factors that would later prove negative to the disadvantaged. As a result, students' overall performances and results were negatively affected. The following sub-themes emerged from this theme: inequalities in South African schools, Inclusive Curriculum and the Revised Curriculum Statement and Multilanguage.

4.4.1.1 Sub-theme 1: Inequalities in the South African Education System

Participants felt that there has always been segregation of the citizens of South Africa. (S1) indicated that education has always been unequal with quality education only accessible for the rich minority, at the expense of the poor majority community.

> *The school system in South Africa is unfair. It is unequal in the sense that corporate and lower paying education is easier to access and jobs in the creative market are only easy to get if you are from a financially strong background* – S1

It is worth noting that apartheid education subjected schools to divisions that impacted negatively on the equal education as a result the curriculum was deemed not relevant and unequal since it catered for one race over others.

A further opinion of the previous education system was given:

> *While I was advancing in my academic studies throughout my schooling years in South Africa, the system was formal and run by government. The system had its flaws and still has to this day, there are problems such as high dropout rate, poor matric performance by other schools, lack of resources in most schools, social ills facing the country such as unequal opportunities and racism that are affecting the efficiency of the schooling system* – S2

(S3) and 6 (S6) concur that the previous education system had a poor performance rating and did not equip one for the real world:

> *They focused more on feeding us with information that we did not need …it did not even help us to do work.*

The government's move to transfer resources towards historically disadvantaged groups has been noted. It also aims to maintain a unified public schooling system in which the vast majority of learners in the country participate, including the middle class. This system will incorporate translanguaging strategies to cater to all racial groups.

Language has always been an issue in the education system with English and or Afrikaans being used in schools and not African languages or the vernacular (Probyn, 2009; Kretzer & Kaschula, 2020)

4.4.1.2 Sub-Theme 2: Changes to the Education System

Curriculum reform began after the 1994 general election. With democracy in place, it was vital to ensure that there was access to education for all.

> *There is compulsory education up to a certain age and have different levels of schooling i.e. from primary to secondary education* – L2

Inclusive education, as per White Paper 6, was a move to create a curriculum that was more inclusive by including different racial and ethnic perspectives, creating a more welcoming environment for diverse students (Mayhew et al., 2006). This was particularly important with the diversity of languages in the country.

> *Curriculum provides follow-through support for local language curriculum advisory committee recommendations as well as incentives for school to participate in the heritage language programmes. A comprehensive, clear guided curriculum is the way to address some inequalities such as lack of utilisation of other languages that have been going on for decades* – L4

The commitment to promoting multilingualism as a valuable national asset in the interests of building a non-racial nation has taken a centre stage. This was a major move to promote the formerly previously marginalised African languages. The Language in Education Policy (LiEP) (DoE, 1996) was the culmination of a decades long struggle around the issue of medium of instruction in particular education for

Africans. This means that the choice of the medium of instruction or language of learning and teaching (LoLT) is guided by policy.

> *The Department of Basic Education and the Department of Higher Education and Training play a significant role in formulation and implementing language policies in the Education Sector – L2*

As indicated previously, curriculum reform began in 1994 with Curriculum 2005, then a review with the introduction of the National Curriculum Statement (NCS) and later the Revised National Curriculum Statement (RNCS). Participants established that legislators and others that formulate education policies always had particular goals in mind.

> *The curriculum was designed to help in the improvement of education – L5*

The Curriculum and Assessment Policy Statement was introduced in 2011 as a further step in education reform. CAPS (DBE, 2011) acknowledges that the learners' home language should be reinforced in and out of school with it being used as the LoLT in Grades 1 to 3. Even though most policies advocate for African languages, English is considered to be spoken by about 8.2% of the South African population and to date remains the dominant LoLT in South Africa:

> *The language of instruction still remains English and that the language for assessments be the same as language of instruction – L6*

The budget programmes in education have also played a role in the inequalities in the education system. There have been different allocations in other education sectors, like, independent schools funded according to the National Norms and Standards for the Funding of Public Schools. Special schools laid out in Education White Paper 6: Special Needs Education, further Education and Training Colleges – were merged into 50 new Institutions in 2002

Setati and Adler (2000) and Tammenga-Helmantel *et al* (2022) confirm that English is target language and LoLT which is introduced from Grade 4; however, in many cases, it is only heard, spoken and written in the formal school context.

4.4.2 Theme 2: Language Practices Being Used

This theme sought to identify the main language of instruction and practices being used by lecturers and students at a selected TVET college in the North West province. Findings revealed that the college follows a monolingual instruction method, as, according to the language policy, lecturers use English as the medium of instruction. Four sub-themes emerged in this category, monolingual instruction, white in black skins, native languages make it easier to understand and native languages a must, with each being discussed below.

4.4.2.1 *Sub-theme 1: Monolingual Instruction*

It is noticeable that monolingual instruction has been favoured over other media of instruction and resulted into poor or weak performance of students.

Many participants stated that there is only one language (English) which is used at the college. Mother tongue, in the view of participants, is not tolerated or used as a medium of instruction in all subjects, and students are taught in English. This is evidenced by the following views from participants:

> *There is still one language that is promoted other than mother-tongue use in the institution* – S4

> *All subjects we learn them in English, even when we say something in Setswana, our teachers ask us to speak in English* – S1

> *English is the most dominant medium of instruction, and honestly, we do not promote other languages as per South African Constitution* – L3

> *I do not hear the promotion of native languages by lecturers in my institution as it might be because the medium of instruction is English* – L2

From the above responses, the researcher gathered that English remains the language of instruction, communication, and learning. However, it has some flaws, as there can be confusion between learning it as a written language and using it to comprehend spoken communication. This could also affect how students express their viewpoints in an understandable way.

de Swaan (2001) and Young (2020) assert that the spread of English is not the direct result of either wise or self-centred language management but the global language is now a factor that needs to be taken into account in its language policy by any nation state. It was through the building on the concept of communication competence by Hymes (1971) that Krashen (1976) and Fowler (2022) insisted that language cannot be learnt, but only acquired through natural communication.

4.4.2.2 Sub-theme 2: Whites in black skins

Participants labelled lecturers as whites in black skins because they themselves speak native languages in corridors and within the school premises while talking to their peers; however, it is the same lecturers who disallow students to use native language in class. In the view of students, some lecturers explain once in native language, but others seem to be doubtful or are not aware that the Constitution promotes the use of native languages in schools. The following perceptions were advanced by participants. Lecturers continue to use official medium of instruction even when students find it difficult to comprehend the subject matter.

> *Our lecturers are whites in black skins. They are blacks and naturally speak their mother-tongue, but do not to promote those languages in class* – S1

> *Most lecturers do try to utilise native language, but some still remain doubtful in utilising the language* – S3

> *Lecturers rarely explain content in another native language since medium of instruction remains one* – S6

> *Apart from them explaining something once in a blue moon in our native languages, the native languages are not really a medium of exchange in our classroom* – S4

These comments clearly indicate that translanguaging still needs to be implemented, as there is little to no promotion of native languages in this institution. The full utilisation of translanguaging will therefore enhance students' performance and knowledge, bringing them on par with the dominant language of instruction, which is English.

According to Phillipson (1992) and Heath and Li (2023), the cultural and economic power of English is believed to provide employment and social mobility, as a result have been a loss of mother-tongue which resulted in the exclusion from a range of social networks.

4.4.2.3   Sub-theme 3: Native languages makes it easier to understand

Some participants explained that excluding local languages negatively impacts students in terms of easy understating of the subject content. For instance, the following participants stated that:

Home language will always be a better and much easier language to understand – L2

Concepts will be easier to understand if the language used at home becomes the language of instruction at school – L6

Use of native languages in class will promote good behaviour to the students, because most of them will be more knowledgeable and understand the concepts and curriculum faster than English as medium of instruction and also native language will give students more self-esteem – L5

I feel that all languages should be employed to enable learners to understand much better – L5

Participants indicated that it is important to utilise home languages in the building of the vocabulary so that they be able to understand other languages. Participant (S6) explained that she utilises more than on language when communicating with people around her and the third language when need arises.

I speak English and Setswana in my daily life with the people around me. I speak Afrikaans when there is a need for me to speak it with other Afrikaans people who do not understand or are fluent in English and that is the same with Zulu – S6

I speak Setswana and English because they are two languages that I can speak fluently mainly because of my geographical location in South Africa – S2

I speak both languages on a daily basis when I interact with students at college and my family member including friends or ordinary people in public spaces – S5

The participants suggest that translanguaging, that is using the home language and the LoLT in the teaching and learning process plays a significant role in the understanding of and interaction with people that speaks other languages. Communicating in the first language helps strengthen the bonds within families and peers. In other words, first or home language proficiency aids in the development of understanding of second and third languages because of the strong foundation that enables learners to grasp concepts with much ease.

Translanguaging according to responses enables learners to positively contribute to active participation of all teaching and learning in the classroom environment. The advantage thereof is that learners are also able to participate outside of the classroom and get to interact with others from different groups. Home language is a resource to be used in a translanguaging support implementation classroom that facilitates understanding in multilingual learners. The utilisation of more than one language means that the participant is able to communicate with people of different languages, particularly important with the diversity in South Africa.

South African languages continue to be suppressed as many educators assume they are not medium of instruction (Webb,2013; Makhanya & Zibane, 2020). Magwa (2010) and Huang and Li (2021) assert that when learning is incorporated with both first language and English in a classroom environment, firm foundation for learning the other language is created acknowledging the significant relationship between learning and first language.

4.4.2.4   Sub-theme 4: Native languages a must

Participants suggested that lecturers use native languages in teaching and learning which in turn will help to strengthen their vocabulary, content and understanding of

English language. They suggest that students should be taught and allowed to use their mother-tongue to boost their confidence in class and catch up easily.

The following sentiments were raised by students:

> *It is very helpful for students to engage in other language practices so that they able to participate in other language engagement* – L10

> *Lecturers should help learners to strengthen the heritage language by making sure that language policies and practices in the college are consistent with language aspirations of parents and the community at large and provide follow-through support for local language curriculum advisory committee recommendations as well as incentives from students to participate in the heritage language programmes* – L2

> *Native languages should be used in the classroom to increase accessibility and cultural significance, lecturers can utilise these languages to explain concepts, provide examples and promote a deeper understanding of the subject matter through using other languages* – L3

Evidence from participants indicate that not much effort is done to promote or utilise the native language during lessons. Many still doubt or are unclear whether these languages have been fully regarded as languages of teaching and learning. This is a matter of national importance as reflected in Section 6(2) of the South African Constitution (RSA,1996), which explicitly recognises the diminishing of use and status of the country's native languages and requires the state to take practical and positive measures to debate the status and advance the use of these languages

Participants' views and sentiments clearly indicate that translanguaging needs to be implemented as there is little or no promotion of native languages in the institution.

There has been general understanding that monolingual utilisation would be of benefit to competence of language in the first language and students achieve in other subject areas and be utilised for training in a second language (UNESCO, 2014. It is also of utmost importance that there be sufficient resource material, appropriately trained teachers available to be able to achieve positive educational goals (UNESCO, 2014).

From the responses, the researcher gathered that there is not much effort to promote or utilise the native language in the lessons. There is much doubt as these languages have not been fully regarded as languages of teaching and learning.

Lor (2004) and Capstick (2020) refer to native language as a language spoken by community that has lived in an area for a long time, especially a community that lived there before the arrival of other groups such as colonisers. This seems to indicate that a student's home language should be used in everyday life and in education.

4.4.2.5 Sub-theme 5: English as the LoLT

English is considered the dominant language for communication, business and as the language of learning and teaching (LoLT) in education. Therefore, students indicated that it was the most important language to learn.

> *Learning in English is the best way to learn in my opinion, because English is the most spoken language in the country and in the world. In my experience, English is the easiest language to learn and understand because it's everywhere* – S1

Similarly, another participant asserted that it is easier to learn English language and understand the concepts as it is the language one encounters every day.

> *Learning and teaching in English has always been a pleasant experience because I was first taught by the native speakers while learning the language. So, I find it easier when concepts and content which requires cognitive skills. English is everywhere, I see and hear the language everyday so it becomes easy to teach things to students and teach* – L6

Participant 3 reported on the various concepts that are easier to learning in English:

> *Difficult phrases will be much easier to understand* – S3

A further participant explained how the transition to learning through the medium of English was challenging, but perseverance paid off as he developed more language proficiency:

I used to struggle back in primary especially in Grade 3 and 4 but I improved when I was in Grade 7 – S3

Using English First Additional Language as a language of teaching and learning was a problem at first because I was used to using my mother-tongue language but as time went by, I finally understood the benefits of English being used as a language of learning and teaching. It makes every person understand better even if he/she is not of the same language as you but at least with English we stand in the same level of understanding, and it also makes teaching easy –L5

The above responses clearly indicate that English remains an accepted and common language of understanding and communication. This is a language should be acquired as a first additional language in the Foundation Phase and then used from Grade 4 onwards as the LoLT. This means that language proficiency should be developed, and students use English every day in the teaching and learning process.

Participant 4 (S4) reported that he had a positive experience in using English as a preferred language:

Using English as a first addition language as the language of teaching, mainly because it has made the content of thee work simple to understand and to get done. It has also made communication between me and my lecturer transparent as I know what to do and how to do it – S4

Participant 5 (S5) further clarified that English as universal language give one an advantage of learning to communicate with lot people.

The experience is empowering especially since English is an international language. It is obvious that there isn't a country whereby they did not speak English. I have had a vast number of different experiences with learning and being taught in English. I get to communicate with progress through English with those who cannot speak native language that I know – S5

On the other hand, Participant 6 (S6) indicate that there might be confusion between what is taught and what is written, as the understanding might differ.

My experience is that it is limiting and limited in what can be taught and learnt from it, i.e. sentence construction and its importance is not taken to heart when it comes to English as a first additional language. In turn, people might learn the written language but have a hard time comprehending the spoken language or even how to express themselves coherently – S6

Exploring English as a communication language, Participant 2 (L2) felt that learning to speak the language makes possible for one to communicate with people from different cultural groups.

Being taught by First Additional Language was outstanding because it enabled me to communicate with people who spoke languages from various cultures that are challenging to gear and speak. It is significant because it is a university understood language – L2

Globally, English is extensively spoken and understood. Other participants (L3 and S6 acknowledge that English remains a language that is spoken all over and gives one many opportunities to be counted in developments involving different cultures. Students can communicate with wider audience and have access to the abundance of material available in English by developing English proficiency. Such proficiency opens access to higher study overseas scholarships and international exchange programmes. For career advancement, fluency in English is a requirement for many businesses and professions.

However, the transition to English may be difficult for students whose primary language is not English and by the time students reach TVET level may not have developed the required proficiency. Teaching students from different backgrounds students is challenging as it has not been easy to reach all their understanding:

My experience as an EFAL lecturer has been a quite a rollercoaster because I teach students from different backgrounds. Some find it hard to understand because they are used to using their mother-tongue a lot but some are putting in an effort – L4

From the above responses, it is noted that English remains the language of instruction, communication, and learning. However, it has some flaws, as there can be confusion between learning it as a written language and using it to comprehend spoken communication. This can also impact how students express their viewpoints clearly.

In avoiding the communication gap, compensation strategies as in other languages, are mostly used to overcome the limits in speaking activities in the classroom. These strategies are an alternative in guiding students to overcome difficulties in the mastering of language (Husain, 2017; Jaelani & Zabidi, 2020). In this case, translanguaging will prove to be a benefit in helping students who might not be proficient in English.

4.4.3 Theme 3: Language Barriers to Teaching and Learning

The aim of this theme was to outline language barriers affecting students during their lessons. Barriers to teaching and learning negatively impact the accomplishment and mastery of content knowledge of the subject. As such, the empirical investigation yielded five sub-themes namely: no access to resources, understanding English, difficulties in communication, assessing students based on language and difficulties in fusing the two languages.

4.4.3.1 Sub-theme 1: Understanding English

Participants alluded that their low proficiency of English is attributed to past and present barriers encountered within their courses of learning. They perceived that having attended poorly resourced and disadvantaged schools contributed to their lacking of adequate language proficiency in English. More so, the situation is made worse by the fact that mother tongue is not allowed in teaching and learning. The following views from participants reveals these sentiments.

> *Some of us came from schools which were not well resourced so our English is bad* – S2

> *It is pity that disadvantaged or marginalised students, particularly those from rural schools are always lagging behind in English* – L3

> *We do not understand because there is little choice for mother tongue language in teaching and learning* – S4

Analysis of data revealed that language barriers are a disturbance to teaching and learning. These language barriers have always been an obstacle to effective teaching and learning. During the interviews, participants further revealed that utilisation of other languages would be beneficial to their understanding and to their future.

> *The preferred language will enhance my understanding to able to fit in the job market or when later employed* – S5

Lecturers also preferred to use the LoLT:

> *I would prefer learners to be assisted in the language that is used in class for better learning and understanding though there will be challenges. The reason for the preferred language is to prepare learners for workplace because it is the most spoken language in the country. Yes, they will come across learning barriers but they should learn, practise the language to overcome those barriers* – L3

Meanwhile a more experienced participant clearly highlighted that it is important for one practise the language so that one is able to excel in communication.

> *Practice makes perfect, they should at the end know how to express themselves. There should be a variety of methods whereby all students can be accommodated in a lesson. It is also very difficult for students to understand the only one language of instruction* – L6.

Furthermore, it is worth considering that the situation was made worse by the fact that mother tongue was not allowed in teaching and learning environment. Globally, English is extensively spoken and understood. By learning English as a First Additional Language (EFAL), students can communicate with a wider audience and access the abundance of material available in English. English proficiency opens doors to opportunities for higher education, overseas scholarships, and international exchange programs.

It is difficult for students to understand the language of instruction. It is therefore the role of the lecturer to make sure that student understand the language in order to achieve the aims and objectives of the lesson. As Canagarajah (2011) and Li (2020)

suggest it is important to understand what resources and processes students engage in to address linguistic challenges so as to improve future teaching. In other words, translanguaging would be a solution to assist students in participating in teaching and learning as they will fully have the understanding of the language being utilised and be able to navigate through other languages.

This affirms the standpoint of Planas and Civil (2013) and Sah and Kubota (2022) that there are many translanguaging strategies that a teacher can use to address some of the linguistic challenges faced when the medium of instruction is different from home languages of students in an educational setting. The biggest challenge in overcoming these barriers is to employ different teaching strategies to enable teaching and learning reach its goals. According to Richards (2000), becoming an English language teacher means becoming part of a world-wide community of professionals with shared goals, values, discourse and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its role.

4.4.3.2   Sub-theme 2: Difficulties in communication

Another barrier is that of communication. It appears that some students find it difficult to navigate and interact with the subject matter since they cannot fully express themselves. The following quotes divulge their views.

> *English remains the communication language in this TVET College and many students cannot express themselves in class* – L4

> *My students find it difficult to interact with the subject matter due to lack of fluency in communication* – L5

> *Lack of inclusion of mother-tongue language result in poor communication among students* – L3

> *There is a big communication barrier in my class. Like many students cannot communicate English well* – L1

In the students' view, the inclusion of mother tongue could somehow lessen the burden since they will be able to ask and converse freely.

However, participants alluded to the fact that there is diversity in the classroom as students come from a variety of cultures and their home languages differ:

I speak English with people who do not speak nor understand Setswana and when I am in class, it is the same – L4

The researcher noted that lecturers should support methods that accommodate all students in a lesson. It is challenging for students to understand when there is only one language of instruction. Therefore, it is the lecturer's responsibility to ensure that students understand the language in order to achieve the aims and objectives of the lesson.

A proposal by Geno and Gorter (2015) and Sun and Zhang (2020) is to focus on the learner as the multilingual speaker who is different from the monolingual speaker because he/she has the experience of using more than one language. This idea is to support all learners through translanguaging so that there is understanding of concepts and content and development of knowledge is achieved.

4.4.3.3 Sub-theme 3: Assessing students based on language

One of the key factors of teaching and learning is assessment of students. As with the teaching and learning process, assessment is conducted through the LoLT:

> *It clearly stipulates that the content should be taught in English which is the language being used for teaching and learning. All formal assessments should be done in English* – S1

Assessment should be clearly defined as to what should exactly is to be assessed; this means that the focus of the assessment should be on the content. Participants are of the view that it is unfair to assess students based on language fluency and grammar, as they are naturally disadvantaged. In their view, lecturers should mark the students' understanding of the subject content and not the language proficiency.

> *Our students fail not because they do not know but because they are disadvantaged in expressing themselves in English language* – L3

> *I am of the view that lecturers should not mark grammar but the ideas of students* – L2

> *If there is a way to allow students to write in their own mother tongue, no student was going to fail* – L1

It is evident, that translanguaging, if optimally utilised, can mitigate the performance differences between English-speaking and non-English-speaking students. Garcia and Leiva (2014) and Prada (2022) state that translanguaging is a vehicle of liberating the voices of language minoritized students to achieve the goal of disrupting both the dominance of English and the traditional power dynamics of English and the traditional power dynamics in the classroom.

4.4.3.4   Sub-theme 4: Difficulties in fusing the two languages

Lecturers acknowledged that translanguaging is crucial and can help students; however, how to fuse or merge the two languages could be a serious barrier for many. In their view, it is not only difficult to assess students, but to develop assessment tools congruent with translanguaging. The following reveal their views.

Traditional assessment methods may not accurately capture student's abilities or growth in both languages – L2

Developing appropriate assessment tools and techniques that align with translanguaging approaches is essential but can be complex – L5

Assessing students' language proficiency and academic progress in translanguaging environment can be challenging – L1

However, language attributes, varying levels of literacy and misconceptions about bilingualism may present challenges – L3

Engaging parents and the broader community in supporting translanguaging practices can be crucial – S6

Based on the responses, it is worth noting that, the use of translanguaging strategies will assist students in acquiring more knowledge in teaching and learning, while also helping teachers achieve their goals and improve overall performance. Active participation in classroom activities will further enhance students' understanding of the subject matter.

Farell and Bennis (2013) and Prada (2022) emphasize that the importance of exploring language teacher's belief and corresponding classroom practices in order

to understand the justifications of their actions as teaching involves thoughtful process.

4.4.3.5 Sub-theme 5: No access to resources

Participants stated that having no access to resources is a limiting factor towards effective acquisition of essential content and knowledge. They contend that they face many issues related to resources. Lack of resources such as books, no access to internet, network problems, limited budget, no Wi-Fi and computers make it difficult for students to understand English which in most cases is a second language. The fact that there is only one English textbook used at the college, leaves students with little or no options to study as other means such as computers, mentioned earlier, are not available. This, in the view of students is an impeding factor towards understanding English, the language through which they learn content subjects.

The following sentiments from participants were raised to this effect:

> *The unequal budget to colleges affects the quality of teaching and learning as resources are always scarce* – S4

> *Lack of resources is impeding progress of the implementation of the language policy because most of the material is only written in English* – L3

> *Our main problem is we do not have access to resources such as books. We only use one English textbook, and it does not explain well* – S2

In this new technological age, the move should be to incorporate technology in the teaching and learning process. This applies to lecturers using the internet as a source of additional information where access to videos and vast tracks of information is readily available. However, access to Wi-Fi is important:

> *Wi-Fi is a problem here at college so it is difficult for us to access other teaching materials on internet which might help us* – S1

> *I have network problem and it affects my studying. Data is a problem for me, and I cannot read other materials on internet* – S4

The unavailability of education resources, such as internet, Wi-Fi, computers further hamper teaching and learning – L5

It is undeniable that the problems of high dropout rates and poor performance have been worsened by the lack of resources in many schools. It is also important to highlight that lack of resources interferes with the smooth deliverance of teaching and learning and thus performance and overall positive results are affected. Our country is rife with unequal opportunities that impede the progress of both teaching and learning.

The development of language is facilitated with the availability of the relevant resources. Lor (2004), and Cooke and Kitzie (2021) assert that librarians are concerned with how they can serve users speaking a native (African) language as a means or tools for reaching and ensuring relevance of the services to the community. The roles of libraries in the preservation development and promotion of native language cannot go unnoticed. This relates to textbooks as well and there should be a range of relevant textbooks that cover the content outlined in the curriculum. Dictionaries and Bible translators have all been part of the stock in libraries (Lor, 2004) and Barnwell (2020). The issue of limited resources and materials in the classroom has not been attended to, in particular with the sharing of resources in large classes (Heugh, 2009; Mda, 2004; Huang *et al*, 2020). Given these deficiencies, it has become challenging in creating spaces for effective teaching and learning.

4.4.4 Theme 4: The Translanguaging Teaching and Learning Strategy

This theme reports on participants' views on translanguaging, their perspectives on utilising translanguaging teaching and its effects on the students.

4.4.4.1 Sub-theme 1: Translanguaging in the classroom

It was noted that lecturers should use translanguaging for directions, explanations and dialogue which provides interpretation or explanation in the relevant home languages. Students are better able to understand topics and draw connections between the subject matter and their cultural background when they use their own language.

Translanguaging creates a more inclusive learning environment where students can access content and instruction in their first language. This can enhance comprehension as students can fully understand the material before transitioning to the target language. It also promotes engagement and active participation as students feel more comfortable expressing themselves in a language they are proficient in. Translanguaging acknowledges the cultural and linguistic identities of students. It allows them to maintain and celebrate their native languages and cultures, fostering a sense of pride and belonging. By incorporating students' languages and cultural perspectives into the leaning process, translanguaging promotes cultural preservation and affirms student's identities – L3

Home language will always be a better and much easier language to understand – L2

Concepts will be easier to understand if the language used at home becomes the language of instruction at school. Use of native languages in education will promote good behaviour to the students, because most of them will be more knowledgeable and understanding the concepts and curriculum faster than English as medium of instruction and also native language will give students more self-esteem – L2

Home languages are important in enhancing learners' knowledge – S5

This has been noted by lecturers who use the home language in conjunction with English as the LoLT to teach the content:

They (lecturers) try by all means to communicate in various languages to accommodate each student as students need to understand when communicating with others. They endeavour by all means to include a variety of languages to effectively and efficiently communicate – L2.

The full utilisation of translanguaging will enhance student knowledge and performance. There are multiple advantages to using translanguaging in the classroom:

You can effectively communicate with more students. You can make students feel more comfortable to ask questions in class and your students will therefore produce good results – L1

It allows you to be able to reach learners who might have hard time understanding certain things in English – S6

It is the way to assist in instilling knowledge of language, to encourage and to accommodate other groups of people so that they get to understand their other languages – L4

It creates comfort and comprehension for students who might not understand certain when they are taught in one language. The issue of utilising more than one language in one lesson has become embraced by students, lecturers and researchers – S6

Incorporating translanguaging in teaching and learning environments can benefit students by allowing them to draw on their entire linguistic collection. It promotes a sense of identity and belonging, strengthens language skills and encouraging critical thinking and creativity – L2

Translanguaging empowers both the teacher and the learner, transforms relations and focus mainly on the process of teaching and learning on making meaning and developing identity (Garcia, 2009; Creese & Blackledge, 2015; Brooks, 2022). Translanguaging not only promotes a deeper understanding of content but also develop the weaker language in relationships with one that is more dominant (Baker, 2011; Tran and Hang, 2021) if optimally utilised, can mitigate the performance differences of English speaking and non-English speaking students.

Translanguaging can create a learning environment that enables students to strengthen their understanding and encourage them to be active participants in the lessons. This, therefore further supports the fact that translanguaging could be the best means of scaffolding in creating meaning and social interaction in class, as well

as the promotion of effective teaching and learning (Rabab'ah & Al-Yasin, 2017; Zhang ,2024).

The diversity of the student population has always been an important area of concern amongst institutions and communities they serve. Participants note that understanding of students is important in the teaching and learning process so that lecturers are able to create an environment conducive for learning for all students.

> *Multicultural lecturer encourages tolerance and diversity in a learning environment. As a lecturer, I make sure that I build confidence and foster skills among students. I also encourage students to learn multiple languages to gain greater success* – L4

The use of translanguaging proves offers effective interaction and understanding in a diverse environment of teaching and learning. Chang (1999) asserts that students from different background are highly likely to increase engagement with others. There is meaningful engagement between students rather than superficial interactions that lead to greater benefits from these diverse peers (Espenshade & Randford, 2009).

Understanding of South African society and its languages and its diversity is thus vital:

> *The promotion of other languages is moving in the right direction as it is important for lecturers to understand other languages to enhance learning* – S1

> *You get to learn more about other people's cultures and get insight knowledge about the demographics in South Africa. Being a multicultural lecturer gets you in tune with ordinary citizens and enables an individual to acknowledge and understand the rich diversity that we have. In a lecture room context, it assists students to grasp content which they do not clearly understand by translating it in their mother-tongue. In some cases, students can relate when sharing sentiments during lessons which makes learning fun* – L6

> *The learning environment should be supportive …being a diversified society makes way for student to expand their knowledge and interaction with different cultures* – L3

Being a multicultural lecturer encourages a supportive and welcoming learning atmosphere, promotes cultural respect and understanding and gives students useful skills for navigating a world that is becoming more varied and globalised. Using translanguaging in the teaching and learning process, lecturers are able to broaden students' horizons and encourage a global perspective by exposing them to various cultures, traditions and opinions. This exposure fosters empathy and respect for others while assisting the students in developing a more sophisticated perspective of the world.

Interaction with other students facilitates communication skills that also fasters good learning – S3

You are able to interact with students without any communication barrier which will make learning easier – S3

There is much noted interaction with the lesson and students are active participants. Students are also able to share their knowledge of the content with others in a more relaxed and supportive environment because of the different languages they utilise in the classroom.

Engagements with multi-cultures fosters students' cognitive and personal growth which include their cultural knowledge and understanding, leadership abilities and commitment to promoting understanding (Antonio, 2001a; 2001b).

Participants acknowledged that engagement with people from different cultures and language groups increased their understanding of the people around him. This is facilitated by the use of translanguaging in the classroom.

I get to understand different people and engage with them differently in a welcoming society manner. I think the most advantage is that I get to build a multicultural society mind-set on my students. I get to inspire an idea on my students of not rejecting the culture of others but build a society of people who are prepared to listen, to see, to have dialogue and in the final analysis to possibly accept others culture without compromising its own. I get to empower them that the world is not black nor white but shades of grey if I might say – S5

Participants pointed at the importance of working together even if people are from different cultures working together cements good multicultural unity. Opportunities are unlocked as communities share viewpoints or ideas.

> *The mutual exchange of ideas and viewpoints leads to new opportunities, innovations and more productive working relationships. The core benefits include open-mindedness and interaction, both of which can be beneficial in the workplace – L2*

To illustrate this point, translanguaging in the teaching and learning process assists in building an inclusive society, where communicating with one another plays a role in connecting people from different cultural groups. This indicates that translanguaging remains the important part in connecting people, but most importantly, facilitation of translanguaging enhances understanding of content material in a multilingual learner.

Bailey (2001), Woods (1997) and Loewen (2020) assert that language teaching and learning requires an interaction between what will be delivered and how it is acquired. This means that the decision on the type of instruction, policies and procedures employed in the classroom need to be practiced (Richard, 2008; Wood;1997; Ball, 2020). One such type of instruction is translanguaging. It is with translanguaging that students are given the opportunity to use aspects of their own language to assist in communicating.

4.4.4.2   Sub-theme 2: Academic Performance

Translanguaging practice can positively impact academic achievements for all students by leveraging their linguistic strengths. Participants suggested that the performance of students will be greatly improved with the use of translanguaging in the teaching and learning process.

> *It's important to note that the impact of translanguaging on academic achievement and language proficiency can be influenced by various factors such as quality instruction, teacher expertise, learner motivation and ongoing support. Successful implementation on translanguaging practices requires international planning, appropriate scaffolding and continuous monitoring and adjustment to meet students' needs effectively. Additional, while translanguaging can benefit*

non-English speaking students by leveraging their first language, it can also have positive effects on English speaking students. By engaging in translanguaging practices, English speaking students can develop cross-cultural understanding, expand their language repertoire, and gain insights into different linguistic and cultural perspectives. Overall translanguaging practices have the potential to positively influence academic achievements and language proficiency for both English-speaking and non-speaking students providing them with a more inclusive, supportive and effective learning environment – L3

In addressing the gap between English-speaking students' performance and non-English speaking, I support the practice of translanguaging as this will improve the academic performance of non-English speaking students – L2

Translanguaging has a positive impact on the academic performance of non-English speakers because it allows coherence and liberation in a teaching and learning context, and therefore, better results in assessments – L3

However, another participant suggested that some students who are not multilingual, would be disadvantaged since they can only speak one language. This is evidenced from the following responses from participants.

English speaking students will be slightly disadvantaged because they are not multilingual but their strong background of English will support them so their academic performance will still be decent – L6

Translanguaging, if optimally utilised, can mitigate the performance differences of English speaking and non-English speaking students - L3

The responses above implied that translanguage reinforce the belief that those who are consistently exposed to the dominant language, which is also the language of instruction, are more likely to perform well. It also helps non-English speaking students feel more included, improving their language proficiency and overall academic performance.

A number of other educational barriers also contribute to the language problem of some students. There is still much debate on the promotion and sustenance of English

language as LOLT, as it disadvantages more African students and English proficiency is still associated with financial status, class or race (Ngcobo et al., 2016: 11).

4.4.4.3 Sub-theme 3: Neutralising dominance

It emerged that translanguaging has a power to neutralise the dominance of English language in teaching and learning. In the view of participants, it is a way of balancing classroom power dynamics where the black child's mother tongue is silenced and not represented in class. The advantage of having this neutral balance, according to participants, is that it invokes language liberation and allows students to participate and cross link freely between languages, as stated below.

Translanguaging is a vehicle of liberating the voices of language-minoritised students to achieve the goal of disrupting both the dominance of English and the traditional power dynamics of English and the traditional power dynamics in the classroom – L4

It encourages students to cross between all known languages in a multilingual classroom context, using code-meshing varieties and languages in essay writing and developing concept glossaries which stage the development of terms in African languages through translingual discussions – L1

It is important to highlight that inclusive society, communicating with one another plays a role in connecting people from different cultural groups thereby cementing the use of different languages to connect these different language speakers. This clearly shows that translanguaging remains the important part in connecting people.

Garcia and Leiva (2014) and Ateek, (2024) state that translanguaging is a vehicle of liberating the voices of language minoritised students to achieve the goal of disrupting both the dominance of English and the traditional power dynamics of English and the traditional power dynamics in the classroom.

4.4.4.4 Sub-theme 4: Maintaining a balance with translanguaging

As indicated earlier, the use of translanguaging in the teaching and learning process has advantages as their language proficiency is strengthened when a space is created

for all students to participate. However, there needs to be a balance between the use of languages:

One challenge I have encountered is finding a balance between encouraging translanguaging and ensuring proficiency in the target language. Sometimes students rely heavily on the native language which can hinder their language development. It requires careful monitoring and guidance. Another challenge is that some feel more comfortable using their native language, while others might struggle to express themselves. It is important to create an inclusive space where everyone feels supported and encouraged to participate – S2

Students might struggle with understanding … translanguaging will assist students. Challenges that usually arise during teaching and learning and derail students who misunderstand the topic while translanguaging. Students tend to be off topic because there is no restriction in terms of language use and students that are not bilingual tend to struggle to understand what is being said –. (S4)

It's a tough situation despite your best-efforts … students continue to struggle to understand what you are trying to explain or cannot apply basic knowledge to more complex situations. It's worth trying to diagnose more precisely where the problem arises and then focusing on bridging the gap. Recognising the challenge where this is different for different students, it might be that students don't have prior knowledge required so your explanation isn't locking onto something they already understand. You need to go back a few more steps to connect to what they do know. This can be painful but it might just be necessary, they are where they are and that's their reality – L2

Participants also raised the issue of translation:

Translation would misrepresent exact meaning since students might want to do direct translation. Things get lost in translation when code-switching between languages because many things do not have direct translation from English language therefore students might end up understanding things in a much different way to what is actually being said to them – S6

It's important to note that the impact of translanguaging on academic achievement and language proficiency can be influenced by various factors such as the quality of instruction, teacher expertise, learner motivation, and ongoing support. Successful implementation of translanguaging practices requires intentional planning, appropriate scaffolding, and continuous monitoring and adjustment to meet students' needs effectively.

The struggle to understand the language often results in discouragement. However, there is much tension between the use of home and school language (Clarkson, 2007; Mady & Garbati, 2014; Curdt-Christiansen & Huang, 2020). Translation is not always beneficial or reliable as it might not reflect the exact meaning (Clarkson, 2007; Schleiermacher & Bernofsky,2021). Switching between languages might add extra work of challenge to language learners as they might find themselves struggling between a multitude of languages (Mady & Garbatin,2014; Festman, 2021).

4.4.5 Theme 5: Possible ways to Improve Translanguage Teaching and Learning

Having interrogated translanguaging teaching practices, effects, and barriers to teaching, this theme delved into investigating possible ways necessary to improve translanguage teaching and learning from participants. A total of eight sub-themes were realised in this enquiry and include monitoring and guidance, creating inclusive space, re-connecting to prior knowledge, training the trainer, providing adequate resources, code-switching and translation, collaboration and support and finally, using creative teaching and commitment.

4.4.5.1 Sub-theme 1: Monitoring and guidance

Implementing translanguaging by using the native languages should not be at the expense of jeopardising learning the essentials and basics in the medium of instruction.

Participants were of the view that it is crucial to find a balance between encouraging English proficiency and implementing translanguaging. From their perspectives, content subjects require great English proficiency and practice for one to be fluent in expressing oneself.

The concern, as seen in the following quotes, is that students should not rely heavily on the mother tongue, which in turn might hinder language development and cognition in the medium of instruction.

> *One challenge I have encountered is finding a balance between encouraging translanguaging and ensuring proficiency in the target language. Sometimes students rely heavily on the native language which can hinder their language development. It requires careful monitoring and guidance* – L5

> *Challenges that usually arise during teaching and learning while translanguaging is that students tend to be off topic because there is no restriction in terms of language use and students who are not bilingual, tend to struggle to understand what is being said* - L4

Undoubtedly, the commitment to promoting multilingualism, as a valuable national asset in the interest of building a non-racial nation has recently taken centre stage This was a major move to promote the previously marginalized African languages in the Constitution of 1996.

May and Janks (2004) and Curdt-Christiansen and Huang (2020) emphasize that schools together with parents are required to develop their own school language policies that works hand in hand with the national policy. Together with the language and the learning needs of the children who attend the school.

4.4.5.2   Sub-theme 2: Creating an inclusive space

In classes where there are multilingual students, it is imperative that lecturers use the multiple languages of their students as an inclusive strategy so that no one is left behind. This promotes fairness among everyone involved as indicated by participants, as seen in the quotations below, that everyone should feel supported and encouraged in class.

> *Another challenge is that some feel more comfortable using their native language, while others might struggle to express themselves. It is important to create an inclusive space where everyone feels supported and encouraged to participate* – L2

Multiculturalism encourages the interaction of various cultures and the mutual exchange of ideas and viewpoints. Sharing ideas can lead to new opportunities, innovations, and more productive working relationships. Street (2012), Gee (2013) and Lähdesmäki *et al* (2022) support the socio-cultural approach that recognises literacy as interaction process of different voices. They emphasize that literacy is a socio-cultural construction created through members of social institutions like school, home and community.

4.4.5.3   Sub-theme 3: Reconnecting to prior knowledge

Participants emphasised that it is crucial for lecturers to reconnect to prior knowledge when explaining new concepts to students. This bridges the gap between the known and unknown. For instance, the following participant explicitly explained this viewpoint.

> *It's a tough situation despite your best efforts. Students continue to struggle to understand what you are trying to explain or cannot apply basic knowledge to more complex situations. It's worth trying to diagnose more precisely where the problem arises and then focusing on bridging the gap. Recognising the challenge where this is different for different students, it might be that students don't have prior knowledge required so your explanation isn't locking onto something they already understand. You need to go back a few more steps to connect to what they do know. This can be painful, but it might just be necessary, they are where they are and that's their reality* – L8

> *Native languages may be used in the classroom to increase accessibility and cultural significance, lecturers can utilise these languages to explain concepts, provide examples and promote a deeper understanding of the subject matter through using other languages* – L3

It is worth trying to diagnose more precisely where the problem arises and then focus on bridging the gap. Recognizing that this challenge varies for different students, it might be that they lack the prior knowledge required, so the explanation isn't connecting with something they already understand. It's necessary to go back a few steps to connect with what they do know.

Baker (2011) and Cummins (2021) articulates that translanguaging not only promotes a deeper understanding of content but also develop the weaker language in relationships with one that is more dominant. Mda (2004) and Yan (2022) refers to a number of factors that have interfered in the real commitment to multilingual education and further assert that teacher training, outdated teaching practices, unclear teacher's language acquisition and teachers not proficient in the language they teach with limited resources and material are contributing much to these challenges.

4.4.5.4 Sub-theme 4: Training the trainer

From the perspective of participant, lecturers should be trained to become multilingual. Responses suggest that employing translanguaging strategies will assist students in acquiring more knowledge in teaching and learning, and will help teachers achieve the goals they have set for themselves, improving the overall performance of both students and teachers.

There are a number of factors that interferes with real commitment to multilingual education, and these are lack of teacher training, outdated teaching practices, unclear teacher's language acquisition and teachers not proficient in the language they teach – L3
Being a multilingual lecturer encourages a supportive and welcoming learning atmosphere, promotes cultural respect and understanding, and provides students with valuable skills for navigating an increasingly diverse and globalized world. Multilingual lecturers broaden students' horizons and foster a global perspective by exposing them to various cultures, traditions, and viewpoints.

This is confirmed by Garcia and Kleyn (2016) and Olson(2023) that through employing multilingual, multi-modal resources, choosing culturally relevant texts and positioning teacher as co-learner, translanguaging creates a culturally and linguistically sustaining classroom.

4.4.5.5 Sub-theme 5: Providing adequate resources

There is need for the government to provide enough technological resources to facilitate effective translanguage teaching and learning. In addition, participants assume that study books should include translation versions to suit the new trends

The government should provide enough resources to enhance effective teaching and learning. They must provide computers, Wi-Fi and internet so that students can learn from different sources – L1

Books should be translated and include local languages as well – L4

These observations clearly indicate that supporting of learners can play a meaningful role in the understanding of the subject matter in a classroom. This will again strife to include all learners in the delivering of a lesson. With adequate access to teaching resources, many students would become more active participants in the classroom. Most students find it difficult to understand many content concepts due to the language used. Translanguaging can assist in understanding difficult concepts in content subject.

Richard and Lockhart (1996) and Horwitz (2020) emphasize that language teachers must be aware of their own practice so that they take a decision which matches the syllabi requirements, which will determine the success of the lesson. It is quite important that the lecturers know what is required and how it is supposed to be delivered to undoubtedly produce and positive impact in the learning of students.

4.4.5.6   Sub-theme 6: Code-switching and translation

It is critical for lecturers to learn to switch from one language to another while teaching and being tactful when translating important terms and jargon to students, as indicated in the following responses from participants:

Lecturers need to use code-switching, translation and translanguaging and move from one language to another by fully describing the oral or written text using more accessible home language of students – L3

I feel translation can help students to understand the content and complex concepts with ease – L1

The lecturer can still use translanguaging for directions, explanations and dialogues while providing interpreters or explanations in the dominant languages needed. Students are better able to understand topics and draw

connections between the subject matter and their cultural background when they use their own language – L5

It should be noted that code-switch promotes communication, creativity and teamwork, plan language or cultural programmes where students can study and converse in native languages.

Code-switching is the process of interchanging languages within an environment (Heredial & Altaribba, 2001; Afifah & Sari, 2020). This entails the process of switching from the official language of teaching and learning to the learner's home language and back again in order to develop better understanding. Mokolo (2014) and Bhatt and Bolonyai (2022) acknowledge the similarities between translanguaging and code-switching as the natural manner in which multilingual speakers shuttle between languages. It has been noted that switching between languages in a content lesson assists learners in communicated their lesson thinking more easily in their home language (Plana & Civil, 2013; Olivera, 2021).

4.4.5.7   Sub-theme 7: Collaboration and support

In the view of participants, collaboration among stakeholders such as parents and community members, could help sustain the translanguaging project.

Building awareness, providing resources and fostering collaboration can help address these concerns and again support from parents and the community – L2

Parents and the community should support the implementation of translanguaging in the classroom to better the performance of the students – L4

It is worth considering that translanguaging strategies, as a supportive enabler, can maintain a positive learning environment for multilingual learners in the classroom and help achieve the objectives for which they were intended. Working together amongst stakeholders could help support the translanguaging project become a reality.

This in view of Makalela (2016) and Coyle and Meyer (2021) that support strategies bring deeper learning that result in greater understanding amongst learners and acknowledging learner's full linguistic collection.

4.4.5.8   Sub-theme 8: Utilising creative teaching and commitment

Participants are of the view that it is important to adapt translanguaging approaches that work along with the curriculum so that a lecturer is able deliver content that will benefit the teaching and learning environment. Creativity and commitment according to participants, is crucial when navigating this challenging terrain of integration.

> *Implementation of translanguaging approaches alongside existing curriculum requirements and time constraints can be challenging. Lecturers need to find creative ways to do this* – L6

> *Teachers need to strike a balance between integrating students' languages and covering the required content* – L4

> *Creative planning and curriculum adaptation may be necessary to create for translanguaging practices* – L6

The responses demonstrated the need for parents and the community to support the implementation of translanguaging in the classroom to better the performance of the students.

Makalela (2022) and Posel and Zeller (2020) argue that the language of assessment is of concern if it is the only language utilised. It is important to note that English and Afrikaans remain the languages of assessment despite the Language in Education Policy of 1997 upholding the right of the use of 12 official languages in education. Language proficiency plays an important role in teaching and learning and ultimately in academic achievement. The key role of teaching is for students to achieve but bearing in mind that achievement cannot come if there is language incompetence on the part of teachers and learners.

4.5   FINDINGS FROM DOCUMENT ANALYSIS

Document analysis involves the analysis and interpretation of documents relevant to the phenomenon under study in order to gain knowledge about and develop a clear comprehension of a particular issue (Corbin & Strauss, 2022; Rapley, 2007; Miciuliene, 2023). For this research study, document analysis involved the following documents.

- Students` Code of 'conduct and Disciplinary Policy
- Language Policy in Education (14 July 1991)

4.5.1 Students' Code of Conduct and Disciplinary Policy

Purpose of Document

This policy outlines the student's behaviour, rules and guidelines on how to conduct oneself towards the college students and personnel. It is aimed at the maintenance of respectful and best learning environment for all involved in teaching and learning. This policy also educates and familiarise students with their institution code of conduct to ensure and promote an environment that is at peace.

This policy in combination with the language policy, enables the institution and the community to respect and uphold diversity of its members and ensure that all areas are treated fairly to foster a positive learning and teaching environment that accommodates people from different backgrounds and cultures.

4.5.2 Language in Education Policy

Purpose of Document

The Language in Education (LiEP) policy refers to the guidelines and rules made by institutions and the management of language in each particular setting. This policy is dependent on the historical, social or cultural factors as well as different from regions and countries. The policy addresses the decisions, rules, regulations and guidelines about the status domains use of territories of language(s) and the rights of speakers of the languages in question (Schiffman, 2000; Faingold, 2020). The policy also emphasises the cognitive benefits of home language instruction and bilingual education as well as the goal of multilingualism (DoE,1997).

The basis of the LiEP Policy dictates that it must be accorded all fundamental rights with regards to learners in an educational context. The Policy also dictates that

everyone has the right to receive education in the official language or language of their choice in public education institutions where that education is reasonably practicable. Schools/colleges must choose language or languages of learning and teaching. The policy is based on the principal of the right of children to be educated in their mother-tongue whilst having access to a global language such as English.

It is therefore the major aim of the policy to promote multilingualism in institutional policies and fast track participation by all in the various institutions. The implementation of the use of all official South African languages to enhance the employment of translanguaging would ensure the maximum performance of learners and promote a positive learning environment.

4.6   DISCUSSION OF FINDINGS

Firstly, evidence from the empirical investigation indicated that English is the only language of teaching and learning being used in the college as per policy. Mother tongue or native languages are not tolerated or used as a medium of instruction in all subjects. This finding is confirmed by Kepe (2019) and Wilson, Yull and Massey (2020) who found that the practice gives education and political leverage to white and some coloured students who continue to use their mother tongue language. This non-recognition of African languages is against the constitutional mandate, section 6 (2) of the South African Constitution, which stipulates and officiates the use of 12 native languages in schools in South Africa. In the view of participants, it negatively impacts their understating, their vocabulary, and their comprehension of the English language. Although it makes sense to have a common language, it is critical for students to use their mother-tongue to boost their confidence and performance in class.

Secondly, empirical findings revealed that students are faced with a multitude of barriers which include having no access to resources. Lack of books, having no access to internet, network problems, limited budget, no Wi-Fi and having no computers makes it difficult for students to develop English language proficiency. This lack of equal access to resources in schools and colleges among South African students has resulted in many students not gaining access to university (Mona & Hurst, 2017; Walker & Mathebula, 2020). It is disheartening to note that even those who do enter

university, still face imbalances regarding English proficiency, resulting in them not only losing confidence, but failing as well (Mona & Hurst, 2017; Walker & Mathebula,2020). Fanon (1952), Mignolo (2009) and Njoroge (2024) argued that this is deep rooted in the past colonial wounds instilled to seriously damage the African child's soul and mind. To date, past and present barriers still impede students' progress. Students alleged that even their primary education schools were ill-resourced and worse off since many attended disadvantaged schools, and by default, it contributed to their failure in developing English language proficiency.

Thirdly, participants insist that translanguaging could help them overcome these barriers. Its major effect, in their view, is that it will boost the performance of students. Those from the knowledge politics, advance that it will neutralise English language dominance in teaching and learning. In their view, this brings language liberation as students can participate freely as they move in and out of language boundaries. This view was long supported by Lewis *et al.* (2012) who mentioned that the advantage of translanguaging is that it allows code-switching and translation. However, it was disheartening to note that t educators still deny students this opportunity and utilise monolingual instruction.

Fourthly, suggestions to improve translanguaging suggests that a balance should be created between languages. In the view of participants, it is crucial to allow students to develop English language proficiency and not jeopardise learning basics through overindulgence in mother tongue language. Multiple languages should be used in classes where there are multilingual students. During the introduction of new concepts, participants alluded to the fact that lecturers should reconnect to prior knowledge to bridge a gap between known and the unknown. Training of lecturers is also crucial to improve their multilinguistic abilities and pedagogical expertise. In as far as resources are concerned, the government should furnish the college with technological resources to support the translanguaging teaching strategy.

More so, findings revealed that collaboration among stakeholders such as parents and members of the community is crucial in this translanguaging project. Participants insist that parents and the community members should support the implementation of translanguaging in the classroom to improve the performance of the students. They are of the view that it is important to adapt translanguaging approaches that work along

with the curriculum so that a lecturer is able to deliver content that will benefit the teaching and learning environment. The key role of teaching is for students to achieve but bearing in mind that achievement cannot come if there is language incompetence. As such, creativity, and commitment according to participants, is crucial if not critical among lecturers while navigating across languages.

4.7   CHAPTER SUMMARY

This chapter presented and discussed empirical findings that emerged in this study. Characteristics of participants were presented and detailed the gender, age, educational level, and teaching experience. It was crucial to outline the characteristics to ascertain the source and richness of findings presented in this study. The chapter described and presented the thematic analysis which resulted in themes and sub-themes emerging from the analysis of data. As such, four broad themes obtained were language practices, barriers to teaching and learning, effects of translanguaging, and strategies to improve translanguaging. Document analysis of pertinent policies assisted in supporting the empirical findings. In the last segment of the chapter, a discussion of findings was done to link the present findings within the body of knowledge. The next chapter concludes this study by reporting key findings and offering recommendations to all members concerned.

CHAPTER 5

CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented and discussed the empirical findings emerging from the analysis of data. This chapter concludes this research by presenting the key findings obtained in this study. Each research question is answered supported by the literature. Then, recommendations are proffered based on the empirical findings obtained in this study. The last segment of this study provides concluding remarks.

The aim of the study was to outline the perceptions of lecturers and students on translanguage teaching and learning during English lessons at a selected TVET college in the North West province. It was underpinned by four study objectives, which were to:

- establish the language practices being used by lecturers and students;
- determine the language barriers to teaching and learning among students during English lessons;
- outline the effects of translanguage teaching and learning strategy; and
- suggest possible ways to improve translanguage teaching and learning at a selected TVET college in the North West province.

5.2 SUMMARY OF RESEARCH FINDINGS

This section entails a summary of the research objective previously mentioned.

5.2.1 RQ1: Which language practices are being used by lecturers and students in teaching and learning English at a selected TVET college in the North West province?

Empirical findings on language practices being used at a selected TVET college in the North West province revealed that English is the only medium of instruction being used and promoted in the college. It is the dominant language of instruction, and all subjects are taught in English, as per policy as it is the language of instruction. Lecturers use English as the medium of instruction but hesitate in making use of native languages in class. Although native languages are not a medium of instruction and exchange, this

exclusion hampers free communication, questioning, dialogue and understanding. Home language is reported as easier to understand as it helps in comprehending concepts and enhancing cognitive development. However, students felt that the language of their parents should be promoted since it boosts their self-esteem and strengthens their heritage language.

As supported by Webb (2013) and Sah (2022), it emerged from the literature that English, being spoken by a minimum number of members of the population, is the dominant medium of instruction in South African schools and colleges. It became dominant after the banishing of apartheid Bantu education around 1976, which previously promoted Afrikaans language in schools. The reason for promoting English is that it is highly esteemed and linked to financial status, class race and is used in business. It also emerged that Afrikaans is the second dominant medium of instruction, particularly in the Western region. Furthermore, according to the literature, this is disadvantaging the majority of African students and is promoting European epistemology. English and Afrikaans language use and practice do not only empower white students and devalue African heritages but Africans in findings jobs.

Findings from the study indicated that language policies were reviewed between 1991 and 1997, and the Constitution of Republic of South Africa (RSA, 1996) accorded the official status to 11 African languages. This implies that African languages should be equally used as medium of instruction, communication and assessment in schools and colleges, but as yet this is not happening. Evidence from the study showed that the policy empowers schools, governing bodies and educators to determine their own preferable LoLT to promote multilingualism.

5.2.2 RQ2: What are the English language barriers to teaching and learning among students at a selected TVET college in the North West province?

The major barrier to teaching and learning English is that students do not have adequate resources which could support their learning such as a range of books in English and their native languages, Wi-Fi and data for access to the internet. It seems that the college prescribes only one English textbook which do not allow for a range of learning. In addition, lack of resources affects the implementation of language policy since most of the teaching material are written in English (Kangira, 2016) and (Mthombeni & Ogunnudi,

2020). Students do not have access to refer to other material, videos or teachings on the internet to enhance their knowledge and give greater understanding.

Lack of English proficiency is a result of past experiences at school where many students attended rural schools which were ill-resourced and had unequal budget resource allocation problems. In this regard, lack of English proficiency is a barrier to learning since student have difficulty in expressing themselves fully. Their lack of fluency and poor communication affects them in class, during discussions, written activities and in assessments. Of concern is that lecturers mark grammar during assessments, which negatively impact on student marks. Contradicting views indicate that it is crucial to allow the use of native language during assessments, while the other suggests it would be difficult to merge two languages. Proponents argued that it would improve student marks and opponents insisted that it would be complex to assess student abilities in both languages.

According to Mona and Hurst (2017) and Walker and Mathebula (2020), English is the major barrier to teaching and learning since it contributes to poor results among African students and has caused many not to reach university. It emerged that English proficiency is a barrier which affects students' confidence, participation, pass rate and success rate. Mona and Hurst (2017) and Walker and Mathebula (2020) further pronounced that it affects the African child's mind and soul since they cannot understand concepts, cannot express themselves in class which results in poor results. It makes students doubt their own language, make it inferior and dehumanises them. To make matters worse, there is lack of political will from the government to implement and monitor language policy, due to perceived superiority of English language. The influence of globalisation which certifies English as official language of the world cause more schools to value English than local languages and in addition, parents prefer their children to be taught in English.

5.2.3 RQ3: What are the effects of using the translanguaging teaching and learning strategy at a selected TVET college in the North West province?

Two findings emerged in this category. Translanguaging improves academic performance and neutralises dominance of the use of English as the sole medium of instruction. Translanguaging would enable students to participate freely in discussions,

share ideas and knowledge in class, allowing for greater understanding and development of knowledge, thereby liberating the minoritised. The use of a translanguaging teaching and learning strategy would ensure maximum understanding and comprehension which would mitigate performance differences among students, boost academic achievement and the pass rate.

In the view of Garcia (2009) and Dougherty (2021), translanguaging helps students to understand the subject matter and this fosters development and mastery of the second language. It makes it easier for educators to impart knowledge, as it promotes participation in class, creates positive environment and positive results. Through translanguaging, students grasp concepts easily and then have the language proficiency to successfully complete their modules. According to Wang (2019) and Liu, Lo and Lin (2020), translanguaging bridges the gap between students' understanding and teaching and facilitates metacognitive and epistemological development and helps to promote socio-cultural identities, allowing students to create their own reality through social interaction, language and culture (Garcia & Wei,2015; Mavuru & Ramnarain, 2020).

5.2.4 RQ4: Which suggestions can be implemented to improve translanguage teaching and learning at a selected TVET college in the North West province?

Suggestions for improving translanguaging as a teaching and learning strategy yielded eight sub-themes. To improve translanguaging, proper monitoring and guidance is crucial. There is a need to guide and control students to remain on topic and not overuse one language at the expense of the another. An inclusive space should be created to allow and encourage multilingual students to freely express themselves, develop better understanding and meaning. Reconnecting to prior knowledge is a good strategy, thus moving from the known and familiar to the unknown through the strategy of translanguaging. Training lecturers is also vital since many do not understand translanguaging strategies, constitutional language rights, and how to navigate between languages. To support teaching and learning, more teaching materials and resources are needed such as English and native language textbooks and teaching and learning material. Access to computers and Wi-Fi would allow for access to the internet which contain innumerable resources which students could tap into for greater understanding and extension of knowledge.

Code-switching, translation and translanguaging also emerged as a crucial strategy in the teaching and learning process. This means that the use of familiar native languages to supplement and support understanding of subject content taught in English could be done through code-switching and translanguaging. In addition, collaboration and support is critical during translanguaging. Lecturers should collaborate with parents and community members and allow them to support students through internet research, dialogue and problem solving. Since translanguaging requires time and more work, lecturers need to be commitment and utilise creative teaching strategies. There is need among lecturers to find ways to strike a balance and integrate languages in teaching. This entails curriculum interpretation and proper lesson planning to balance learning outcomes and timeframes.

Naggy (2018) and Galante (2021) revealed that it is crucial for students to always translate and interpret meanings as they move across languages for easy comprehension and understanding. Teachers can give assignments and allow students to research from their parents or community members after translating it into their home language. Teachers can also tap into past experiences of students and draw meaningful connections and conclusions from their vernacular learning strategies (Naggy, 2018) and Galante (2021). More so findings suggest that teachers can use linguistic interdependence of allowing students to develop their own vocabulary in both languages (Ngcobo et al., 2016).

5.3   CONTRIBUTION OF THE STUDY

This study contributed key and conceptual evidence on the perceptions of lecturers and students on translanguage teaching and learning at a selected TVET college in the North West province. These study made recommendations based on empirical evidence that were likely to be useful to South Africa`s Government, Policymakers, TVET College lecturers , Teachers, Students, and all other parties concerned about effectively teaching and learning English-language content subjects. This research argues that the use of a translanguaging teaching and learning strategy may improve student participation and understanding and their academic achievement.

5.4 RECOMMENDATIONS

Based on the empirical findings derived from this study, the following recommendations are preferred:

- The government should pronounce and re-emphasise that the 11 official languages in South Africa have equal right to be used as LoLT.
- The DHET should train lecturers on the translanguaging teaching strategy.
- The government should make an initiative to translate English books to native languages.
- The government should recruit interpreters to help translate in multilingual classes.
- Educators should plan and implement effective ways to utilise translanguaging teaching.
- Educators should balance the acquisition of learning outcomes, translanguaging and time.
- Educators should guide and monitor the use of official languages in class.
- Educators should provide conducive environment that is inclusive and sensitive to all official language speaking.
- Educators should find creative ways to integrate languages in class.

5.5 AVENUES FOR FUTURE STUDIES

The research findings compel future researchers to further investigate:

- Language practices in other subjects and their influence on academic performance
- The effect of translanguaging in other colleges and provinces
- Barriers in the use of translanguaging in South Africa
- Models and teaching strategies for improving translanguaging in South Africa

5.6 LIMITATIONS OF THE STUDY

Firstly, this empirical investigation was only limited to one TVET college and one province which is the North West province. This was due to limited financial resources as well as the limited time for conducting the study. Secondly, the study only focused on six lecturers and six students. This implies that findings obtained in this study are also limited. However, other colleges and provinces with similar settings may consider the findings of this study useful.

5.7   CONCLUDING REMARKS

This research has shown me that even when students are at TVET college level their English language proficiency is inadequate to cope with the demands needed to study content subjects. What I have learned is that students will have more understanding of the subject content and be able to participate in the lesson when their home language/s is/are utilised. This translanguage teaching and learning technique provides the scaffolding to improve their language competence which in turn, give rise to improved academic performance. As indicated in the quote, proficiency in a language is vital: *You can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere. — Lee Iacocca*

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APPENDICES

Appendix A: Proof of Registration

UNISA | university of south africa

1031 M1RST

MOKGOPE D C MS
P O BOX 8859
RUSTENBURG
0300

STUDENT NUMBER : 6325-038-1

ENQUIRIES NAME : MR P FOLKARD
ENQUIRIES TEL : 0861670411

DATE : 2023-05-09

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (https://myunisa.ac.za/portal) account for future communication purposes and access to research resources.

DEGREE :   MED (EDUC MANAGEMENT)   (98405)

TITLE :   Perceptions of Lecturers and Students on Translanguaging Teaching and Learning
                   at a Selected College in North West

SUPERVISOR :   Dr SJ RAPETA (rapetsj@unisa.ac.za)

ACADEMIC YEAR :   2023

TYPE: DISSERTATION

SUBJECTS REGISTERED: DFEDU95 MEd - Education Management

A statement of account will be sent to you shortly.

You must re-register online and pay every academic year until such time that you can submit your dissertation/thesis for examination.

Students registering for the first time for a dissertation or thesis must complete a research proposal in their first year of study. Guidelines will be provided by your supervisor/contact person.

If you intend submitting your dissertation/thesis for examination you have to submit an Intention to submit form (available on the website www.unisa.ac.za) at least two months before the date of submission. If submission takes place after 15 November, but before the end of January of the following year, you do need not to re-register and pay registration fees for the next academic year. Should you submit after the end of January, you must formally reregister online and pay the full fees.

Please access the information with regard to your personal librarian on the following link: https://bit.ly/3hxNqVr

Yours faithfully,

Prof M S Mothata
Registrar

PRETORIA

Appendix B: Ethical Clearance

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/07/06

Ref: **2022/07/06/63250381/20/AM**

Name: Mrs DC Mokgope Student

No.:63250381

Dear Mrs DC Mokgope

Decision: Ethics Approval from
2022/07/06 to 2025/07/06

Researcher(s): Name: Mrs DC Mokgope
E-mail address: 63250381@mylife.unisa.ac.za
Telephone: 063 073 1000

Supervisor(s): Name: Dr SJ Rapeta
E-mail address: rapetsj@unisa.ac.za
Telephone: 012 429 6848

Title of research:
Perceptions of lecturers and students on translanguaging teaching and learning at a selected TVET College in the North West.

Qualification: MEd Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2022/07/06 to 2025/07/06.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/07/06 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

Appendix C: Request for Permission to conduct Research

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ORBIT TVET COLLEGE, RUSTENBURG CAMPUS.

TITLE: PERCEPTIONS OF LECTURERS AND STUDENTS ON TRANSLANGUAGING TEACHING AND LEARNING AT A SELECTED TVET COLLEGE IN THE NORTH WEST PROVINCE.

The Principal
Central Office
Rustenburg
0300
014 592 7014
Email: dmokoena@orbitcollege.co.za

Date:15 February 2022

Dear Mr Mokoena

I, Dorcas Cathrine Mokgope, am doing research towards a MEd at the University of South Africa under supervise on of Dr S.J .Rapeta, in the Department of Education Management and Leadership.

The aim of the study is to explore the perceptions of lecturers and students in the use of translanguaging in the TVET Colleges. Furthermore, the aim is to find ways to implore and support these students in order to enable them deal with misunderstanding of the dominant language in use in the classroom.

The study will involve both lecturers and students and the participation thereof will voluntary. The interviews will take place at an agreed upon location after teaching and learning has taken place and during free periods so as to have minimum interruptions of other lessons.

The research study as clarified, will be of importance to the staff and students as it seeks to understand why a lot of students find it difficult to articulate in the language used in all their subjects.

There will be no risks that all those participating will be exposed to. Also, there is no promise of incentives or reimbursement in the research study as the research will take place at a convenient place and time that suits all participants.

Feedback of the interviews will be afforded to all the participants and copies of the final thesis will be available in the selected TVET College libraries for easy access to all that assisted in the study and also those interested in the results of the study.

The positive response will be appreciated.

Yours sincerely

D.C. Mokgope

Lecturer-Rustenburg Campus

Appendix D: Information Letter and Confidentiality Agreement

UNISA | college of education

TITLE: PERCEPTIONS OF LECTURERS AND STUDENTS ON TRANSLANGUAGING TEACHING AND LEARNING IN A SELECTED TVET COLLEGE IN THE NORH WEST PROVINCE.

DEAR PROSPECTIVE PARTICIPANT

My name is Dorcas Cathrine Mokgope. I am doing research towards Master's Degree in Education under the Supervision of Dr S.J. Rapeta in the Department of Leadership and Management. We are inviting you to participate in the study entitled: Perceptions of lecturers and students on translanguaging teaching and learning in the classroom at a selected TVET College at Rustenburg Campus in the NW Province

WHAT IS THE PURPOSE OF THE STUDY?

The study is expected to collect important information that could help lecturers in the implementation of translanguaging teaching and learning in the classroom to enable students to have better understanding of the subject matter. The outcomes thereof will surely make a vast contribution in the body of language and be shared with all stakeholders to develop ways of introducing and implementing translanguaging on teaching and learning in the classroom.

WHY AM I INVITED TO PARTICIPATE?

You are invited as a participant as you are in the environment where language is critical and has limitations to other students and would therefore be able to share more information about the topic under study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THE STUDY?

The study involved interviews whereby your name will be written and your responses tape- recorded. The questions are the same as the ones given to you but still be requested to elaborate or to clarify if need be. The duration for the interview might range from an hour to 1 hour and 30 minutes depending on the elaborations.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

You are free to withdraw from participation should you feel uncomfortable or change mind. Participation in this study is voluntary and you are under no obligation to consent to it.

If you would like to participate, you will be given information sheet to keep and will be asked to sign a written consent form.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The purpose of this study, in the education sector, for lecturing staff, students` parents and other stakeholders will definitely benefit through acquiring useful knowledge and insight to better understand the difficulties lecturers and students go through in the use of one dominant language in the teaching and learning in the classroom.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are no anticipated risks that any participant will be exposed to. In case of any injury which is unlikely in the environment we will be working from, I will seek help from my Seniors and attend to the situation as soon as possible.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCH AND MY IDENTITY BE KEPT CONFIDENTIAL.

It is your choice not to have your name recorded and that you also have a choice of allowing only the researcher to publish your name. You are assured that it will only be identified members of the research team that will know your involvement in the research.

For the research to be credible and properly done, your responses may be reviewed by the identified team members, including the transcriber, external coder and the members of the Research Ethics Review Committee in which a confidentiality agreement will be signed. The record that identifies you will be made available only to the team working on the study and to other people should you grant the permission.

However, your anonymous data may be used for other purposes such as research report, journal articles and/or conference proceedings. Privacy will be protected in any publication of the information and individual participants   will not be identifiable in such report.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years, in a locked cupboard/filling cabinet in the supervisor`s office for future research or academic purposes, electronic information will be on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Where necessary, hardcopies will be destroyed permanently by shredding or burning them and electronic copies will be deleted permanently from hard drive of the computer using a relevant software program.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATION IN THIS STUDY?

There is no payment or incentives for participating in this study.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from Research Ethics Review Committee of the College of Education, UNISA, copy of the approval letter can be obtained from researcher from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Dorcas Catherine Mokgope on (063 073 1000) or email at dmokgope@orbitcollege.co.za/ mokgopedorcas78@gmail.com.The findings are accessible for five years.

Should you have concerns about the way in which the research has conducted, you may contact Dr S.J. Rapeta on 012 429 6848 / 073 395 6162 or email at rapetsj@unisa.ac.za

Thank you taking time to read this information sheet and for participating in this study.

DC MOKGOPE (MS)

Appendix E: Consent Form

CONSENT TO PARTICIPATE IN THIS STUDY: Please sign and return to researcher

I_____ (participate name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable)

I am aware that the findings of this study will be processed into a research report, journal publications and /or conference proceeding, but that me participate will be kept confidential unless otherwise specified.

I agree to the recording   of the interview. I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

_____   _____

Participant Signature   Date

_____   _____

Researcher's signature   Date

Appendix F: Interview Schedule for Lecturers

INTERVIEW QUESTIONS FOR LECTURERS

1. What are your thoughts on facilitation of translanguaging as a means for

    Teaching and learning?

2. How is South African schooling system and its challenges?

3. Give your opinion First Additional Language as medium of instruction.

4. How are native languages promoted as means of instruction?

5. What are the advantages of a multicultural lecturer?

6. How do lecturers use native languages to teach of content subjects in the

    classroom?

7. What is your preferred language of examination and why?

8. Give a brief explanation on the Language Policy in Education in your

    institution.

9. What are the advantages of using translanguage in teaching and learning?

10. Explain the challenges of using translanguage in teaching and learning.

Appendix G: Interview Schedule for Students

INTERVIEW QUESTIONS FOR STUDENTS

1. What are your thoughts on facilitation of translanguaging as a means for

   Teaching and learning?

2. How is South African schooling system and its challenges?

3. Give your opinion First Additional Language as medium of instruction.

4. How are native languages promoted as means of instruction?

5. What are the advantages of a multicultural lecturer?

6. How do lecturers use native languages to teach of content subjects in the

    classroom?

7. What is your preferred language of examination and why?

8. Give a brief explanation on the Language Policy in Education in your

   institution.

9. What are the advantages of using translanguage in teaching and learning?

10. Explain the challenges of using translanguage in teaching and learning.

Appendix H: Observation Schedule

Date: 18 October 2022

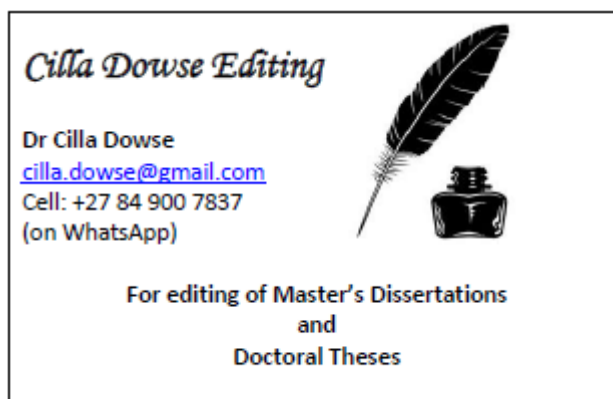**Classroom number:**

Name of the researcher: D.C. Mokgope

Name of Lecturer:

Subject taught:

Duration: 40 minutes

Question	Observation
• How is the classroom climate?	
• Did the lecturer warmly welcome the researcher?	
• What period did the lesson start according to timetable?	
• Did the lecturer do the lesson preparation?	
• What is the role of the observer during the lesson?	
• Is there clear introduction and presentation of the lesson?	
• Does the observer complete the class visit report?	

• Were the students actively involved in the lesson?	
• Is the lecturer comfortable with the visit of the observer?	
• Is there assessment of the student during the lesson?	
• Is the relevant learning and teaching material being used during the lesson?	
• Is the lesson reasonably concluded?	
• Is the atmosphere any different from the beginning of the lesson?	
• Any comments of the lesson?	

Appendix I: Proof of Editing

Cilla Dowse Editing

Dr Cilla Dowse
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Cell: +27 84 900 7837
(on WhatsApp)

For editing of Master's Dissertations
and
Doctoral Theses

This letter serves to confirm that editing and proofreading was done for:

DORCAS CATHRINE MOKGOPE

MASTER OF EDUCATION

EDUCATION MANAGEMENT AND LEADERSHIP

UNIVERSITY OF SOUTH AFRICA

PERCEPTIONS OF LECTURERS AND STUDENTS ON TRANSLANGUAGING TEACHING AND LEARNING AT A SELECTED COLLEGE IN NORTHWEST

Cilla Dowse
11 May 2024

Cilla Dowse
PhD in Assessment and Quality Assurance in Education and Training: University of Pretoria 2014
Basic Editing and Proofreading: McGillivray Linnegar Associates 2008
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Disclaimer: The editor takes no responsibility for any changes or revision to the document after the final round of editing has been completed and the proof of editing certificate issued.

Appendix J: Turnitin Report

Dorcas Final Research.docx