



**INVESTIGATING TEACHERS' PERCEPTIONS ON TRANSLANGUAGING  
PEDAGOGY IN A MULTILINGUAL INTERMEDIATE ESL CLASSROOM:  
A COMPARATIVE STUDY OF TWO PRIMARY SCHOOLS IN NAMIBIA**

A thesis submitted in fulfillment of the  
requirements for the degree of

**MASTER OF EDUCATION**

(English Language Teaching)

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By

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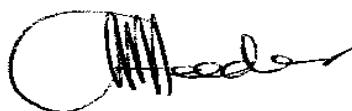
**February 2023**

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A handwritten signature in black ink, appearing to read 'Veneza Memory Rheeder', with a large circular flourish on the left side.

Veneza Memory Rheeder

Date: 15 February 2023

## **Dedication**

I wish to dedicate this thesis to my mother, Adelle !Gâkhome Daûsas, my children, Leonita Adel Gawanas, Ashley Rheeder, Lee-Hannah Rheeder and anyone who believed in me. I owe my success to you all.

## **Acknowledgments**

*“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.”*

### **Colossians 3: 23-24**

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## **Abstract**

International literature has tested the effectiveness of translanguaging as a pedagogic tool to enhance learning in a bilingual classroom; however, with the recent curriculum reform and education sector policy, there is no direct claim in the National policy frameworks on the prominence of translanguaging as an effective tool in classroom pedagogy in Namibian schools. This research attempted to investigate the role of translanguaging as a pedagogic tool to enhance learning in the multilingual intermediate English Second Language (ESL) phase as the Language of Learning and Teaching (LoLT) for the intermediate phase, Grades 4-7, in the Erongo Region, Namibia.

The study is within the interpretive paradigm and adopts a qualitative methodology using a qualitative multi-case study approach of exploring and understanding differences and similarities between cases. Data collection consisted mainly of open-ended interviews and observations (purposive sampling) of the participating teachers. The research sites and study participants were purposely selected as both schools, diversely located in urban and rural contexts of the region, are enacting the National Language Policy as proposed. This entails using Mother Tongue Instruction (MTI) from Grades 0-3 and then transitioning to English-monolingual instruction from Grades 4 onwards.

The study was designed to investigate the role of translanguaging pedagogy in enhancing learning in the Second Language (L2) classroom, without prejudice of social classes - the elite and marginalized communities. It investigated the extent to which teachers' use of translanguaging pedagogy enhances ESL learning as the LoLT to intermediate phase learners transitioning from MTI to English-only instruction. The main theories underpinning this study are the Vygotskian and Translanguaging theories supported by Krashen and Cummins' Cognitive Underlying Proficiency (CUP) Model. The outcomes of the study reveal that in both schools translanguaging was supported by content subject teachers and English LoLT teachers and that it positively contributed to improving learner understanding of important concepts in several subjects. However, Mother Tongue (MT)

teachers did not support the use of translanguaging and believed that it slowed down the learning of English.



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## **Transcription Conventions**

For the purpose of this study, I have carefully chosen selective transcriptions in order to reduce space in the appendix section.

**[...]**      Transcription that has been omitted

## List of Acronyms/Abbreviations

AFR	Afrikaans
CALP	Cognitive Academic Language Proficiency
COI	Classroom Observation Instrument
CTR	Classroom Translanguaging Research
CUP	Cognitive Underlying Proficiency
DA	Discourse Analysis
DLBE	Dual Language Bilingual Education
EFA	Education for All
E-LANGUAGE	Externalized language
EMI	English Medium Instruction
ESL	English Second Language
ETSIP	Education and Training Sector Improvement Programme
HL	Home Language
HOD	Head of Department
I-LANGUAGE	Internal Language
JP	Junior Primary
KKG	Khoekhoegowab
L1	First Language
L2	Second Language
LCE	Learner Centred Education
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching

MBEAC	Ministry of Basic Education Arts and Culture
MA	Multimodal Analysis
MDG	Millennium Development Goals
MKO	More Knowledgeable Other
Mol	Medium of Instruction
MT	Mother Tongue
MTI	Mother Tongue Instruction
NIED	Namibia Institute for Education Development
NSSCAS	Namibia Senior Secondary Certificate Advanced Subsidiary
NSSCO	Senior Secondary Certificate Ordinary
OECD	Organization for Economic Cooperation and Development
PISA	Programme for International Student Assessment
SCT	Socio-Cultural Theory
SGB	School Governing Board
TCA	Thematic Content Analysis
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
ZPD	Zone of Proximal Development

# **CHAPTER ONE: INTRODUCTION**

## **1.1 Introduction**

In many parts of sub-Saharan Africa, English is the Medium of Instruction (Mol) in schools. In these multilingual societies, English is preferred because it does not give any ethnic group advantage over others which may cause language policy fights (Ashikuti, 2019). African policymakers also view English as a uniting force within their multi-ethnic societies that were once divided by apartheid rule. However, the use of English as the Mol disregards the value of indigenous languages spoken in the continent. Indigenous languages are the primary means of communication, knowledge transfer and socialization in most households.

Policymakers in education, especially in Namibia, overlooked the fact that learners had little or no exposure to the English language outside the school environment and as a result, some would not be able to use the language efficiently and for cognitive purposes. Shifidi (2014) highlighted that the use of English as the Mol was unproductive since both teachers and learners were not well versed in the language. In parts of Africa where studies have been conducted on language policy, scholars concluded that the use of English was inefficient and slowed down learning (Kamwangamalu, 2016). Machombo (2014) noted that the use of English as an Mol only worked to increase failure rates and inevitably subverted national development.

Fawole and Pillay (2019) posited that in Africa, teachers' and learners' exposure and use of English outside the classroom was limited and this resulted in limited English proficiency in the classroom. As a result, both teachers and learners adopted code alteration strategies in an attempt to enact English medium policies.

This comparative case study sought to investigate the role of translinguaging as a Pedagogic tool in a multilingual intermediate English Second Language (ESL) classroom

in two primary schools, situated in different geographical areas and different social classes in the Erongo region of Namibia.

## **1.2 Background and Context of the Study**

Namibia is a multi-ethnic and multi-cultural country marked by ethnic diversity with thirteen languages that have been recognized as national languages, including 10 indigenous African languages spoken by 87.8% of the population and three Indo-European languages spoken by 11.2% of the population (Namibian Hub, 2022). The 10 indigenous languages include: Oshikwanyama, Oshindonga, Rukwangali, Otjiherero, Ruciriku, Thimbukushu, Silozi, and Setswana, all belonging to the Bantu language group, and Khoekhoegowab (KKG) and Ju/'hoan which belong to the Khoisan language group. The three Indo-European languages include English, German, and Afrikaans (Namibian Hub, 2022). Afrikaans First Language (L1) is spoken by 9.5% of the population, German L1 by 0.9%, and English L1 by a mere 0.8% (Brock-Utne & Holmarsdottir, 2001; Namibian Hub, 2022). Ironically, English, with the smallest percentage of L1 speakers in Namibia's population, is the official language of the country, used in all of its formal domains.

Like other African countries, Namibia has a long history of colonisation which resulted in major divisions of ethnic groups in the country. The colonisation period had negative after-effects in the country such as breeding inequalities and inconsistencies in the education system which affected the country's multi-cultural diversity in terms of access, equality and curriculum development (Shifidi, 2014). During the seventy-five (75) years of South African rule, Afrikaans was the official language alongside English. However, Afrikaans enjoyed prominence during this era as educational resources and trained teachers were available in Afrikaans, but not in English (Heugh, Li & Song, 2017). Afrikaans was set as a prerequisite from entry-level to higher education.

Since attaining independence in 1990, the country has also made substantial strides towards dealing with the inequalities in the education system to promote access to quality education and build a knowledge-based society. This includes adopting the Towards Education for All policy (MEC, 1993). The Reformed National Curriculum for Basic Education (MBEAC, 2015), which is aimed at contextualizing curriculum contents to suit

the culture and education needs, not to mention changing pedagogies to be more learner-centred, and instituting the Education and Training Sector Improvement Programme (ETSIP) expectations (MOE,2005). In addition, adopting The Language Policy for Schools in Namibia (MBESC, 2003) and the Strategic Plan of Education in Namibia (MBEAC, 2017), there seems little probability of an initial change in policy on LoLT despite its current grave shortcomings.

In both the Reformed National Curriculum for Basic Education and The Language Policy for Schools in Namibia that constitutes teaching and learning, the critical role of MTI is emphasized, especially in multilingual schools (MBEAC, 2015). Mother Tongue (MT) is stated as being used in a “supportive role” in the intermediary phase when transitioning to ESL, however, there seems to be no clear road map outlined in both policies as to how MT can be used in this “supportive role” (MBEAC,2015, p. 4). Despite the changes in education language policy mentioned above, the junior primary phase is still marked by underperformance in most schools. There is consensus amongst researchers that underperformance in the education sector is both rife and far-reaching at the junior level. MBEAC (2015) identified high repetition and dropout rates as major challenges. In the same vein, the Fourth Interim Progress Report on Namibia’s progress with the Millennium Development Goals (MDGs) identified high repetition rates, dropout rates and low attendance and survival rates in primary education as the pertinent challenges in the education sector (NPC, 2013).

However, one third (1/3) of teachers contend that teacher-related factors determined learners’ performance in literacy and numeracy as stated by the Southern and Eastern African Consortium for Monitoring Education Quality report (SACMEQ IV, 2017). Therefore, there was a need to investigate how teachers teach in classrooms, more specifically the transitioning phase classrooms and if their teaching approaches as well as any other factors contributed to either the learners’ poor performance or enhanced their learning. According to the Namibian Educational Research Association (NERA, 2000) study “little evidence was found of teachers using approaches or strategies to deal with learners who struggle with decoding” (p. 108), the teachers resorted to peer learning

and repetition of words instead of resorting to innovative pragmatic strategies that would enhance learning.

At independence, English became the sole language of instruction in schools from Fourth Grade onwards. The decision to adopt English as the official language was based on the belief that English would bring national unity, political stability and allow international reach, although it had widely researched educational drawbacks as many learners were taught in a “foreign” language (Ibrahim, 2019; Azadi, Biria, & Nasri, 2018; Poehner, & Lantolf, 2010). Holmarsdottir (2000) also asserted that “the policy was not supporting multilingualism as was historically the case in Namibia. Traditional Namibians were multilingual, but the policy was working against this” (p. 15). The ambiguity on how MTI can be taught as “supporting” in the language policy has led to many schools opting to forego formal instruction in MT, starting with English as the Language of Learning and Teaching (LoLT) in the foundation phase (p.190). Many learners enter the Senior Primary (SP) phase where English Second Language (ESL) is the only LoLT with a huge gap between the English vocabulary they know and the English vocabulary they need to master for effective teaching and learning. In the NERA (2000) study conducted by National Institute of Educational Development (NIED, 2011) on the language proficiency of learners in Namibian schools, more than half (54%) of the educators carry the opinion that English should be the LoLT as from grade 1 as these learners outperformed those whose LoLT was MT in the English intermediate schools. Although a third of teachers (34.9%) were in favour of the MTI in Junior Primary (JP), intermediate phase teachers challenged the view and attested that learners taught through MT were just like mere beginners when English was introduced as LoLT in Grade 4. Research evidence (Hornberger & Link, 2012; García et al., 2011), explicitly emphasizes that translanguaging does not recognize boundaries between languages, but that it focuses on what the speakers do with their language repertoires. From these repertoires, the speakers select language features and softly assemble their language practices in ways that fit their communicative needs (Ashikuti, 2019), which results in improved literacy.

Several studies locally and internationally have demonstrated a positive correlation between literacy in the MT and learning English (Chavez, 2016; Murray, 2007; Brock-

Utne & Holmarsdottir, 2001; Benson, 2001; Quane & Glanz, 2011; Davis, 2014) and that the degree of a child's MT proficiency is a strong predictor of their English language development. Most recently a UNICEF (2017) study on "The impact of Language Policy and Practice on children's learning in Namibia" contested the prominent role of English as the only Language of Learning and Teaching (LoLT) in senior primary (SP) classrooms, because learners did not speak it well enough. Harris's (2011) study on the role of language choice in the various educational establishments was that a high proportion of learners were confused by ESL as the LoLT and that "It was evident that they sought academic excellence but language deficiency hindered their ability to learn" (p.7).

The studies mentioned above have highlighted major problems and challenges but are generally limited in articulating approaches that teachers in a multilingual school context might adopt and how to meet these language challenges. The official school language policy in Namibia gave reluctant permission for the use of some "code-switching" (MBESC, 2003. p. 54) but little guidance as to its use. It has emerged that teachers have in practice had to resort to a range of covert bilingual strategies, such as code-switching or translanguaging in teaching at Grades 1-3 and beyond.

But with the benefits today some 20 years later of new research into the challenges of multilingual classroom populations, and new ways of responding to it, the transitions from MT to English as a LoLT primary schooling in Namibia and elsewhere should be encouraged to revisit the problem of LoLT, and its education language policies, most especially in the primary phase. Where there is such a mountain of evidence pointing to the problems of transitioning to ESL.

It is thus timely and necessary to investigate more systematically and closely what language instructional approach teachers in the intermediate transitional classroom use. And one focus is to also examine the extent of translanguaging being used by learners and teachers within the classrooms. This study was designed to do this.

#### **1.2.1 Location of this study and the delimitations of this study**

My research was in the form of comparative case study between two research sites situated in different geographical settings and different social class, however interpreting and using the same proposed curriculum with an early-exit transition from MTI to grade 4



ESL only pedagogy in WalvisBay, in the Erongo region of Namibia. The study focused on the intermediate phase teachers teaching through ESL as a LoLT at two primary schools. WalvisBay is a harbour town which is rich in marine resources and luring employment opportunities, with a population of diverse multi ethnicity. There are different types of schools (e.g., rural schools, private schools, semi-private schools) in both the urban and rural context of the town. The most common languages used as the LoLT in the JP phase are Afrikaans, English, KKG, Oshidonga and Otjiherero, whilst English becomes the only LoLT when transitioning to grade 4. One research site used Afrikaans as the LoLT for the Junior Primary phase and the other research site used KKG as the LoLT in the foundation phase (grade 0 to 3) and both transitioned to ESL monolingual pedagogy in grade 4. One research site was a private school situated in the urban settlement of the town and the other research site was a public school in the rural settlement of the town. Both schools were primary schools starting with Grade 0 to Grade 7, however implemented the same Broad curriculum of Education in Namibia, and thus also belonged to the same Cluster unit.

Informed consent was the cornerstone of ethical behaviour, as it “respects the rights of individuals to exert control over their lives and to take decisions for themselves” (Cohen et al,2013, p.77). Being so, *Informed consent* has been defined by Diener and Crandall as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions” (Diener and Crandall,1978, p.57. as cited in Cohen et al,2013). Thus, voluntary participation was a prerequisite and guaranteed that exposure to risks was undertaken knowingly and voluntarily.

### **1.2.2 Positionality**

This facet played a detrimental role in penetrating the schools and getting voluntary consent the first time, I visited the research sites as I am a School Principal within the same Region and is well known to the teachers at both research sites. My presence was regarded as a formal class visit by the participating teachers as they alluded, they were not at ease having me in the classroom when presenting lessons. Although the research participants were eager to take part in the research project, they preferred to instead

record the lessons and send them to me, which was not going to fulfil my mission. I had to schedule a meeting with all participants to explain the dynamics of data collection and importance of field notes during the lesson observation, as it would add up to my triangulation. I was mindful of the potential power dynamics that could be at play during this research process. As an attempt to counteract these power dynamics, I established rapport and trust with these teachers through explaining that I would be doing my research *with* them rather than *on* them, as reiterated by Ngcoza and Southwood (2015). I was a non-participatory observer throughout the research. It is a “relatively unobtrusive qualitative research strategy for gathering primary data about some aspect of the social world without interacting directly with its participants” (Ostrower, 1998, p. 57). This allowed me as a researcher to concentrate on collecting data without getting pre-occupied by anything else, and to thereby get deep rich information (Wragg, 1994). I am not claiming that my presence wasn’t having any impact on classroom events, but I tried my best to minimize this. I continuously reiterated that their withdrawal from the research process would have no negative consequences. I was explicit about the aims and focus of the study.

### **1.3 My Personal Experience**

The genesis of my research project started in 2003 when I penetrated the job market as an English and Afrikaans L2 teacher whose home language was KKG. I had over eighteen years of teaching experience in English L2 and Afrikaans L2, in linguistically diverse contexts as a primary school teacher and a Head of the Department (HoD) for languages, before I became a combined school principal in 2020. I would conduct class visits every quarter as the HoD to assess the teachers’ performance in the classrooms using the Classroom Observation Instrument (COI). The COI is a national document that was rolled out with the Education and Training Sector Improvement Programme (ETSIP) to be used by school managers to oversee, control and ensure effective teaching takes place in the classroom. The objectives included in the COI are classroom observation, checking lesson presentation, checking the command of English of the teacher, classroom environment, textbooks, and overall conduciveness of the education environment, however no mention of teaching strategies used by teachers, like code-switching or

translanguaging is included in this important document. However, I observed when conducting class visits, that teachers and learners code-switched and translanguaged within my school of employment. Teachers mixed English with other spoken languages for different reasons including discipline, learning support and remedial teaching among others as they were not proficient or eloquent in the English language themselves and turned to their local languages, Afrikaans and KKG, to give instructions. I observed that translanguaging was not only used for instruction, but also used for English language deficiency of the teachers. None of my subordinates were eloquent in English or English MT speakers, but had other native languages and ethnic diversity, like: Otjiherero spoke Herero, Basters spoke Afrikaans, Damara's spoke Khoekhoegowab and Oshiwambo people spoke different dialects of Oshindonga, Oshikwanyama etc. and as a result, there was no fluent English usage in the classrooms. The same applied to the learners, English was the least spoken whenever they were conversing with their peers, but they would make use of their home language or community language during playground time as well, as there were no stringent rules concerning a zero-tolerance to MT including MTs not offered in the school curriculum.

In my pilot study, I asked the teachers in my school of employment at that time why they were allowing a translanguaging space. Their response was that they experienced that the learners were not proficient in English and internal subject policy allowed them to switch to vernacular for remedial and learning support. Without translanguaging, the Learner Centred Education Policy (LCE) could not be implemented as learners would not engage in lesson activities due to limited English language proficiency and the fear that their peers would mock them if they switched to vernacular and as a result, some teachers used translanguaging to accommodate such learners. At other times teachers would use vernacular because they were consolidating their lessons or for concept clarification and scaffolding. My observation was that most teachers are not proficient in the English language and as a result, I wanted to know what influence teacher-directed translanguaging had in English intermediate classrooms in Namibia.

## **1.4 Statement of the Problem**

Despite all the efforts made towards curriculum reform, the academic proficiency of learners' remains unacceptably low not only in Namibia but also in many African countries. Evaluative studies such as (SACMEQ IV, 2017), and the National Standardized Achievement Test (NSAT,2017), focused primarily on monitoring learners' academic progress (Miranda et al., 2010; MBEAC, 2017). Statistics from these studies have shown failure and grade level repetition keeps on increasing across the board in Namibian schools with English standing out as the subject in which learners performed poorly. In addition, the (EMIS, 2017) report highlighted a 38.3% repetition rate in Grade 4 ESL learners drawn nationally. It is worth noting that repetition rates escalated from 13.1% in 2010 to 25.9% in 2016. However, in the research conducted by NIED in 2011 on the literacy level of Namibian learners, Grade 4 learners' average assessment outcome scores nationally were 60% in the sampled schools, which was above the national average score of 56%. Only 40% of learners scored below the national average.

The difference in scores, between the Kunene and Erongo regions was notable and of interest, considering the assumptions or hypothetical stand that the school location, types and Mol influence literacy skills attained (EMIS, 2017. p. 39). The same study further states that Kunene region (implementing the MTI in lower grades and mostly rural contexts) obtained an average score of 77% compared to Erongo region with an average score of 52%. Findings contradict the theoretical underpinnings that learners taught through MT at early grades promote competencies in literacy and numeracy, as learners taught in English as the LoLT obtained 74% scores on average compared to MTI in literacy assessment. More specifically, Grade 4 average literacy scores of competencies showed that private schools had an average score of 85% whilst public schools scored 59% only. Considering the geographical location of schools in literacy scores of Grades 4, urban schools scored 70% in literacy compared to rural schools which obtained only a 56% average, (EMIS, 2017).

Several studies have been conducted in Namibia concerning the use of translanguaging in a Namibian classroom (Ipinge & Banda, 2020; Ashikuti, 2019; Norro, 2021,2022; Shifidi, 2014; Frydman, 2011; Harris, 2011; Kgabi 2012). These studies show that there

are inconsistencies in the use of MT in the Junior Primary phase and that the transition period brings challenges to learners. Ashikuti's (2019) study investigated classroom practices of teachers on the use of the English language and MT in schools and found that beliefs and practices differed in schools depending on the economic status of regions. However, its focus was on comparing the classroom practices against the policy stipulations, whereas my study focused on teachers' views on translanguaging pedagogy in the intermediate English LoLT classroom, in two geographically diverse contexts. Ngolo and Nekongo (2017) also conducted a study on the teachers' views on the Implementation of the English Language Proficiency Programme in Namibia and found that teachers disliked the program due to poor planning, irrelevancy to their application requirements and disruption of daily routines, nonetheless a few teachers did embrace the program and reported positive benefits in terms of teachers' career development goals.

Trewby's (2001) study on English language competence in Namibian schools asserted that classrooms were not creating a conducive environment for effective ESL learning in Grade 4, as basic competencies were not well-grounded to transition to English L2 as a LoLT in Grade 4. There was a profound gap that learners could not overcome when starting with ESL as the LoLT for the first time in Grade 4, which resulted in poor academic outcomes, frustration amongst teachers and learners, and an increase in the dropout rate. Several scholars (Mgqwashu, 2011; Chavez, 2016; Makgabo & Niipare, 2022) also advocated enrichment of MT to enable speakers to be taught in their MT as the LoLT. It was felt that single MT models of MTI in the diverse, multicultural, multilingual Namibia are inappropriate, when compared to countries with only one indigenous language. Mgqwashu (2011) questioned his previous study (2007; 2009) that, if assessment goals in English, (which is not the MT of all learners) is the only lingua franca in a multi-cultural context for academic literacy, it could add to the frustration and stunting of learning and proposed an 'able' environment to be created where MT as the LoLT moves from "*mundane, structure-focused tuition*" to becoming more relevant and more engaged to the reality of the language (p.159). This study is focussed on extending and adding to Mgqwashu's proposal of creating an 'able' learning environment, which would be a validating translanguaging space to be more relevant to the Namibian context.

The above-mentioned studies have focused on teachers and resource availability, and about parents and learners' beliefs and experiences of the policy, the adoption of EMI policies, and revealed that academic proficiency of learners remains unacceptably low and grade level repetition rates are increasing. English stands out as the subject in which learners perform poorly. Learners taught in English as the LoLT early on had better average literacy scores compared to those using MTI. Furthermore, literacy scores of private schools were better, compared to those of public schools and literacy scores of urban schools were better, compared to rural schools. None of the studies states how MT can be used to help learners make the transition to the English language as the Mol. Thus, in this study, I sought to answer how does translanguageing pedagogy influenced teaching practices in two socio-economically diverse schools and the role it played in enhancing learning when transitioning from Mother Tongue to ESL

### **1.5 Purpose of the Study**

The research investigated translanguageing practices regarding a specific case of the transition from MT education to English in the intermediate phase in Namibia, apprehending the dynamics related to this transition. It further sought to explore and identify how learners attained new language skills as well as to find out the exposure and nature of teaching offered to these learners. The study also sought to gain an in-depth understanding of the experiences of teachers in the learners transitioning from MT education to English as LoLT in this intermediate phase.

### **1.6 Research Aim and Objectives**

The aim of this research is to understand the role teachers' translanguageing pedagogy plays in enhancing learning in a multilingual classroom and to acquire teachers' attitudes and perceptions supporting their reasons of translanguageing pedagogy.

The central objective of the study was to investigate how *teachers* from *two schools* in *diverse geographical* contexts in *ESL* intermediate classes use *translanguageing* as a *pedagogic tool* in *enhancing* learning in the *LoLT*.

This central objective was broken down into the following sub-objectives:

1. To explore the influence of translanguageing in pedagogic practices in two socio-economically diverse schools.
2. To discover the role translanguageing plays in enhancing learning when transitioning from MT to ESL.

## **1.7 Research Questions**

This study sought to answer the following research questions:

- 1) How does translanguageing pedagogy influence teaching practices in two socio-economically diverse schools?
- 2) What role does translanguageing pedagogy play in enhancing learning when transitioning from Mother Tongue to ESL?

## **1.8 Significance of the Study**

This study came at a time when the Namibian education system was going through a lot of transformation with a national curriculum reform in 2016, a journey that had its challenges and hiccups. Phases of learning changed, Early Childhood Education became part of the mainstream school and Junior Primary Phase exit changed from grade 4 to grade 3. Grade 4 became part of the Senior Primary Phase as the transitioning grade to the intermediate phase. Teachers were still grappling with change in syllabi content and additions as Learning Support became mandatory as part of the curriculum, without expertise or proper training of teachers. The Covid-19 pandemic ushered in challenges within the education sector when a national lockdown had to be implemented. The national lockdown saw schools being closed for some time and learners were dependant on self-study and had to take ownership of study material handed out to continue with the “Learning from Home System”. However, the illiteracy of some parents in the LoLT compounded with economic factors of other parents who would work till late posed challenges to the learners as parents did not have either the capacity or the time to take charge of their children’s curriculum in compliance with the national restrictions and protocols in place at the time.

The Ministry of Education, Arts and Culture had prior to Covid stated that it was working to bring improvements in inclusive quality education, teaching and learning, improved outcomes and the production of an educated and skilled workforce needed for a productive and competitive nation (MBEAC, 2014). In light of this, it was clear that Namibia was going through an important time and period in its educational history. To help improve policy considerations in the use of language in Namibia, empirical investigations were needed and this study would be of benefit to policymakers in the Ministry of Education.

Academically, the study would contribute to the ongoing debate concerning the use and significance of MTI as an important component of the proposed curricula in primary schools. It would also contribute to knowledge on strategies and approaches to teaching using translanguaging. It is expected that this study will benefit learners in the intermediary phase, by improving understanding of lesson material through translanguaging. Even though this research is conducted in Namibia, the principles are relevant and beneficial to the global language needs. Furthermore, this study can also benefit teachers to meet the required educational standards by using the translanguaging strategies if educational policymakers officially permit it.

If the proposed recommendations in the study were to be implemented, they would result in improved grades and better national pass scores, an indication of academic excellence.

### **1.12 Definition of Key Concepts Used in this Thesis**

The following working definitions were used in this study:

- **Translanguaging:** the systematic alternation of two languages so that the intermediary phase learners receive information in MT and produce a piece of work L2 (Beres, 2015; Duarte & Günther-van der Meij, 2020).
- **Pedagogy:** a term used broadly to refer to both how and why an educator influences learning (Orana, 2022; Carrim & Nkomo, 2023).
- **First language (L1) / Mother Tongue (MT) / Home language (HL):** the language used at home as primary means of communication. This is the language; children



are usually capable of communicating in comfortably and effectively even before entering formal schooling (Ball, 2010; Blankenbeckler, 2020).

- **Second language (L2):** refers to the language being taught at school in addition to the MT. In Namibia, this language is English, which becomes the LoLT from grade 4 onwards (MBEAC, 2017; lipinge, 2018; Haufiku, Mashebe & Abah, 2022).
- **Bi/Multilingual education:** education in more than one language that may also include more than two languages (Baker, 2011; Norro, 2022).
- **Subtractive bilingualism:** refers to a system in which the L1 as LoLT is taken away and replaced by the L2 which results in a monolingual system where an L2 becomes the sole LoLT (Garcia, Makar, Starcevic & Terry, 2011; Collazo, 2021; Dorambari, 2021).
- **Additive bilingualism:** refers to a system in which an L2 is added to an L1 as LoLT without any loss of the L1 (Garcia, Makar, Starcevic & Terry, 2011; Cummins, 2017).
- **Target language:** refers to a language other than the MT that is to be attained, often for academic purposes, to be used as LoLT (Makoe & Mckinney, 2014; Brevik & Rindal, 2020).
- **Intermediate phase learners:** learners who are respectively in their fourth to seventh Grades of schooling. (De Lange, Dippenaar & Anker, 2018; Julius & Hautemo, 2017).

### 1.13 Thesis Outline

To assure a well-structured research report in which the content flows in a logical order and in which the research aims and questions are addressed, the chapters are outlined as follows:

#### ✓ **Chapter One: Introduction and Orientation of the Study**

This chapter provided the background of the study and highlighted the reason for carrying out the study. The context was informed by the learning and teaching challenges experienced by the intermediate phase teachers in teaching through English as the LoLT

in Namibia. *The statement of the problem explained* that there was a profound gap that learners could not overcome when starting with ESL as the LoLT for the first time in Grade 4, which resulted in poor academic outcomes, frustration amongst teachers and learners, parents and learners' beliefs and views of the MTI, unacceptably low academic proficiency of learners and grade level repetition rates. The theoretical framework informing the study was briefly discussed. Lastly, the research goal and research questions, key concepts, and thesis outline were provided.

## ✓ **Chapter Two: Literature Review**

This chapter provided the literature substantiating the research as well as the theoretical lenses underpinning this study. In this chapter, multilingualism and bilingualism, the role of MT education, English as a LoLT, transitioning from MTI to English as the LoLT, translanguaging pedagogy and space, additive and subtractive bilingualism were highlighted. Challenges regarding L2 learning and its effect on learners' academic performance were also discussed as was the influence of translanguaging pedagogy in enhancing learners transitioning from MT to ESL and practices used by teachers. This chapter provided the theoretical framework that underpins the study and concluded with a summary of findings in the literature.

## ✓ **Chapter Three: Research Design and Methodologies**

This chapter provided an overview of the research methodology used in the study. Firstly, it presented the research paradigm and the research design. Within the research design, a comparative case study approach was used. The research sites, data gathering methods and the reasons for their use were also explained. Lastly, data analysis, data management, credibility, transferability, confirmability, dependability, ethical considerations, and positionality were presented.

## ✓ **Chapter Four: Data Presentation, Discussion and Analysis**

This chapter presented, analysed and discussed the data collected from classroom observations, teacher interviews, document analysis and field notes.

## ✓ **Chapter Five: Conclusion, Findings and Recommendations for Future Research**

This chapter presented the findings of the research against relevant literature on the topic. It also presented some recommendations and limitations of the study. Areas for further research were discussed in this chapter, and it also provided a summary of my reflections. This chapter ended with some conclusions.

### **1.14 Chapter Summary**

This chapter sets the stage for introducing the reader to the study and literature, and provided insight into the need for and importance of carrying out this study. The statement of the problem and rationale of the study was highlighted with relevant literature. The research goals, research questions, the sample and methods of data collection were briefly introduced.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The purpose of this chapter is to present relevant policy, theoretical and empirical research literature to: bi/multilingual in an educational context; on transitioning from MTI, in the case of this study from Afrikaans and Khoe-Khoegowab language, to English as LoLT in the intermediate Namibian classrooms; and on translanguaging as a pedagogical approach used by teachers in these contexts.

I will firstly discuss the theoretical frameworks applied to rationalize the basis of this study, thereafter, give a holistic overview of the Namibian curricula, in particular, the national language policy of Namibia which constitutes language teaching and learning, before I delve into the dynamics of bi/multilingualism. Lastly, I will discuss the historical overview and conceptualizations of translanguaging and translanguaging as a pedagogical approach embarked on by teachers to aid teaching and learning in the intermediate classroom, and existing approaches applied in the intermediate classroom.

### **2.2 Theoretical Framework**

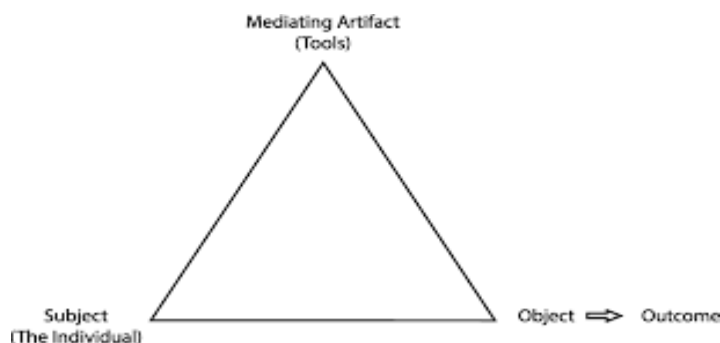
A theory is a logically connected system of general propositions, which establishes a relationship between two or more variables (Malhotra, 2015). Theories help to discuss an idea or set of ideas that are intended to explain something about life or the world, particularly ideas that have not been proved to be true. This study is premised on Vygotsky's Socio-Cultural Theory which had a significant impact on language learning and teaching. This theory views L2 acquisition as a semiotic process in which active engagement in socially mediated activities is critical (Ellis, 2000). Vygotsky (1987) identified and researched the ever-changing social settings that indicated the connection between a learner and the teacher. This socio-cultural theory was augmented with Cummins's Cognitive Underlying Proficiency (CUP) theory, Krashen's input-interaction-output (IIO) theory, as well as the translanguaging theory and were further expounded in the next literature review chapter.

English as a LoLT in linguistically diverse educational contexts has increased vastly, as English is regarded as the vehicular means to economic and social wellbeing. This phenomenon mostly affects language minority groups, which have no other choice, as further education is not available in their mother tongue. Significant research has been done on L2 acquisition, yet no single model or theory can elucidate this phenomenon unequivocally. L2 acquisition is a multivariable, which can be best understood by drawing on aspects of various theories and models, such as Vygotsky's Socio-cultural Theory, Cummins's Cognitive Underlying Proficiency Model (CUP), and Translanguaging Theory. These relevant theories and models are subsequently discussed.

### 2.2.1 Vygotsky's Socio-Cultural Approach

Turuk (2008) explains that Russian psychologist (Lev Vygotsky), whose ideas have influenced the field of educational psychology and the field of education as a whole, introduced 'the socio-cultural approach' to teaching and learning. According to Vygotsky as cited by Turuk (2008), the knowledge is mediated and therefore "mediation is central to learning" (Shabani, 2016, p. 2). Another precept of the socio-cultural approach is that "social interaction is the basis of learning and development" (Shabani, 2016, p. 2). Therefore, because 'mediation' and 'social interaction' are central to learning and teaching, it is important that learners are taught through the application of 'the social constructivist paradigm'. This research approach aims at aligning with the Vygotskian's socio-cultural approach.

**Figure 2.1: Vygotsky's Mediation Model**



*Note: Vygotsky, L. (1978). Mind in Society: The development of higher mental processes. Cambridge, MA: Harvard University Press.*

‘The social constructivist paradigm’ is an educational theory and philosophy that is based on the beliefs that knowledge is constructed by learners and not by being received passively; and that all knowledge is socially constructed (Richards & Schmidt, 2002, p.11; Vygotsky, 1978). This theory stipulates that “knowledge is constructed through social interaction with others and reflects the learner’s culture, customs, beliefs as well as the historical, political, social and other dimensions of the learning context” (Richards & Schmidt, 2002, p. 490). It is however, important to note that ‘constructivism’ needs to be addressed cautiously, because of its diverse nature (Mutekwe, Ndofirepi, Maphosa & Wadesango, 2013). According to Mvududu and Thiel-Burgess (2012, p. 109), for some people, “constructivism is a theory of learning, for others it is a theory of knowledge, and for others still it is a pedagogical theory”. Therefore, it is important to mention that in the current study, ‘the social constructivist paradigm’ is addressed from a teaching and learning perspective through pedagogical translanguaging practices within the classroom discourse.

Furthermore, the social constructivist paradigm is built on three fundamental philosophies. Firstly, “learners construct new understandings using what they already know” (Mvududu & Thiel-Burgess, 2012, p.110). This implies that they come to learning situations with knowledge gained from previous experiences. Prior knowledge influences what new or modified knowledge they will construct from the new learning experiences. Secondly, learning is a social process (Amineh & Asl, 2015). This means that learning does not take place only within an individual, nor is it passively developed by external forces. As Amineh & Asl (2015) note, “social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration” (p.13). Thirdly, for learners to learn effectively, they need backing from more progressive language users who would help them to use language which they have not yet acquired (Crystal, 2010). This is because, from the social constructivism perspective, learning does not take place only within an individual. Hence, for meaningful learning to take place, learners need to engage in social activities such as interaction and collaboration, which

in turn is facilitated by the More Knowledgeable Other (MKO). Apart from the three basic ideologies mentioned above, the social constructivist paradigm in the current study is addressed further within two important aspects. That is, the learning environment and the teacher's role.

#### ***2.2.1.1 The Learning Environment.***

As mentioned earlier, according to the social constructivist paradigm, “meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration” (Amineh & Asl, 2015, p. 13). Thus, the learning environment of the classroom should be conducive to learning, in such a way that it creates and reinforces students' interactions and collaborations. Firstly, in the social constructivist classroom, “the environment is democratic” (Amineh & Asl, 2015, p. 15). This obviously helps learners to be actively involved in the learning process. Secondly, in the social constructivist classroom, “communication is not limited to oral and written language as its only system of conveying meaning” (Applefield, Huber & Moaleem, 2001, p. 41). Objects, gesture, images and architecture also contribute importantly to learners' construction of meaning in the classroom. The seating arrangement, for example, should allow learners to work together and talk to one another. From the social constructivist perspective, if the physical and social environment is less conducive to learning, “students are discouraged from interacting with one another” (Applefield et al., 2001, p. 41). Therefore, the learning environment should provide ample opportunities for dialogue and the classroom should be seen as a community of discourse engaged in activity, reflection, and conversation. One thing which is worth emphasizing in the ‘social constructivist classroom’ is that everything is centred on learners (Applefield et al., 2001). Hence, once we enter this classroom with the traditional preconceived notions that classrooms of learning should be ordered, systematic and quiet, we will miss the dynamic learning that is occurring in classrooms that are structured from a constructivist philosophy.

Furthermore, because the social constructivist paradigm requires learners to cooperate and work together in order to achieve the learning objectives; it is important that the social constructivist classroom discourage competition among the learners (Kim, 2005). Thus, rather than primarily working alone, learners should work in groups through collaboration

and exchange of ideas to avoid competition among themselves. Accordingly, the current study draws on the social constructivist paradigm in order to analyze the contexts in which learners at the two research sites in Namibia are learning ESL through the “English only” Language in Education Policy. As Brown (2000, p. 288) has attested, “a language classroom should not just be a place where learners of varying abilities and style and backgrounds socialize, but a place where the contexts of interaction are carefully designed”. In the next section, an interpretation of the teachers’ role in the social constructivist classroom is given.

#### ***2.2.1.2 The Teacher’s Role***

The social constructivist paradigm does not view teaching as a spread of information from the educated to the uneducated (Mvududu & Thiel-Burgess, 2012). However, “the role of the teacher changes so that the focus is on guiding rather than telling the learner” (Applefield et al., 2001, p. 48). As Adams (2006, p. 250) argues, “social constructivism does not remove the need for the teacher; rather, it redirects teacher activity towards the provision of a safe environment in which learner knowledge construction and social mediation is paramount”. Certainly, for social constructivist classrooms to yield anticipated results, teachers would need to complement and reinforce their learners’ efforts as they attempt to learn and acquire new knowledge and skills (Applefield et al., 2001). According to Mvududu and Thiel-Burgess (2012, p. 110), “constructivist teachers do not take the role of the sage on the stage”. On the contrary, “they undertake a facilitative role in acquisition of knowledge by the learners” (Akyol & Fer, 2010, p. 949). Granted, “teachers are facilitators working to provide students with opportunities and incentives to construct knowledge and understanding” (Adams, 2006, p. 250).

Yet again, “because constructivism highly values interactions among the learners, it is the teachers’ responsibility to create a classroom environment rich in student-to-student interaction formed around challenging problem-solving projects relevant to students” (Applefield et al., 2001, p. 45). “This allows learning to occur when students struggle to make connections from what they know in relation to the more complex and larger world” (Applefield et al., 2001, p. 45). In a constructivist learning environment, however, “teachers must monitor discussions carefully to see if students get off track or develop

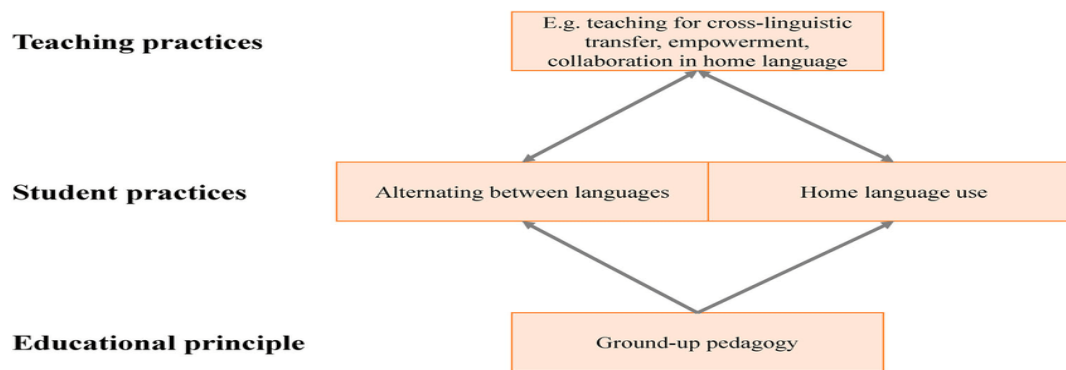


misunderstandings about the topic, or if there is need to intervene and redirect the discussion” (Applefield et al., 2001, p. 47). Without a doubt, “it is imperative that the teacher carefully monitors group work and whole-class discussion and intervene as necessary to keep students on track, to stimulate consideration of key issues and perspectives, and to lead students to correct their misunderstandings” (Applefield et al., 2001, p. 47). Equally important, “students should be encouraged to respect and use other people’s ideas through reflection and analysis” (Kim, 2005, p. 10). This would ensure that students are not engaged in a passive learning and thinking role (Applefield et al., 2001). Moreover, the social constructivist paradigm highlights that, “learning does not occur in a vacuum and is best mediated through supportive social networks” (Applefield et al., 2001, p. 38). Accordingly, it is the teacher’s responsibility to ensure that tasks learners are given promote reflective learning. These tasks should be prepared in such a way that they reflect what learners know already and they allow learners to solve authentic problems based on their interests and culture. It is therefore not surprising that Amineh & Asl (2015, p. 14) stress that “it is important for teachers to take into account the background and culture of the learners during the learning process”. Knowing the learners’ background, one would argue to allow the teacher to assist and guide learners through what is called scaffolding and the Zone of Proximal Development (Applefield et al., 2001).

### ***2.2.1.3 Translanguaging Theory***

Translanguaging refers to the process of using one’s full linguistic repertoire “to gain knowledge, to make sense, to articulate one’s thoughts and to communicate about using language” (Li, 2017; Garcia & Li Wei, 2014). It is a term that definitely calls for reconceptualising the communicative strategies that multilinguals demonstrate in social and classroom settings.

### **Figure 2.2: Some Building Blocks of Translanguaging Pedagogy**



*Note.* Ticheloven, A., Blom, E., Leseman, P., & McManagle, S. (2021). Translanguaging challenges in Multilingual Classrooms: Scholar, Teacher and Student Perspectives. *International Journal of Multilingualism*, 18(3), 491-514.

The term was initially developed to delineate language use in bilingual classrooms in Wales. It can be extended as a powerful and practical framework to interpret hybridity and creativity of language use in second language classrooms. Where the high degree of diversity in learners linguistic and cultural backgrounds means that they are able to draw upon a huge database of linguistic resources (Canagarajah, 2011; Li, 2017). As Garcia et al. (2011) reasoned, language classrooms in the 21<sup>st</sup> century are moving from monolingualism towards translanguaging, encouraging flexible synchronized language use rather than continuing to keep learner's linguistic language isolated or treating prior languages as non-existent or purely negative influences. This study adopted translanguaging as the conceptual framework to understand and analyse the emerging pedagogy in intermediate ESL classrooms within the two research sites.

#### **2.2.1.4 Socio-Cultural Theory as a Theoretical base for Translanguaging**

Fundamental to the practice of translanguaging is the belief that learning is a *process*, not a product (García & Li Wei, 2014). This resonates with SCT which views learning as a dynamic interdependence of social and individual processes situated in social interaction and the co-construction of knowledge. In agreement with the view that learning is a

process, language researchers who use a sociocultural lens argue for the importance of analysing learner discourse in order to understand how learning occurs during moment-by-moment interaction, and not simply as an outcome of it (Martin-Beltrán, 2014). According to Vygotsky (1978), the learning process involve three essential components: language, culture, and the ZPD. As the learner engages with their sociocultural environment, they learn language and other semiotic means that mediate their participation in social interactions and processes. In the sociocultural environment of the classroom, learners acquire knowledge interpersonally through their relationships and interactions with others. Research informed by SCT has documented how the use of learners' shared L1 enables them to work within their ZPD by providing dialogic scaffolded support to each other (Antón & DiCamilla, 2002). Learners with shared linguistic and cultural backgrounds often draw on their culturally acquired knowledge and patterns of communicating to make meaning during their collaborative interactions (Fuller, 2007; Johnson, 1995). When students can draw on their linguistic and cultural funds of knowledge through translanguaging, the quality of their interactions is enhanced, and they are able to build a scaffold for each other in the co-construction of knowledge (Duarte, 2016; Engen, 2009). Baker (2011) and García and Li Wei (2014) also propose that when learners use all the languages in their repertoire through translanguaging, their linguistic and cognitive capabilities are maximized, thus extending their ZPDs. Bringing together translanguaging and SCT, I support the view that translanguaging is a way that learners expand their individual and collective learning through their collaborative interactions in the classroom. This is because when a translanguaging space is created collaboratively through their dialogue, learners can draw on their shared knowledge, experiences, and multilingual repertoires to scaffold each other cognitively, socially, and linguistically in a way that expands their individual and group learning.

Expertise within these collaborative contexts is distributed because *all* learners are empowered to take on the role of language experts when they are able to use all the language practices and features (García & Li Wei, 2014) in their linguistic repertoire. I believe that this process is both a cognitive and a social activity (Martin-Beltrán, 2014) informed by the unique sociocultural contexts that learners are situated within. Learning cannot be seen independently of the culture in which a learner is a member of (Bakhurst,

1995). Therefore, translanguaging practices will differ across different speakers in different sociocultural contexts (Martin-Beltrán, 2014). Thus, Garza and Langman (2014) assert that more research should study the translanguaging practices of students from a sociocultural perspective, paying close attention to the sociocultural environments in which learners are situated. My research was a step in this direction, as it studied the translanguaging practices in multilingual contexts in Namibia, showcasing how their discursive practices are situated within a unique linguistic and sociocultural landscape and educational context.

Like traditional cognitive approaches to learning Vygotskian SCT (Vygotsky, 1978) is fundamentally concerned with understanding how cognitive processes are developed (Zuengler & Miller, 2006). However, what makes SCT distinct from the cognitive tradition is its social dimension. Vygotskian theory, on the other hand, views language and thought as dynamic, interdependent processes. It highlights the primacy of social interactions in the development of one's language, which then stimulates the development of thought. Based on this view of language as developing thought SCT posits that L2 learners first establish social relationships with people through their interactions, and these interactions that use language as a medium as the starting point of the learners' cognitive developmental processes (Lourenco, 2012).

#### ***2.2.1.5 Translanguaging and Sociocultural Theory***

The *trans-* aspect of translanguaging theory relates to the sociocultural concept of the *Third Space* (Gutiérrez, 2008; Gutiérrez, Baquedano-López & Tejeda, 1999; Martin-Beltrán, 2014; Moje Ciechanowski, Kramer, Ellis, Carrillo & Collazo, 2004). The Third Space has been described as a “bridge across official and unofficial discourses, or as a navigational space where students actively cross discursive boundaries” (Martin-Beltrán, 2014, p. 210). Martin-Beltrán (2014) and Moje et al. (2004) explain that the Third Space is a transformational space or a collective ZPD in which “the potential for an expanded form of learning and the development of new knowledge are heightened” (Gutiérrez, 2008, p. 152). This depiction of the Third Space corresponds with the trans-system, trans-space and transformative aspects of translanguaging, where learners engage in fluid discursive practices that cross the boundaries of language systems and spaces and transform existing cognitive and social structures (García & Li Wei, 2014). In line with this, Martin-

Beltrán (2014) propose that when learners translanguage in a Third Space, they bridge discourses, navigate boundaries, and appropriate new knowledge within a space of collective development and expanded learning.

Scholars have applied translinguaging in many ways as a sociocultural concept in the Third Space. For example, through Flores and García's (2013) work on the *linguistic third space*, García, Flores and Woodley's (2015) work on the *in between space*, García and Li Wei's (2014) work on the *trans-space*, and Li Wei's (2011) work on the *translinguaging space*, which is "a space for the act of translinguaging as well as a space created through translinguaging" (p. 1223). Like the Third Space, a translinguaging space has a cognitive as well as a social dimension because learners bring to this space not only their own cognitive capacity but also personal histories and experiences, attitudes, values and ideologies that they have acquired through interactions with others under specific socio-historical conditions. García and Li Wei's (2014) concept of *translinguaging as co-learning* also embodies the key principles of SCT. Translinguaging as co-learning takes place in classroom environments where there is individual as well as collective learning and meaning making, and learners form a collaborative *community of practice* (Lave & Wenger, 1991).

Research has pointed to the potential of translinguaging to encourage co-learning and collaborative talk among students. A study that demonstrates this is Duarte's (2016) sociocultural discourse analysis (Mercer, 2004) of the peer-peer interaction among 59 10th grade subject matter classes across 4 secondary schools in Hamburg, Germany. The aims of Duarte's study were to examine to what extent students who shared linguistic repertoires used translinguaging during their interactions, and which functions the use of translinguaging assumed for learning/acquiring new knowledge. These aims were based on the assumptions that developmental processes occur through peer interaction, and that for multilingual students, translinguaging was a natural process that played an essential role for their learning through collaborative talk. Duarte's study found that students translanguage both in their private and class-related talk, but primarily in cognitively demanding on-task talk. Duarte also found that students predominantly used translinguaging to scaffold meaning through their interactions, demonstrate higher-order

thinking, and jointly solve tasks. For example, students translanguaged in order to hypothesize, negotiate meaning, show agreement/disagreement and appraisal, provide counter-arguments, and solve managerial aspects of the task. These functions were characteristic of high-quality ‘exploratory talk’ (Mercer, 1995; Mercer, Wegerif & Dawes, 1999) that led to more effective content-matter learning.

Duarte concludes, based on these findings, that the flexible use of students’ linguistic repertoires in a collaborative context allowed them to work within their Intermental Development Zone (Mercer, 1995), and extended their learning. Another study on translanguaging conducted from a SCT perspective is Martin-Beltrán’s (2014) study on the discursive practices of culturally and linguistically diverse ELLs in Washington D.C. Guided by the concept of the Third Space, Martin-Beltrán’s study looked at how learners’ translanguaging practices acted as mediational tools to create a space for collective development and expanded learning. The analysis of learners’ collaborative interactions found that translanguaging enabled peers to co-construct knowledge, allowed learners to meet halfway between their diverse linguistic expertise to co-construct meaning, recognized learners as multilingual language users, and created transformative spaces and expanded zones for learning (Gutiérrez, 2008).

In another study on translanguaging informed by SCT, Martin-Beltrán, Daniel, Peercy and Silverman (2017) explored how multilingual kindergarten and 4th grade learners in the mid-Atlantic United States mediated their thinking and learning through buddy pairs. Martin-Beltrán et al.’s analysis of buddy interactions, which was guided by Mercer’s (2005) sociocultural discourse analysis approach, revealed that learners provided cognitive support (e.g., identifying and synthesizing information, developing metacognitive awareness), linguistic support (e.g., providing vocabulary support, making input comprehensible), and socio-emotional support (e.g., building relationships, using body language and physical closeness) to each other. Learners also co-constructed a *zone of relevance* by drawing upon their shared linguistic and cultural backgrounds through translanguaging. Based on Vygotsky’s idea that the “more expert other” could be another child instead of a teacher Donato (1994) was interested to find out how scaffolding structures such as modelling, repetition, and linguistic simplification were used by more knowledgeable peers to support learners during social interactions, and to enable them

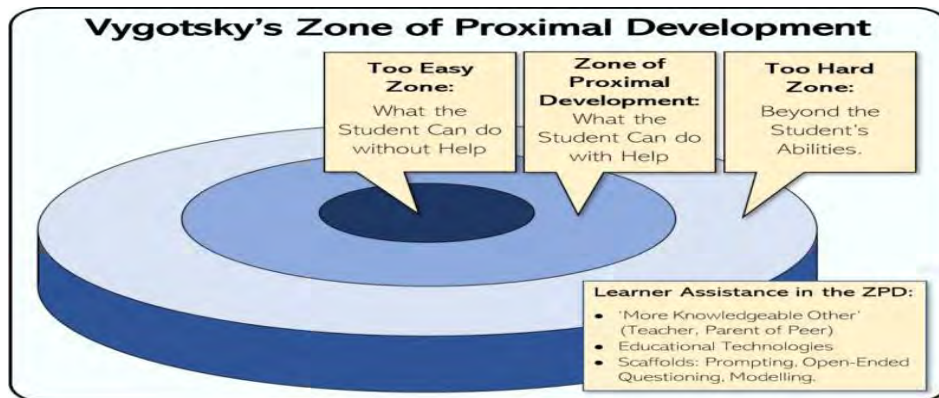
to function inside their ZPD. To test his hypothesis, Donato designed a study exploring whether L2 learners of French could exert a developmental influence on each other's interlanguage systems in observable ways, and how their social interactions could result in the appropriation of linguistic knowledge by the individual learner.

While observing three students working together on an open-ended oral activity, Donato observed that they were able to construct a collective scaffold for each other's performance (p. 46). Donato believed the learners did this in their interactions by jointly managing components of a problem, marking critical features of discrepancies between what had been produced and the ideal solution, modelling the ideal solution to a problem, and minimizing frustration and risk by relying on the collective resources of the group, among other things. Donato's (1994) study differed from other studies that conducted on scaffolding at that time because it rejected the notion that scaffolded help was always unidirectional and provided from knower to non-knower.

#### ***2.2.1.6 Scaffolding and the Zone of Proximal Development (ZPD)***

When children work on tasks that cannot be accomplished alone but can be successfully completed with the assistance of a person competent in the task, they are said to be working within their zone of proximal development (Vygotsky, 1978). To put it differently, "the ZPD encompasses tasks that a learner has not yet learned but is capable of learning with appropriate stimuli" (Brown, 2014, p. 13). Brown (2014, p. 13) further emphasizes that "the ZPD is an important fact of social constructivism because it involves tasks that a child cannot yet do alone but could do with the assistance of more competent peers or adults". As Patrick & Enama (2016, p. 20) acclaim, "for optimal results, teachers should scaffold language acquisition within the learners' ZPD". Thus, "in order for students to complete their tasks successfully, they need to be given appropriate support by a more capable mentor" (Kivundja, 2014, p. 83) and this is achieved through 'scaffolding' (Brown, 2014).

**Figure 2.3: Vygotsky's ZPD**



*Note.* Drew, C. (2022). 15 Zone of Proximal Development Examples. Helpful Professor. <https://helpfulprofessor.com/zone-of-proximal-development-examples/>

“Scaffolding implies that the knowledgeable person (adult, teacher, or peer) tutors the less knowledgeable (child, or student), to complete a task he or she would otherwise be unable to do on his or her own” (Swain & Suzuki, 2010, p. 557). In other words, “scaffolding is a teaching and learning strategy where the teacher and learners engage in a collaborative problem-solving activity with the teacher providing demonstrations, support, guidance and input and gradually withdrawing these as the learner becomes increasingly independent” (Richard & Schmidt, 2002, p. 466). Generally, “scaffolding is about advanced language users providing support to enable those less expert than themselves to use language which would otherwise be beyond them” (Crystal, 2010, p. 393).

In the classroom however, ‘scaffolding’ will not only occur as a result of collaboration between the teacher and the learner. “Learners also scaffold one another as they participate in collaborative activity and such collaboration results in the co-construction of linguistic knowledge” (Swain & Suzuki, 2010, p. 564). Accordingly, it is the teacher’s responsibility to ensure that he or she has created classroom activities, which allow collaborative dialogue between him or her and the learners, as well as among the learners



themselves (Brown, 2014). Most importantly, the teacher should ensure that these activities are planned within the learners' ZPD. As Swain and Suzuki (2010, p. 564) remark, "for scaffolding to facilitate second language learning, it needs to exist within a learner's ZPD". Their claim is fully supported by a study done by Aljaafreh and Lantolf (1994) as cited by Swain and Suzuki (2010, p. 564), which presented that "corrective feedback provided within the learner's ZPD is more effective than corrective feedback provided irrespective of the learner's ZPD".

The social constructivist paradigm was significant in this study, because it allowed the researcher to observe teachers at the two research sites in Namibia. How teachers reinforced their learners' acquisition of ESL through creating an able environment where translanguaging space is created for enhanced teaching and learning, considering the fact that most of them have been found to have poor English proficiency. Here, one should also consider that "the Namibian LiEP is not explicit in providing guidelines on how different mother tongues would be used in schools from grade 4 onwards" (Wolfaardt, 2005, p. 69). As a result, the social constructivist paradigm enabled the researcher to identify or establish some of the consequences of using the pro-English language in education policy at the intermediate primary schools. Apart from the social constructivist paradigm, part of the theoretical framework for the current study was discussed under conceptual literature using 'translanguaging' rather than 'code switching' in an ESL classroom.

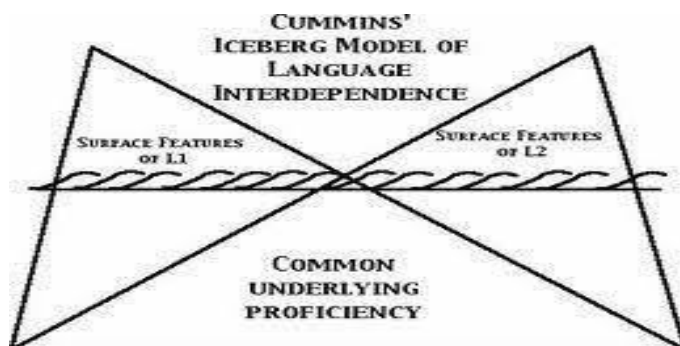
Further research on Vygotsky's (1978) Sociocultural Theory supports the idea that L2 development is a mediated process, driven by social interaction. Moreover, Vygotsky claims that learners reach new heights of development through the mediation from others who have already mastered a certain skill (Thorne & Lantolf, 2007). Vygotsky suggests a close "reciprocal/interfunctional" relation amid thought and language (Vygotsky, 2012), as well as a critical affiliation amid talking and thinking. He claims that understanding occurs through dialogue and social interaction (Renshaw & Brown, 2007) in a cultural setting. When learning a language, a child does not merely learn labels to recall and describe significant items and features of his physical and social environment, but rather finds ways to construct his/the world. This "constructing" process occurs in the ZPD where a child's

spontaneous disorganized concepts “meet” the logic and systematic thinking of adult reasoning.

### 2.2.2 Cummins’s Cognitive Underlying Proficiency (CUP) Model

Cummins’s CUP model highlights the significance of a MT. According to this model there are common underlying knowledge and skills across languages. Based on his model, Cummins formulated his linguistic interdependence hypothesis, which claims that these underlying skills and knowledge can be transferred from one language to another, hence the importance of a MT being the catalyst for L2 skills and competences. In support of Cummins’s linguistic interdependence hypothesis of L1 and L2, Taylor and von Fintel (2016) found that MTI in the early grades significantly improved English acquisition in grades 4, 5 and 6. Pedagogics seem to be in favour of using L1 as LoLT until a certain level of academic proficiency has been attained (which could take three to six years) rather than using L2 from the start of schooling (Hakuta, Butler & Witt, 2000b). The learning of a L2 has become more than mere linguistic acquisition; L2 teaching is redirected to assist learners in finding their own way of effective application of L2 in various contexts (Dixon , Zhao, Shin, Wu, Su, Burgess-Brigham, & Snow (2012).

**Figure 2.4: Iceberg Model of Language Interdependence of Languages**



*Note.* Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual children. *Review of Educational research*, 49, 222-251. Retrieved from <http://dx.doi.org/10.3102/00346543049002222>

What makes the transition in Namibian culturally and linguistically diverse schools so challenging is that the learners must make meaning of new content while not having sufficient CALP of English yet. Cummins's CUP model is central in this study as it emphasises the crucial role of MT. Cummins postulates a linguistic interdependence between MT and a L2 whereby certain competencies acquired in the MT can be successfully transferred to a second or additional language.

## **2.3 Curricula**

### **2.3.1 Language Policy of Education in Namibia**

"Post-independence Namibia chose English as an official language although it is ironically the first language of the smallest percentage of a mere 0.8% of Namibia's population" (Brock-Utne & Holmarsdottir as cited in Frydman, 2011, p.182). However, English alone is insufficient for the social equality in Namibia. The Language Policy for schools in Namibia (2003) outlined that English is a compulsory subject starting from grade 1-12. Grade 1-3 will be taught in a predominant language with Grade 4 as a transitional year with the changing of English as a medium of instruction throughout the school system. The policy is based on emerging changes and current demands in society and intends to promote the use of MT as a MOI in the formative years of schooling (grade 1-3) and its continued use as a school subject in further education. However, provision for instruction of mother tongue beyond Grade 3 is not outlined. Efforts embarked on during the drafting of the National Curriculum for Basic Education in 2010 at the Namibian Institute for Educational Development (NIED) to convince the Ministry to extend mother tongue instruction up to grade 7 were futile (Unicef, 2017). The current policy deprives its own people epistemological access to education, depriving them to add value to the socio-economic development and enhancement. Equity is compromised, although learners have formal access to education, no powerful knowledge is gained as the Language policy is acting as a detriment. The Proposed language policy is not fully implemented and LoLT

in Junior Primary phase (Gr. 1 to 3) is done in English throughout the curriculum, in most urban school contexts due to the multi-ethnicity and multilingualism of the students. As a result of this stunting of the transition to the intermediate phase teachers are propelled to deviate from the policy framework of proposed language use and create a learning space through differentiated eclectic pedagogies. As an English L2 teacher and Departmental Head of the intermediate phase, I too observed and experienced this stunting of teaching and learning, thus, I became intrigued to study these languages and learning in the classroom problem that Namibian intermediate phase teachers are encountering here.

Paoletti (2010) recommends MTI as significant for young people and cited Williams's (1998) statement, that using "English as a vehicular language may contribute to stunting, rather than promoting academic and cognitive growth" (p. 63-64). In Namibia learning cannot flourish when only English is used as the LoLT as learners and teachers are both not only fighting the language acquisition and linguistic barriers, but also the subject content that comes with the language.

### **2.3.2 Transition: Intermediate Phase**

The significance of transitions in intermediate school is well documented in the literature (Akos, Shoffner & Ellis, 2007; Sink, Edwards & Weir, 2007). Transitions are ecological changes influenced by the school, government, family and the wider community (Phatudi, 2014) therefore are consequently context specific. Transitions are key intervals where learners face new and challenging tasks as they move from known to unknown and more complex settings and have the potential to promote positive development for learners, but, if ill managed, can result in anxiety or stress that may affect learning. Therefore, transitions must be dealt with very carefully in order to reap results beneficial to the learner and his/her further education. Failure to cope effectively with the demands of the new setting can have adverse repercussions with an abrupt and long-term impact.

Teachers, as the facilitators of this transition, play a pivotal role in the success or failure of this process. Teachers view transitions in relation to the context they teach and what underpins their role and work. Teachers can support learners by explaining and introducing what is unfamiliar to the learners, such as new class rules, expectations, and clarification of concepts. For example, in grade 3 the learners are used to one teacher

offering all the subjects, but in Grade 4 they have a different teacher for each subject. The transition from MT education to English as a MOI is critical to the learners and teachers involved; it is a transition in which some have little or no choice. In the Namibian context, this transition occurs from Grade 3 to Grade 4, where learners must progress from “learning to read” to “reading to learn” (Sanacore & Palumbo, 2008). The effect of this transition commonly known as the “fourth-grade slump.” This plunge between the Foundation Phase and Intermediate Phase is by no means a phenomenon unique to Namibia alone. It is however more prevalent among learners from lower socio-economic backgrounds.

What makes this transition even more intense is that learners are introduced to subject teaching and another language of learning simultaneously. If learners are not supported well by the subject teachers during this period and have unsuccessful experiences at school, feelings of incompetence, unproductivity or inferiority could develop (August & Akos, 2009). Heugh (1995) claims that should the transition to L2 learning be made too soon and without Cognitive Academic Language Proficiency (CALP) having been achieved, the consequences for education could be detrimental. Hakuta, Butler & Witt (2000b) stated that oral English proficiency takes three to five years to develop, and academic English proficiency takes four to seven years. This implies that the average L2 learner in Namibia (after only three years) enters grade 4 with an insufficient level of English language development. This results in third graders being a year behind their native English-speaking peers in basic reading and reading comprehension; by the fifth grade, they are almost two full years behind (August & Akos, 2009).

According to Posel & Casale (2011), learners in South Africa transfer to English LOLT too early during their schooling, before they have developed essential language competency skills in their MT, which is parallel to the Namibian context. Probyn, Murray, Botha, Botya, Brooks & Westphal (2002) found that this resulted in the grade 4 learners resorting to rote learning, as they have not developed the language competency necessary to gain actual comprehension of the subject content. Broom’s work (2004) also suggests that early transition to L2 education (usually English in Namibia) could prolong the injustices of the past. Her work emphasises the critical role of language instruction in primary school in the successful performance of learners, hence this study implores to explore how the

teachers are aiding the transition from MT education to English as LoLT in the intermediate phase.

### **2.3.3 Phasing Models: Early-Exit and Late-Exit Transition**

In practice there appears to be no harmony at the operational level on the phase at which the MOI should change from MT to English L2. Likewise, there are still debates on whether it is necessary to use the global language of wider communication as the MOI, especially in a linguistically diverse country such as Namibia. And there are still debates as to whether the MT and the global language of wider communication can be used complementarily throughout the school system, and whether bilingual language models could be recommended. UNESCO UIL & ADEA (2011) attribute the varied ways of terminology used and understood across different governments, development agencies and other stakeholders as another complicating feature of the debate. There are two primary models used in terms of transitioning from MTI to a global language of wider communication (in this case, English): the 'early-exit' and the 'late-exit' models.

#### **2.3.3.1 The *Early-Exit and Late-Exit Models***

The early-exit model generally uses mother tongue instruction (MTI) for the initial 1-4 years of education before transitioning to EMI. Late-exit models use MTI for up to 6 years. The third, less common very late-exit model uses MTI for up to 8 years (Benson, 2001; UNESCO UIL & ADEA, 2011; Ssentanda, 2014). Even though there are some benefits that accrue from early-exit programmes, these benefits have been reported to disappear soon after transition away from the MTI, and have been criticized as a 'short cut' to the L2 (Benson, 2001; Ssentanda, 2014). Much research from Africa and elsewhere suggests that initial early-exit MTI does not deliver strong academic benefits (Erling, Adinolfi & Hultgren, 2017). In particular, it often does not enable learners to learn successfully either through their MT or later through English as the LOLT. In many cases, the MTI is not the learner's MT. The effective transfer of cognitive and academic competences from the MT to the L2 is possible only when the learners have acquired adequate linguistic and academic competence in their MTs (UNESCO UIL & ADEA, 2011). Although the early-exit models are criticized as being weak for this reason, Benson (2001, p. 6) states that the extent of exposure to the MTI in such models is "better than none at all" as it is possible

for learners in the early-exit programmes to register some benefits that accrue from MTI at least.

However, current evidence suggests strongly that if the academic benefits of MTI are to be achieved, then initial MTI needs to be longer – a minimum of six years – and more cognitively challenging (Pinnock, 2009; EdQual, 2010). That is, the adoption of a ‘late’ (6 year) or ‘very late’ (8 year) exit model. Some authors advocate for MTI until the end of secondary education (UNESCO UIL & ADEA, 2011; Erling et al., 2017; Clegg & Simpson, 2016). Supporting this approach is sound evidence from longitudinal studies and more recent evidence which show that the longer MTI is retained, the better learners’ language achievement is in both the MT and in English (Ramirez & Merino, 1990; Akinnaso, 1993). Ramirez & Merino’s (1990) study also produced evidence that longer periods of MTI may be associated with better performance in other subjects such as mathematics (Ramirez & Merino, 1990). Heugh’s analysis (cited in UNESCO UIL & ADEA, 2011) of a range of literacy and language models used particularly in SSA also shows that the use of MTI throughout schooling improves the teaching and learning of the official/international language as a subject of learning. This will ultimately make it a better medium of specialised learning wherever appropriate (see UNESCO UIL & ADEA, 2011). For these learning gains to occur, Heugh (2006) identified conditions that must be in place, such as suitable instruction in the mother tongues as languages of instruction. Effective teaching of the L2 as a subject matter and well-trained teachers, availability of quality educational materials, in both mother tongues, and a second language and overall well-resourced learning environments (UNESCO UIL & ADEA, 2011). The gradual adoption of the later exit (both late- and very late- exit programmes) approaches have been in a range of settings, with significant success. However, international consensus about the value of MT based bilingual or multilingual education in Namibia is not strong enough to deliver the shifts needed to overcome failures of school language.

#### **2.3.4 Medium of Instruction**

Medium of instruction (Mol) refers to an explicit or implicit regulation of language use in the process of teaching or learning of a language, which may include the target language and students first languages, and/or a common language shared by teachers and

students. Mol policy is one of the most important educational tools available to ensure social equity, human rights and economic participation within and beyond classrooms (Wang,2019). The choices of which language to use in teaching and learning determine who has access to resources and control. When a curriculum developer or a language teacher decides to adopt a monolingual approach in teaching, it will directly affect the choice of pedagogy, task design, learning materials, classroom activities, assessment methods, as well as the overall teacher-student relationships.

Tollefson & Tsui (2004) noted that the most important policy decisions in language education are those related to the choice of language for instruction. Many teachers take for granted that the more target language they use in class, the better their students will learn. Some hold teaching beliefs such as ‘monolingual pedagogy is the best way to teach’, ‘code-mixing is a bad habit for teachers’, ‘home language will cause negative transfer’ and ‘immersion is the fastest way to learn’. Yet, many of these beliefs are simply unproven assumptions or have already changed with time (Wang,2019). Under the translanguaging framework, the term Mol would become an inconsistent and antiquated idea. The concept of Mol refers to ‘*the language*’ used by teachers when they teach, which is narrowed down to ‘*the target language*’ in second language teaching. It emphasises the control and regulation of language use in in the classroom and limits the opportunities for classroom participants to communicate.

Contrary to the notion of translanguaging, Mol operates as a gatekeeper to follow fixed roles and responsibilities as teachers to seek to maximise exposure to that language and students seek to immerse themselves in that exposure. According to Wang (2019) Mol should only be used as a guiding principle instead of an overarching language policy. He further asserts that classroom teaching is far more complex than simply ‘practicing languages. It is, in fact, a translanguaging space where teachers and students should use all available linguistic resources to make sense and create meaning. Mol, however, disrespects that reality and therefore should either be updated or be abandoned. Similar to ‘code switching’, ‘medium of instruction’ also carries with it a deeply rooted monolingual ideology ingrained into teachers during an era where monolingualism and linguistic studies prevailed in L2 teaching and learning research. We need a new term to



encompass and reflect the rich linguistic resources and diversity of both the linguistic and non-linguistic elements of L2 classrooms.

#### **2.3.4.1 Mol: Private School**

When planning my research on translanguaging pedagogy in the intermediate phase of the private school in the sample, I was of the opinion that the curriculum would be rigidly implemented in the private school without deviation (i.e., with only limited translanguaging occurrences). Namely that they would move from Afrikaans to grade 3 to English only in the following grades. But that turned out not to be the case with the continued use of Afrikaans as needed in subsequent grades. They saw nothing wrong in doing so, on the other hand, the public school in the sample there was some resistance by learners in the continued use of their mother tongue beyond grade 3, and even a lack of pride in using it when teachers used it to assist in teaching and learning.

The specific private school in my sample is also wholly operational under the National Curriculum frameworks as public schools (e.g., Broad Curriculum of Teaching and Learning). Mol in JP will remain the Mother Tongue, which in this instance was Afrikaans L1. English would be taught as an additional language up till Grade 3, from which the school transitions, according to the LiEP, to English as the only LoLT from grade 4 onwards, having Afrikaans as the additional language taught as a subject.

#### **2.3.4.2 Mol: Public School**

Namibian Public schools are expected to adhere to the requirements and specifications as laid out in the curriculum frameworks (MBEAC, 2015), which are compiled by the Ministry of Education in conjunction with NIED. The language in education policy for the intermediate phase (grade 4 to 7) is the focus of study, which stipulates that MOI should be MTI in the Junior Primary phase, shifting to English as the LoLT as from grade 4. It is also worthy to note that this public school does not only teach Khoekhoegowab as the Mol in JP phase, but do have Oshiwambo as a Mol as well. Therefore, these learners are coming from two dimensional MT streams in Grade 4 and are integrated to align with the new mode of teaching and learning. As per the Broad Curriculum of Education, teaching and learning should happen within the 5-day cycle (MBEAC, 2015). At this juncture,

teachers are expected to enforce this instruction without any given motivation to its significance in the teaching and learning process.

### **2.3.5 Comparative Analysis**

It is a general assumption that private schools offer “better and fluent” quality education than public schools (Osman, 2015). This perception is that private schools promote better teaching methodologies than public schools or their comprehension of what is expected of them as intermediate phase teachers in general differs.

In terms of similarities, both schools implement the proposed broad curriculum of education in Namibia and aligns with the language policy of education as stipulated. However, the private school, with limited number of learners in classrooms and resourced with infrastructure, has a better chance of remedial education and learning support strategies, whilst the public school faces dire capacity challenges and shortages of resources. Parental involvement also plays a pivotal aspect in both schools, as parents in the private school are paying compulsory school fees and thus is expecting and expected to be an important stakeholder in the education of their children. Whereas in the public-school parents are mostly not involved in the day-to-day operations of the school as they expect the Government to take full responsibility for their children’s education, as they believe in the premise of “Free Education”.

This comparative analysis on the private and public school, in terms of language structures and conventions, is one way to see possible similarities or differences in a specific an important area of actual classroom practices between a private and a public school.

## **2.4 Multilingualism and Linguistically responsive teaching practices**

Although the Namibian language education policy recommends the use of native languages as Mol in junior primary (grades 0–3), 25% of children in grades 1–3 is enrolled in English medium schools (EMIS, 2019). Moreover, according to a survey conducted by the Ministry of Education, Arts and Culture (Towards a New Education Act for Namibia, 2016), 48% of the learners were of the opinion that schools do not provide opportunities to learn in the mother tongue. However, the learners at both research sites for this study

were privileged to be enrolled in schools that enabled them to learn in their mother tongue, which has been proven to be beneficial for learning and educational quality (Benson, 2019).

One of the most important reasons for the high number of learners in monolingual English medium instruction is that parents regard MTI as deficient and remain committed to the language that offers social mobility (Qorro, 2009; Shank Lauwo, 2018), and global access, which is a common phenomenon in postcolonial societies yearning for emancipation. However, when parents are given a multilingual option, they are likely to choose any as their primary goal is to secure access to primary education for their children. Therefore, introduction of multilingual pedagogies that demonstrate to parents the benefits of multilingual education is pivotal. Multilingual pedagogies would also contribute to valuing and preserving the indigenous languages and strengthening the multilingual resources in Namibia. Learning in a foreign language in African classrooms often entails teacher-centred activities, choral responses, repetition and reading aloud (Bunyi, 2005; Guzula et al., 2016), whereas learning in a familiar language is often more learner-centred, as teachers use, for example, more group and pair work (Afitska, O., Ankomah, Y., Clegg, J., Kiliku, P., Osei-Amankwah, L., & Rubagumya, C., 2013). It can be inferred that using the learners' home languages and multilingual methods would offer more opportunities for learners to participate actively, draw on their full linguistic repertoires and thus contribute to the construction of their multilingual identities. I investigated the Namibian teachers' practices in this study in order to find out how they relate to and enhance learning in the multilingual teaching context.

#### **2.4.1 Translanguaging as a Multilingual education strategy**

Namibia is a multilingual society; hence the theorisation of community is based on shared space, not on shared language, language diversity is the norm, and communication is based on negotiating diverse languages. Multilingual communication practices aim at finding common ground between the codes and resources. Moreover, multilinguals seem to be equipped with language awareness and competence that enable them to act purposefully in different communicative situations (Canagarajah & Wurr, 2011). They draw on all the codes in their linguistic repertoire that forms a continuum rather than

separate language competencies (Otheguy, R., García, O., & Reid, W., 2015). Fluid, flexible and multifaceted language practices characterise communication between multilinguals.

The multiple and flexible multilingual practises have been conceptualised as translanguaging (Canagarajah, 2011; García & Wei, 2013). In this study I investigated translanguaging pedagogies used by intermediate phase teachers in multilingual educational contexts and how it enhanced teaching and learning in the ESL classroom. As a concept, it emphasises the fluidity of multilingual practices and contests monolingual language ideologies (Jonsson, 2017). Multilingual speakers, for example teachers and learners in the context of my study used their linguistic repertoire in different situations differently, for example, code-switching, code-mixing, borrowing and using translation. When translanguaging, multilingual speakers 'shuttled between languages, treating the diverse languages that form their repertoire as an integrated system' (Canagarajah, 2011, p. 401). Nonetheless, translanguaging has not been officially endorsed in Namibian schools as well as in the National Language Policy, largely because of a misconception that children learn a second language better the more they are exposed to it.

Research has shown, however, that there is either no relationship or an inverse relationship between the time-on-task in the target language and its acquisition (e.g., Carey & Cummins, 1983; Egan & Goldsmith, 1981). Using other languages in the classroom does not interfere with learning the official Mol. The participants in this study used Afrikaans and KKG in the ESL classroom to scaffold teaching and learning. Flexible multilingual education that allows using other languages in addition to the Mol and that entails rich scaffolding is likely to enhance learning and student participation (Erling et al., 2017). One such approach that has gained ground in multilingual classes and in additional language pedagogy in America and Europe in recent years is translanguaging pedagogy (Cenoz & Santos, 2020; García, O., Ibarra Johnson, S., & Seltzer, K., 2017; García & Wei, 2013; Paulsrud, B., Rosén, J., Straszer, B., & Wedin, Å., 2017). Namibian classrooms are comprised of multilingualism, therefore this translanguaging pedagogy is under study within the Namibian context to enhance the teaching and learning process. Because the aim of this study is to investigate all teachers' pedagogies that may be

relevant in a multilingual context. It is also possible to maintain a translanguaging approach without rejecting the cognitive reality of different languages in a multilingual's repertoire, as illustrated in the data collection and analysis. Many translanguaging theories, especially those promoted by Ofelia García and her colleagues, reject the notion of separate, named languages in the cognitive experience of multilinguals (e.g., García & Kleyn, 2016). According to these theories, code-switching or translation would not be considered as translanguaging strategies. Cummins (2021) classifies these theories as Unitary Translanguaging Theories (UTT). He advocates another view of translanguaging that, unlike the unitary theories, affirms the reality of 'languages' in the individual's cognitive and linguistic system. He calls these theories Crosslinguistic Translanguaging Theories (CTT). They are in line with MacSwan's (2017) 'multilingual perspective' on translanguaging that accepts individual multilingualism as not only psychologically real, in the integrated sense, but also universal. Here, codeswitching may be seen as an instance of translanguaging, alongside other bilingual phenomena such as translation, borrowing, and additional processes, in a range of modalities MacSwan (2017). A crosslinguistic or multilingual perspective on translanguaging are adopted in this study, and thus both code-switching and translation are seen as instances of translanguaging. Nevertheless, a distinction is made between spontaneous code-switching and translation versus pre-planned pedagogical use of these strategies. Translanguaging pedagogy focuses on the flexible instructional strategies used to leverage the students' linguistic resources fully (Wei & García, 2016). It allows the learners to develop both their home languages and the dominant language they need for social mobility Shank Lauwo (2018), and can be used even in multilingual classrooms where the teacher does not speak the students' home languages (García, Ibarra Johnson & Seltzer, 2017). Instead of ad hoc code-switching, different languages are used systematically to scaffold learning and enhance student participation (García & Wei, 2013; Otheguy et al., 2015). They may be used in classroom discussions (especially in pair and group discussions), multilingual materials and assessment tasks and teaching aids displayed in the classroom (Menken & Sánchez, 2019). According to Menken & Sánchez (2019), in addition to the scaffolding mindset, a translanguaging stance – a transformative social approach – is needed to empower the learners and strengthen their multilingual identities. The possibilities of translanguaging

in education in Africa have also been researched recently, especially in South Africa (Charamba, 2019; Guzula, X., McKinney, C., & Tyler, R., 2016; Makalela, 2015; McKinney & Tyler, 2018; Probyn, 2015). Makalela (2016) has theorised translanguageing from an African perspective using the notion of ubuntu translanguageing. It is based on the idea of interdependence of people and of coexisting languages, the boundaries of which are blurred in the meaning-making process.

The use of translanguageing or other multilingual strategies in Namibian basic education has been researched to a minimal extent. Mensah (2015) examined multilingual practices at Windhoek International School, suggesting that dynamic multilingual practices should be encouraged. Van Der Walt (2015) investigated English language proficiency development in a rural primary school in the Kavango region, arguing for the use of translation and preview-view-review strategies. Norro (2022) investigated the practices used by primary teachers in the multilingual contexts in which they worked in the Khomas region. The present study contributes to research similar to Norro (2022), by focusing on the practices used by intermediate phase teachers in the multilingual context in which they work in the Erongo region.

## **2.5 Bilingualism**

An understanding of multilingual education begins with an understanding of 'bilingual education'. Baker (2011) defines bilingual education as education in more than one language that may also include more than two languages. Garcia (2009), on the other hand, perceives bilingual education as an instance in which learners' and teachers' communicative practices involve the use of multiple multilingual practices that ensure that the learners get the best from these practices (p. 9). Cummins (2008), defines bilingual education as "the use of two or more languages of instruction at one point in a student's school career" (p. xii) whereas he points out that bilingual education has positive outcomes in most cases, for example the improvement of learners L2 skills. However, originally, bilingual education was frowned upon by many teachers since it was argued that keeping languages separate will benefit the learner (Cummins, 2005). But recent studies, for example by Arthur & Martin (2006), show that moving between languages can

have positive results on learner's success and tends to be "a pragmatic response to the local classroom context" (Creese & Blackledge, 2010, p. 105).

Bilingualism is two dimensional in educational contexts. Garcia et al., (2011) explain bilingualism as "subtractive or additive" in education (p. 2). Subtractive bilingualism refers to a system in which the L1 as LoLT is taken away and replaced by the L2 which results in a monolingual system where a L2 becomes the sole language of learning and teaching. In additive bilingualism, a L2 is added to a L1 as LoLT without any loss of the L1. Subtractive and additive bilingualism are linked to the concepts of 'language minorities' and 'language majorities' respectively. According to Garcia et al. (2011), language minorities usually experience subtractive bilingualism as they study in a language which is different from their L1 (p. 2).

In both research sites for this study, subtractive bilingualism is the current norm, however, it is hoped that with greater insight that this status quo may change to additive bilingualism, where a 'translanguaging space' will be created in enhancing learning. The argument for additive bilingualism is that it is socially and cognitively beneficial, whereas subtractive bilingualism results in the replacement of learners' MT as the LoLT so that effectively the L1 is reduced in terms of its value in knowledge development. Multilingual and bilingual educations are similar to the extent that both instances involve the use of more than one language in education (Baker, 2006; Garcia, 2009).

#### **2.4.1 Significance of bilingualism**

Bilingualism is presently not an exception but is the norm in numerous countries (Ojima, Matsuba-Kurita, Nakamura, Hoshino & Hagiwara, 2011). This is particularly imperative in a country such as Namibia, which has over 30 spoken languages, of which Afrikaans, English and Khoe-Khoegowab come under study in this research. There has always been the hypothesis that the number of languages a child learns, whether through natural exposure or educational intervention, has consequences for his/her development (Barac & Bialystok, 2011). Research has revealed that bilingual learners develop a certain cognitive flexibility and metalinguistic awareness superior to those of their monolingual peers (King & Mackey, 2007). The Ministry of Education supports this view vaguely in its National Language Policy (2003), which specifies that the desired way to introduce a L2

is to sustain the MT as language and not MOI upon transitioning (subtractive bilingualism). Bilingual advantage in structural sensitivity may arise from learners' constant focus on language structures in an attempt to overcome interlingual interference. Research also alludes to the fact that bilingualism is beneficial to many facets of children's development. Bilingual education, especially two-way programmes, are supported by various studies (Dixon et al., 2012). Senesac (2002) found that L2 learners of English who had been in such programmes for at least five years performed above the grade level of learners in monolingual programmes on standardized tests on L2 reading.

Transitional bilingual programmes require that learning originates in the L1 but is at a later stage transferred to the L2. When comparing learners in two-way bilingual programmes to English, L2 learners in a transitional bilingual programme, after a period of four to five years, no difference could be found in the learners' English reading proficiency (Lopez & Tashakkori, 2006). However, the two-way bilingual learners met oral English proficiency criteria more swiftly than the transitional bilingual learners. Not all experimental studies have been able to validate that bilingual learners performed significantly better than non-bilingual learners owing to basic requirements not being met; for example, the unfeasibility of controlling all the social, cultural and logistical variables, and/or to testing the learners only in the L2 before they have been sufficiently exposed to that language (August & Akos, 2009). Nevertheless, most studies were able to agree on the following: that learners were not deprived by bilingual education and secondly that the learners' aptitude in the L2 was insufficient to use the language as a Mol (Williams, 2002).

The learners in Namibia, as in the context of this study, are subjected to a transitional bilingual schooling system. They transfer from MTI to English as the LoLT in Grade 4 and continue with MT as an additional language up to grade 12. The bilingualism of the teacher as facilitator of success or failure in learning is an aspect that should be taken into consideration. However, I am of the opinion that the transition to L2 as LoLT should not be made too soon. The age of the learner and his/her MT development should also be considered. Some research has unfortunately supported additive forms of bilingualism too soon as a "shortcut" transition programme that requires learners to cope with academic content in the target language before they have developed academic



proficiency in the L1 (Benson, 2001). Many schools adopt English as LoLT in the foundational phase of primary schooling with little maintenance of MT. For this lack of support of the MT, this transition results in learners experiencing subtractive bilingualism with negative consequences for their literacy development throughout their formal schooling.

#### **2.4.2 Translanguaging in a bilingual classroom**

Within a translanguaging perspective, languages are not seen as independent systems that people have, but as practices that people use (García & Kleifgen, 2010). Translanguaging highlights the readily observable practices in which bilinguals engage in order to make sense of and be understood in their multilingual worlds, all of which are viewed as normative bilingual language behaviour. Like monolinguals, bilinguals use numerous strategies for making meaning in addition to drawing on their bilingual repertoire. This involves drawing on linguistic features of what have traditionally been viewed as autonomous languages to create a clear and coherent message. Bilinguals translanguage to facilitate communication with others, to construct deeper understandings, and to make sense of their bilingual worlds (García, 2009a). Because translanguaging refers to the “construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers’ complete language repertoire” (García & Wei, 2014, p. 22), bilingual speakers must draw on the expertise that each offers. For example, if one speaker chooses to use a certain set of features in interacting with another, it requires that the other speaker will understand the overall message that is being communicated and that s/he will respond appropriately, if needed. Thus, the initial speaker is acknowledging the other’s linguistic expertise. Similarly, when one conversation participant is unsure of a word or phrase, s/he may influence someone else’s competence by asking another member to supply it, and leveraging linguistic and/or semiotic features could provide the response that both speakers understand.

Despite what is known of as prescriptive bilingual behaviour, Dual Language Bilingual Education (DLBE) program design is advocated in second language acquisition research, which conceptualizes individual languages as distinct structures or systems to be drawn

on (Otsuji & Pennycook, 2010). As such, bilingualism is viewed in relation to monolingual norms i.e., that bilingualism is the sum of two languages, (Grosjean, 1989) and use of each language is artificially separated by time, space, or teacher. The result, then, although intended to promote an additive space is one that reifies *monoglossic* ideologies of bilingualism as “double monolingualism” (Heller, 2006).

A systematic search of relevant literature regarding DLBE teachers’ complex languaging practices during instructional interactions with learners, whether solo or co- teaching, revealed that teachers exploit their dynamic bilingualism in various ways (Gort & Pontier, 2013; Kang, 2008; Qian, Tian, & Wang, 2009). Specifically, teachers draw on features characteristic of traditionally recognized autonomous languages both within, and across utterances. They engage in parallel bilingual conversations, i.e., a type of bilingual talk wherein each person has at least receptive proficiency of both languages, productive proficiency in at least one, and performs monolingually in a different “language” during conversation (Gort & Pontier, 2013), and use various discourse markers, translate, and repeat each other. In these ways, teachers recognize the skills that students bring to the interaction, and they are able to draw on their distributed linguistic expertise. Research further shows that teachers draw on their own and students’ bilingualism during instruction for a variety of pedagogical and non-pedagogical functions serving three overarching purposes: content development, language and literacy development, and sociocultural integration.

When fostering content development with translanguaging pedagogy, teachers leverage their distributed linguistic, pedagogic, and content expertise. By introducing new vocabulary, translating material, repeating lesson content, consolidating learning, clarifying, modelling, correcting, providing new information, highlighting key words, providing instructions, and drawing on their students’ bilingualism to ask for translation help (often referred to as bilingual label quests; Creese & Blackledge, 2010, 2011; Lee, Hill-Bonnet & Gillispie, 2008; Martin, 1999). When fostering language development, teachers explain linguistic forms and purposefully model both monolingual use of one of the classroom languages (Creese & Blackledge, 2011) as well as authentic ways of languaging bilingually (Gort & Pontier, 2013; Conteh, 2007; Martin, Bhatt, Bhojani & Creese, 2006; Sayer, 2013).

Finally, teachers foster sociocultural integration by drawing on learners' emergent bilingualism and biculturalism and by strategically leveraging multiple semiotic features, reflecting and modelling their knowledge of the sociocultural and linguistic complexity of their communities (Owodally, 2012; Creese & Blackledge, 2010, 2011; Saldaña & Méndez-Negrete, 2005; Sayer, 2013). For example, teachers engage learners as emerging experts in various activities characteristic of local culturally based practices (Owodally, 2012; Creese & Blackledge, 2010, 2011; De Mejía, 1998; Kang, 2008; Probyn, 2009; Sayer, 2013), allowing learners to function at rich cognitive and cultural levels (Forman, 2007). Although previous studies have investigated the use of two languages in classroom settings, their focus has tended to be on the learners, not on teachers (see, for example, Fitts, 2006; Martin-Beltrán, 2009, 2010; Swain & Lapkin, 2013). These studies draw assumptions that have important implications for teachers of emergent bilinguals and are the result of systematically investigating learner languaging.

The current study differs in that it focused on a sample of intermediate ESL teachers in a linguistically diverse classroom serving as language models for the learners in their classes. Although some research has explored co-teaching in bilingual academic contexts (e.g., Daniel, Martin-Beltrán, Peercy, & Silverman, 2015; Martin-Beltrán & Peercy, 2012), studies have not focused on teachers' pedagogical and languaging practices in the act of teaching. So, despite a small exploratory base of co-teachers in DLBE settings, the ways that those co-teachers use language remains unknown. Thus, while previous studies have focused on: (a) co-teachers in classrooms together, and (b) the ways that [solo] DLBE teachers negotiate the language and content learning needs of their students, in my investigation I have focused on how DLBE teachers strategically align their practices to support students' meaning making and learning, which includes a systematic investigation on the ways bilingual language practices are enforced.

## **2.5 Translanguaging**

Translanguaging, according to Lewis, Jones & Baker (2012, p. 641), is defined as the process of making meaning, shaping experiences and gaining deeper understandings and knowledge of the languages in use. According to Garcia & Wei (2014, p. 22) translanguaging is not merely a shift or shuttle between two languages, but refers to the

speaker's construction and use of original and complex inter-related discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speaker's complete language repertoire. Within the context of bi/multilingual research, a fairly new trend of examining the shuttling between languages, thereby treating multiple linguistic entities as one integrated system, has emerged. According to Garcia & Wei (2014, p. 22) translanguaging practices are not here seen as marked or unusual, but rather taken for what they are, namely the normal mode of communication. Creese & Blackledge (2010), cited by Garcia & Wei (2014, p. 92) in reference to translanguaging as a pedagogy, state that both languages are needed simultaneously to convey the information, each language is used to convey a different informational message, but it is in the bilingualism of the text that the full message is conveyed. This section has as its aim the discussion of the origin and development of translanguaging and its application within the educational set-up in Namibia.

### **2.5.1 Historical Overview**

During the late 1800s and early 1900s, a number of European societies, headed by the British Empire, established colonies throughout the developing world, which brought about conquered minorities – communities where educational failure could be directly linked to members playing an inferior role in the context of the politics of the day. Consequently, a powerful social class of English speakers emerged from these indigenous peoples, as a result of them being taught in English. It was then that leading first world countries, notably the United Kingdom and the United States of America (USA), began to grasp the importance and mutual benefit of education for all in order to ensure prosperity as industrialized nations. It became necessary, according to Garcia & Wei (2014, p. 85), for a country like the USA to educate the many immigrants coming into the country, as well as the indigenous peoples living there. In order to keep the tradition of an elite monolingual educational system, English was forcefully imposed on these non-native English speakers, creating a monolingual nation state.

It was only towards the second half of the twentieth century, during the world-wide ethnic revival of the 1960's, that the shift from strictly monolingual schools to more a bilingual orientation took shape. The relationship between empire and colonies changed, according to Garcia and Wei (2014, p. 85), and gave rise to many nation states acknowledging their multilingualism. The growing awareness around translanguaging surfaced in the 1980's, stemming from the linguistic dilemma facing Welsh schools with their parallel monolingualism's, Welsh and English. Lewis et al. (2011, p. 642) noted that this challenge was about the English language dominance and the Welsh language endangerment, and that this "language struggle" ensured the revitalization of the Welsh language. Consequently, the opportunities for a bilingual set-up became a reality, despite the negative views of bilingualism held by learners, educators and researchers in the past. Lewis et al. (2012, p. 642) cite the studies of Saer (1922, 1923), who found that bilingualism caused mental confusion, and Peal & Lambert (1962), who showed a few cognitive rewards for being bilingual.

The more important positive side however, as noted by Lewis et al. (2011, p. 642), was the idea of Welsh and English being seen as holistic, additive and advantageous, allowing for the emergence of translanguaging to develop within the educational context. The bilingual speaker, recent neurolinguistic studies (Thierry & Wu, 2007, cited in Lewis et al 2011, p. 643) show, that both languages remain active when just one of them is being used and can easily be accessed. This is reflected by the idea that bilingual children use both their languages in order to maximize understanding and performance at home, street and school (Lewis et al. 2012, p. 643).

### **2.5.2 Definitions and conceptualizations of translanguaging**

The term ‘translanguaging’ was first coined by Cen Williams (1994) in Welsh (trawsieithu) to refer to the pedagogical practice of alternating between English and Welsh for receptive and productive purposes, for example, reading in English and writing in Welsh (Baker, 2011). When the term was first translated in English by Baker (2011), it was defined as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages”, (p.288). This definition has been extended by many scholars (e.g., Blackledge & Creese, 2010; Canagarajah, 2011a; Creese & Blackledge, 2010; Garcia, 2009a, 2011a, 2013; Garcia & Li Wei, 2014; Garcia & Sylvan, 2011; Hornberger & Link, 2012a, 2012b; Lewis, Jones & Baker, 2012a) to account for the complex language practices of multilinguals, and for pedagogical approaches that draw on those practices (Garcia & Kano, 2014). Lewis, Jones and Baker (2012) build on Baker’s (2011) definition of translanguaging by adding that in translanguaging, “both languages are used in a dynamic and functionally integrated manner to organise and mediate mental processes in understanding speaking, literacy and not least, learning” (p.1). Another definition that is commonly referred to is Canagarajah’s (2011b) idea that translanguaging is “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (p.401).

Although these extended definitions of translanguaging go beyond additive concepts of bilingualism, Garcia & Kano (2014) and Garcia & Li Wei (2014) argue that they still refer to separate languages. Garcia & Lin (2016) make a distinction between a strong and a

weak version of translanguaging. They argue that the idea of learners switching between languages or transferring their knowledge from one language to another is part of a weak version of translanguaging because it still maintains boundaries between languages. For Garcia and Lin, translanguaging is not merely a synthesis or hybrid mixing of separate languages. Neither is it something that multilinguals do only when they lack necessary vocabulary to express themselves monolingually (Vogel & Garcia, 2017). A strong version of translanguaging should take, as its starting point, the idea that bilinguals' and multilinguals have only "one linguistic repertoire from which they select features strategically to communicate effectively" (Garcia, 2012, p.1) in different contexts to fulfil different communicative needs (Garcia & Li Wei, 2014; Otheguy et al., 2015).

Thus, from a translanguaging perspective, Kleyn and Garcia (2019) argue that emergent bilingualism or multilingualism of learners is not seen as linear or sequential, and teachers do not just add an autonomous language such as English to learners' repertoires, as theorized in traditional additive language learning approaches. Rather learner's emergent bilingualism or multilingualism is viewed as dynamic and constantly expanding as they add new linguistic features (e.g., vocabulary, meaning, constructions) to their unitary and integrated repertoire (Kleyn & Garcia, 2019; Otheguy et al., 2015; Otheguy, Garcia, & Reid, 2018). Based on this theory of language learning, Garcia & Kano (2014) developed a definition of translanguaging. They define it as "a process by which students and teachers engage in complex discursive practices that, include all the language practices of all students in a class in order to develop new language practices and sustain old ones, communicate appropriate knowledge and give voice to new socio-political realities by interrogating linguistic inequality" (p.261). This understanding of translanguaging positions the language practices of bilingual and multilingual speakers as the norm (Kleyn & Garcia, 2019), and it privileges the linguistic and semiotic practices of bilingual and multilingual speakers above the named language systems of nation-states (Garcia & Li Wei, 2014; Li Wei, 2011; Vogel & Garcia, 2017).

Garcia (2019a) and Garcia & Otheguy (2019) emphasize that a translanguaging pedagogy is a tool for social justice and it affords linguistically minorized speakers the power to make meaning by leveraging their whole communicative repertoire rather than exerting over them the power and hierarchies of named languages. A translanguaging

pedagogy views multilingual learners' language as complete at every stage of their learning, and focusses on "building the agency of the learner to language in order to act and mean" (Garcia & Otheguy, 2019, p.12).

An emphasis on *trans* aspect of translanguaging should lead to the acceptance of new language realities that go beyond traditional understandings of language and disrupt socio-politically constructed language hierarchy's and "named languages" (Otheguy et al., 2015, p.286). Garcia & Li Wei (2014) explain that a *trans* focus in translanguaging leads to three innovative ways of considering language and education:

1. Referring to *trans-system* and *trans-space* - the recognition of fluid discursive practices that go between and beyond language systems and spaces to engage learners' multiple meaning-making resources.
3. Referring to its *transformative* nature - the transformation of old cognitive and social structures, shifting of orders of discourse, and headlining of the voices of others.
4. Referring to the *transdisciplinary* effects of languaging and education research - the creation of tools for understanding not only language and education, but also human cognition and learning, human sociality, social relations, and social structures (p.224).

According to Garcia and Li Wei, the transdisciplinary connected to translanguaging broadens the disciplinary lens of language learning and brings a sociocultural and socio-cognitive approach to it. Drawing on Garcia and Li Wei's (2014) exposition of the trans focus in translanguaging, Mazak (2017) proposed more recently that translanguaging is an umbrella term that includes five tenets:

- a) Translanguaging as *language ideology* that sees bilingualism as the norm.
- b) Translanguaging as *a theory of bilingualism* that is based on the lived experiences of bilinguals.
- c) Translanguaging as *a pedagogical stance* where teachers and students can draw on all their linguistic and semiotic resources to teach and learn both language and content.
- d) Translanguaging as *a set of practices* that are not limited to what was traditionally known as "code-switching", but rather is inclusive of all practices that draw on an



individual's linguistic and semiotic repertoires (e.g., reading, in one language and discussing the reading in another language)

- e) Translanguaging as *transformational* because it invents and reinvents language practices through a continuous process of meaning making.

### **2.5.3 An Overview of Pedagogical Translanguaging**

Although translanguaging practices precede colonialism, it is a considered view that the current shift in focus on language is informed by the degree to which the 21st century populations move within and between nation states (Hornberger & Link, 2012). It is a view that recognizes the rapid ways in which people of different languages communicate across languages with no clear boundaries (García, 2009; Garcia, 2011; Hornberger & Link, 2012; Makani & Pennycook, 2007) and the potential to disrupt colonial boundaries and language power dynamics while recreating more innovative platforms for education success. This ideological shift from languages as static units to fluid repertoires positions multilingualism as the norm, not an exception in the schooling ecosystem (García & Wei 2014).

Despite the general agreement on how the world has become multilingual and classrooms have become linguistically complex terrains, the field of translanguaging remains contested due to the duality of what it stands for: recognizing the socially named languages but at the same time going beyond them. The most recent debate relates to what can be described as the unitary (Otheguy et al., 2018) versus the differentiated systems of translanguaging (MacSwan, 2017). Otheguy et al., (2015, 2018) posit that translanguaging does not represent a psychological duality even though its social duality is recognized. Based on empirical data collected among Spanish-English bilinguals, they aver that the speaker's internal language system or idiolect is a unitary system through which multilingual speakers strategically assemble discursive resources to make sense. MacSwan (2017), on the other hand, criticizes this position claiming that there is a dual correspondence between the speakers' internal language (I-language) and the externalized language (E-language), which supports what he refers to as the integrated view of multilingualism. From this point of view, social construction of named languages is based on a psycholinguistic reality of languages that cognitively exist separately from

one another. I will take a view that Otheguy et al.'s (2018) position is a speaker-centred perspective interpreted first and foremost from an epistemological domain of meaning-making whereas MacSwan's (2017) position is a hearer-centred perspective with attention on the ontological nature of the languages.

From complex multilingual encounters especially in African contexts, Makalela (2015) has defined language use within a state of fuzziness that results from complex multilingual contact zones as a discontinuation continuation. That is, in hybrid language and people contact zones there is a constant disruption of orderliness of language boundaries and simultaneous recreation of new discursive ones. For most African multilingual speakers who grew up speaking up to six languages, input and output alternation is the only way to become, gain epistemic access and develop a higher sense of self in education. This situation of language use is more dominant in the urban areas than in the rural areas where there is often a dominance of one language in schools. In this connection, a preferred literacy methodology for these students should be spongy, complex and value interdependence in tandem with the ancient African value systems of communication and indigenous ways of knowing (see Makalela, 2015). Here, the contention is that the notion of languaging had always been an African interlingual experience that can be traced as far back as the 12th century in the Limpopo Valley (Makalela, 2015).

Translanguaging' originated as a bilingual pedagogical approach in which English and Welsh were alternated as languages of input and output (Baker 2011; Wei, 2011). It has been over time expanded to refer to alternation of all discursive discourses of input and output outside of formal schooling environment (García, 2009) or a porous language practice of complex interdependence that defines multilingualism prior to colonialism (Makalela, 2015). Clearly, the field has outgrown its basic tenet where it referred to a language communicative function of receiving an input in one language variant and giving an output in another language variant. When facilitated in classroom contexts, multilingual students are able to use more than one language for knowledge access and develop positive experiences at school (Canagarajah, 2011; Creese & Blackledge, 2010). Given the complex nature of translanguaging, Li Wei offered a psycholinguistic perspective through data from learners with Chinese language background in England. He clarified languaging as the process of using language to gain knowledge, to make sense, to

articulate one's thought and to communicate about using language (2011, p. 1223). Li Wei found that the participants were creative and critical as their communicative system moved seamlessly between different linguistic structures and systems, including different modalities, and they went going beyond these linguistic systems (2011, p. 1223).

He refers to the social space for multilingual language users as a 'translanguaging space', which is an ongoing space created for language practices where multilingual speakers are constantly involved in making strategic choices that are situation sensitive about the language systems, they use to achieve communicative goals (Wei 2011, p. 1). These findings suggest that translanguaging practice is natural to multilingual speakers and that it is the best candidate for enhancing both social sensitivities and the cognitive strength needed to achieve at school.

Earlier research on translanguaging cautioned against bilingual programmes that suffered from a monolingual bias. These programmes were found to achieve no more than two monolinguals in one body due to their separatist and differentiated approach to learning (e.g., Wei 2011). Garcia (2011) observes the outcomes of language separatism as follows: It was the strict separation of languages that enabled language minorities to preserve what was seen as their "mother tongue", their "ethnic language," while developing a "second language" that would never be a "first" or a "native" one, for those designations were reserved for the language majority which inhabited a separate space (Garcia, 2011, p. 7).

As indicated above, the separatist view of language and classifications of 'first', 'second', 'mother tongue' do not fit the socio-linguistic realities of the majority of the speakers in the 21st century. In order to take a more complex account of language use and match multilingual spaces in this century, classroom language practices of multilingual learners are characterized by a discursive practice of 'linguaging', which refers to 'social features that are called upon by speakers in a seamless and complex network of multiple semiotic signs' (Garcia, 2011, p. 7).

This means that a differentiated view of translanguaging may not be desirable for multilingual classrooms because it encourages strict definitions of language as autonomous and pure as used by a specific group of people whose identity depends on

it. This differentiated view is not supported by the notion of ubuntu, which accounts for recognition of languages that co-exist and are dependent on the meaning-making process of the users. (Makalela, 2015). This means that the social boundaries or socio-political constructs (Wei, 2018) are not internally represented (Otheguy et al., 2018). Although translanguaging research offers a strong view in support of a unitary system of languages used by multilingual students, there is still a paucity of models for classroom practices. It is against this backdrop that the current study sought to analyse classroom discourses to shed light on the theoretical debate and practical applications of verified samples.

### ***2.5.3.1 Defining translanguaging pedagogy***

Why a translanguaging pedagogy? Translanguaging is a ground-up approach to teaching where learners become co-creators of knowledge. The role of the teacher is to activate and steer learners' individual input (e.g., Beres, 2015; Canagarajah, 2011a; 2011b). The reason that the idea of translanguaging in education developed so quickly has to do, firstly, with the observation that translanguaging occurs among multilinguals anyway, whether teachers teach it or not (Canagarajah, 2011a; García & Kleyn, 2016; García & Wei, 2014). Secondly, it responds to concerns about the academic performance and well-being of students with immigrant backgrounds. Large-scale, international studies such as the OECD Programme for International Student Assessment (PISA) (OECD, 2015) have found that students with a migration background show lower educational attainment when compared with their non-immigrant peers (also described in Duarte & Gogolin, 2013; Gogolin, 2002). From a translanguaging perspective, these students are constrained in using their full linguistic repertoires and thus constrained in learning and expression (e.g., García & Wei, 2014).

Historically speaking, the lack of attention to learners' home languages has been repeatedly presented as possibly having far-reaching negative effects (Cummins, 2001, 2007; Hornberger, 2003). Several initiatives have been developed for bi- or trilingual education and home language support (Björklund et al., 2011). Translanguaging pedagogy is presented as a unique approach through which all students may use all of their language(s) in formal education, despite teachers not knowing those languages (García & Wei, 2014). This is very different from, say, transitional education programmes that typically target specific languages (Reljić, Ferring, & Martin, 2015). Thirdly,

translanguaging attempts to close the gap between students' different lifeworld's. Rather than present translanguaging as a 'service' to language minorities, researchers argue that translanguaging can produce benefits for all, including so-called 'majority' students. Encouraging students to recognize and use linguistic diversity, generally, as a resource for learning can help all students prepare for globally connected societies and changing working styles (García & Wei, 2014; New London Group, 1996). These reasons to implement translanguaging in education have found growing resonance among language experts. However, the critique emerges that the processes of implementing translanguaging have to be addressed more concretely (Canagarajah, 2011a; Lewis et al., 2012b).

In sum, research on translanguaging in education has been both praised as a unique answer to advances in changing societies as well as criticized for being too romanticized and pedagogically underdeveloped (García & Kleyn, 2016). The present study responds by investigating if pedagogical translanguaging could enhance learning in the intermediate ESL classroom, in geographically diverse multilingual schools.

#### ***2.5.3.2 Characteristics and affordances of pedagogical translanguaging***

Lewis et al., (2012b) make a distinction between teacher-directed and pupil directed translanguaging. Teacher-directed translanguaging (Lewis et al., 2012b), also known as pedagogic or pedagogical translanguaging (Cenoz & Gorter, 2017) or official translanguaging (Williams, 2012), involves planned and structured teaching strategies that build on multilingual learners' diverse linguistic practices in flexible ways that develop new language practices and understandings (García & Li Wei, 2014). The core characteristics of a translanguaging pedagogy, as described in García, Johnson & Seltzer (2017) and Vogel & García (2017) are as follows:

- (1) Stance – the belief that the diverse linguistic practices of learners are valuable resources that the teacher should draw on and use in the classroom.
- (2) Design – the design of strategic plans (including instructional units, lesson plans, and assessments) that are informed by learners' diverse language practices and ways of knowing, and the creation of opportunities for learners to practise the language features that are necessary for various academic tasks.

- (3) Shifts – the ability to make necessary moment-by-moment changes to one’s instructional plans according to feedback from learners.

García & Li Wei (2014, p. 120-121) explain that pedagogical translanguaging can help teachers to accomplish the following goals in their classrooms:

- (1) To differentiate and adapt instruction to meet the needs of diverse students in the classroom (e.g., through translation).
- (2) To build background knowledge so that students can make meaning of the lesson content (e.g., through collaborative dialogue, collaborative grouping, reading multilingual texts, and multilingual listening/visual resources).
- (3) To deepen understandings, extend new knowledge, and develop critical thinking and socio-political engagement (e.g., through multilingual writing, and inner speech).
- (4) To enable cross-linguistic transfer and metalinguistic awareness to help students fulfil their communicative needs (e.g., through word walls, sentence starters, multilingual vocabulary inquiry, and comparing multilingual texts).
- (5) To build cross-linguistic flexibility so that students can use language practices competently (e.g., through alternating languages and media, and translanguaging in writing and speaking).
- (6) To engage students through identity investment and positionality (e.g., through multilingual writing).
- (7) To interrogate linguistic inequality and disrupt existing linguistic hierarchies and social structures (e.g., through project learning, thematic units, and research)

Baker (2011) advocates for the use of translanguaging as a pedagogical practice because it can promote a deeper and fuller understanding of the subject matter, suggesting that in monolingual teaching situations, it is possible that learners may answer questions or write whole sentences or paragraphs without actually understanding or internalizing their meanings. Baker suggests that more learning can occur when learners are able to expand on their available knowledge using all the languages they know. In line with this, various studies have demonstrated the affordances of translanguaging for expanding learners’ cognitive and linguistic knowledge. Martin-Beltrán’s (2014) research among students in a

culturally and linguistically diverse high school in Washington D.C., found that translanguaging created an expanded zone for learning where students were able to access their wider linguistic repertoire and draw upon their multilingual funds of knowledge (González, Moll & Amanti, 2005) as tools for learning. The students in Martin-Beltrán's study used translanguaging in Spanish and English to ask questions about language, explore different language possibilities in their oral and written texts, reflect on form and meaning, build on each other's ideas, and correct themselves and their peers.

Learners' frequent languaging or thinking in process (Swain, 2006) using Spanish and English were opportunities for them to do sophisticated literacy work such as reflecting on and mediating their language use, demonstrating metacognitive thinking, and solving linguistic problems. Martin-Beltrán's analysis also suggested that language-minority students had the most linguistic dexterity because they used more translanguaging as well as more of the target language than language-majority students. However, both language-minority and language-majority students demonstrated evidence of expanded learning through appropriating new language in their spoken interactions and written texts. According to García (2009a), the strategic use of pedagogical translanguaging in the classroom can support learners in comprehending complex academic texts and content, constructing a better understanding of their L2 learning, and developing new linguistic practices. As an example, Garza & Langman's (2014) analysis of the classroom discourse in an elementary school in Texas demonstrated that by allowing bilingual students to use translanguaging while participating in classroom discussions.

The teacher enabled them "to access academic content through the linguistic resources and communicative repertoires they bring to the classroom while simultaneously acquiring new ones" (Hornberger & Link, 2012a, p. 268, as cited in Garza & Langman, 2014, p. 45). By validating students' use of translanguaging, teachers also promoted the value of biliteracy skills and translanguaging identities. In line with this, Johnson and Seltzer (2017) write that translanguaging makes space for students' bilingualism, and supports their bilingual identities and socioemotional development. By encouraging translanguaging, teachers show students that they value their multilingual identities, linguistic repertoires, lived linguistic experiences and cultural knowledge (Carroll & Sambolín Morales, 2016).

This makes learning more personal, authentic and meaningful for them, and improves the links between school, home and community (Creese & Blackledge, 2010).

Various forms of pedagogic translanguageing are being increasingly implemented into second language classrooms around the world (Adinolfi & Astruc, 2017). However, studies such as the ones conducted in Malaysia have found that, translanguageing is used by teachers only as a means to an end, whereby learners are allowed to use their L1 until they have attained the target English language proficiency, or as a last resort for learners at beginning levels of English proficiency (Escobar & Dillard-Paltrineri, 2015; Rivera & Mazak, 2017). In line with this, Carroll and Sambolín Morales's (2016) study of translanguageing in a college ESL classroom in Puerto Rico found that home languages were often used only "as a scaffold toward understanding and using the target language" (p. 256). Similarly, in Duarte's (2018) study of translanguageing in mainstream classrooms in Luxembourg and Netherlands, she found that translanguageing often served as a temporary bridge between the L1 and L2. For this reason, Duarte points out that although translanguageing has been received positively in research, it is not part of the pedagogical status quo in mainstream classrooms because it clashes against prevailing monolingual ideologies about strictly keeping languages separate and using immersion models to teach language. Some researchers even claim that there are limits to the use of translanguageing. For example, Lewis, Jones and Baker (2012a) write that there are "boundaries when translanguageing can operate in the classroom that are... about a child's dual language competence" (p. 644). In making this claim, they refer to Williams's (2002) suggestion that translanguageing is more appropriate for learners who already have a good command of both languages, and is not as valuable in classrooms where learners are still in the beginning stages of learning their second language. Translanguageing needs to be seen as more than just a way of scaffolding lower proficiency learners. However, García & Li Wei (2014) assert that translanguageing can be regarded more than a scaffolding practice that gives access to content or language, as it is transformative for the child, for the teacher and for education itself, and particularly for bilingual education as in our Namibian educational context.



#### **2.5.4 Translanguaging in the Classroom/in Practice**

Teachers are often confronted with different challenges in linguistically diverse classrooms. In particular, situations in which students speak languages of which teachers have no knowledge raise questions and can create dilemmas around language policy in the classroom. For instance, do students need their so-called 'home' languages to feel happy and safe? When do they need these languages? When and how can other languages be used as a resource for learning? (Dooley, 2005; García & Wei, 2014). One pedagogy that addresses these questions and dilemmas is translanguaging. Translanguaging has been described as, both the ability of multilinguals to shuttle very easily between languages, without regard for socially and politically defined boundaries, and as a pedagogy through which teachers, by using scaffolding methods, enable children to see and use all of their languages for learning (García & Kleyn, 2016; García & Wei, 2014; Lewis et al., 2012a; MacSwan, 2017).

According to Cenoz & Gorter (2017, p. 910), "Translanguaging is a recent and extremely successful concept in the area of bilingual and multilingual education that has gained wide acceptance in the literature in a short period of time." Yet achieving meaningful translanguaging practices in the classroom is challenging (García & Kleyn, 2016; Hornberger & Link, 2012) and risks being romanticized or labelled as simplistic (Canagarajah, 2011a; García & Kleyn, 2016). Canagarajah explains this stance as follows: What they overlook is that translanguaging is a social accomplishment. Translanguaging not only involves a person drawing from all the languages in his/her repertoire to communicate, it also involves a creative improvising of going between the languages brought by the other to co-construct meaning in a specific context. However, Canagarajah (2011b, p. 8) states that "the pedagogical side is under developed in general". Indeed, Lewis et al., (2012b) confirm that a wealth of research is needed to establish when, where, and how translanguaging may be implemented as a suitable teaching approach in a multilingual context, in a systematic and purposeful manner (Probyn, 2015). The present study responds to such questions and criticisms by directly investigating some of the practical and pedagogical challenges that emerge among teachers and learners about translanguaging in the multilingual classroom where teachers do not speak all of the students' languages.

#### **2.5.4.1 Translanguaging space**

The practice of translanguaging can create a ‘translanguaging space’ – where the people who communicate can combine “different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into coordinated and meaningful performance” (Wei, 2011, p. 1223). A translanguaging space is, just like translanguaging itself, ‘transformative in nature’ (Zhu, Li, & Lyons 2017, p. 412) and can therefore encourage and incite “new configurations of language practices as well as new subjectivities, understandings and social structures” (ibid.). The notion of translanguaging space is useful in the analysis of classroom discourse since a translanguaging space can both be created ‘by’ and ‘for’ Translanguaging practices’ (Hua, Wei & Lyons 2017, p.412).

This is understood here as a two-fold process where:

- 1) by using translanguaging practices in a classroom the teachers and learners can create a translanguaging space, and
- 2) where members of the school board, teachers, and learners can plan for and create a language policy in the school that opens up for translanguaging practices.

According to Garcia & Li (2014), a translanguaging space in education creates the possibility of going between and beyond languages, which, as a result, constitutes a challenge to old educational structures and potentially generates new understandings.

#### **2.5.4.2 Challenges faced by teachers in the translanguaging classroom**

The literature on translanguaging typically showcases best practices in pedagogy and is abounding with examples of how teachers and learners use multiple languages to learn academic content and celebrate identity. However, there are some few researchers who discussed the translanguaging challenges faced by teachers and learners in this endeavour (Cenoz & Gorter, 2017; Canagarajah, 2011b; Garcia & Sylvan, 2011; Makalela, 2015; and Probyn, 2015). In my research context, teachers teaching through the medium of instruction were not English MT speakers, as well as learners. Due to the multilingual diversity in the schools, translanguaging pedagogy did not always assist all learners as some had a different MTI in the foundation phase, thus it would not advantage

the whole class. Nyimbili & Mwanza (2021) discussed vital translanguaging challenges faced by teachers which are identical to any multilingual schooling context, as in the research samples used in this study as the following: a mismatch between language of instruction and dominant learner's familiar language; rigidity of the language policy premised on monolingualism; the monolingual ideology in the school and curriculum; translanguaging perceived to be time consuming; phonological and phonemic challenges; monolingual based assessment; inadequate teaching and learning materials; monolingual teaching and learning materials and sociolinguistic environment for language development . Ticheloven et al., (2021) also conducted an important study on translanguaging challenges similar to the Namibian learning and teaching context on four differently composed multilingual high schools from which concrete examples of and pedagogical challenges was elicited on the topic of translanguaging. Overall, seven distinct pedagogical challenges concerning a translanguaging pedagogy emerged, which were side effects; goal formulation; learning the language of schooling; English and other semiotic resources; affective functions; effort and confusion. These palpable pedagogic issues might be helpful in this research study in understanding how translanguaging in multilingual contexts can be implemented, thus bridging the gap between theory and practice. Perhaps the translanguaging pedagogy prescribed by the present research participants in this study does not meet all the goals of an effective translanguaging program, thus this study sought to identify, analyze and discuss if any pedagogical challenges will be presented in the multilingual translanguaging classroom.

### **2.5.5 Translanguaging Research in the Namibian Classrooms: Current Developments and Historical Precedents**

Translanguaging serves as a foundation that lends a theoretical strength to a multilingual pedagogical stance that accepts all resourceful semiotic and linguistic inventions of teachers and learners. It is a language ideology that respects the multilingual and superdiverse social condition and takes multilingual practices as the norm. It can also lend consistency and methodological strength to classroom discourse research. In short, Wang (2019) recognises translanguaging as a theory, a pedagogy, a method, an ideology and an analytical tool (Wang, 2019; Mazak & Carrol, 2016). According to Wang (2019) classroom translanguaging research is an ethnographic classroom discourse study in

nature. Previous studies on classroom discourse research are largely single case studies which are prescriptive, linguistic driven, teacher-focused and situated from an observer's perspective (Tsui, 2008). However, classroom translanguaging study takes a different path. Wang (2019) proposed five guiding principles for researchers in framing and designing a research project on translanguaging in second language classrooms:

1. Classroom translanguaging research (CTR) is more descriptive rather than prescriptive. Such a study should aim to capture the fluid nature of classroom language practices (Li, 2017). Translanguaging should be used as both a theoretical framework and analytical framework that allows researchers to conceptualise and describe the multifaceted ways that students deploy their linguistic repertoires in classroom settings.
2. CTR is more educational rather than linguistic. As Sayer (2013) argues, translanguaging is less focused on the language per se. Instead, the concept focuses on what the speakers actually intend to do with the language. The focus of classroom translanguaging research should be on the way teachers and learners use the language for educational and pedagogical purposes.
3. CTR gives equal power to teachers and students. Translanguaging empowers students with a legitimate voice in class. Students deploy its strategies to achieve learning and interactional objectives while opening themselves up to opportunities in acquiring intercultural competence. Therefore, classroom translanguaging studies should include both teacher-led and student-led translanguaging practices.
4. CTR analysis adopts both the etic and emic perspectives. It is essential to include the views of classroom participants on their choice of language and unique way to employ their own language resources. As translanguaging respects and encourages the use of one's full range of linguistic repertoire, CTR needs to value the perspective of both learners and observers.
5. CTR requires a holistic research design to reflect a truly diverse collection of deeply contextualised data. It requires an ethnographic research design. Multiple data collection methods such as one-on-one interviews, focus group interviews, questionnaire surveys, classroom observations and stimulated recalls could all be used to capture the complexity and dynamics of classroom language practices.

### ***2.5.5.1 From Code-Switching to Translanguaging.***

In Namibia, research on code-switching has shown that teachers code-switch in order to ensure that the learners grasp the subject content (Wolfaardt, 2005). According to (Wolfaardt, 2005, p. 75), “if teachers stick to English as the only medium of instruction as the language policy prescribes, the learners will not understand them”. Otherwise, “teachers teach through their native language and then give summaries of the work in English” (Wolfaardt, 2005, p. 75). Apart from Wolfaardt (2005), Lipinge (2013) found that teachers in Northern Namibia resort to code-switching to overcome a number of challenges that are posed by using English as a LoLT. However, because the contemporary world perceives language as a social practice in which languages are not seen as countable and autonomous systems (Banda, 2018), ESL teachers in linguistically diverse Namibia need to start using translanguaging in their classrooms in order to achieve academic excellence.

“Translanguaging is a relatively new and developing term that was coined by Cen Williams and his colleague Dafydd Whittal during their in-service training for deputy head teachers in Llandudno, North Wales” (Mwinda & Van der Walt, 2015, p. 102). This refers to ways in which learners and teachers alternate and blend languages, using the repertoires available to them, for learning and meaning making (Baker, 2011). In other words, “translanguaging entails using one language to reinforce the other in order to increase understanding and in order to augment the pupils’ ability in both languages” (Lewis, Jones & Baker, 2014, p. 644). Indeed, “translanguaging is about receiving information through the medium of one language (e.g., English) and using it yourself through the medium of the other language” (e.g., Welsh) (Lewis et al., 2012, p. 643). Additionally, “translanguaging is similar to code-switching in that it refers to multilingual speakers shuttling between languages in a natural manner” (Park, 2014, p. 50). However, “translanguaging is more than ‘code-switching’ because ‘translanguaging’ is not simply going from one language code to another” (Garcia, 2011, p. 1). “While the notion of code-switching assumes that the two languages of bilinguals are two separate monolingual codes that could be used without reference to each other” (Garcia 2011, p. 1) argues, “translanguaging seeks to assist multilingual speakers in making meaning, shaping

experiences, gaining deeper understandings and knowledge of the languages in use and even of the content that is being taught” (Park, 2014, p.50). With ‘translanguaging’, two languages are planned and systematically used within the same lesson for learning and teaching (Lewis et al., 2012). For instance, “a teacher can narrate a story in one language, keeping to the story line, and then she or he can explain the story in another language, emphasizing the story’s moral tale” (Mwinda, 2014, p. 103).

Another example is that “students can hear or read a lesson, a passage in book, or a section of text in one language and develop their work in another language” (Hornberger & Link, 2012, p. 242). In this way, “input and output are in a different language and are systematically varied, and hence language and literacy development are fostered” (Hornberger & Link, 2012, p. 242). “In a traditional bilingual education context, ‘translanguaging’ can be seen as problematic because the original and main emphasis of bilingual education is for learners to demonstrate native-like competency in both languages so as to learn the subject content with comprehension in either of the languages” (Mwinda & Van der Walt, 2015, p. 102). However, “recent research on neurolinguistic studies show that when bilinguals use one of their languages, both of the languages remain active because they (bilinguals) do not use their languages separately” (Mwinda & Van der Walt, 2015, p. 102). Therefore, there is no doubt that ‘translanguaging’ as a pedagogical practice has a number of benefits in terms of teaching and learning. Firstly, “translanguaging may help learners to gain deeper and fuller understanding of the subject matter” (Lewis et al., 2014, p. 645). “Considering the idea that learning is based on stretching pre-existing knowledge and that the interdependence of two languages enables cross-linguistic transfer, it can be argued that translanguaging is an efficient way of enabling this” (Lewis et al., 2014, p. 645). The second potential advantage of translanguaging is that “it may help learners to develop competence (oral communication and literacy) in their weaker language, as it may allow them to undertake the main part of their work through the stronger language while attempting fewer challenging tasks in their weaker language” (Lewis et al., 2014, p. 645). Basically, both languages leading to a fuller bilingualism and biliteracy” (Lewis et al., 2014, p. 645). Thirdly, “translanguaging affords learners the opportunity to use home language practices, different as they may be from those of school, to practice the language of school, and thus to eventually also use the

appropriate form of language” (Garcia, 2011, p.2). For bilingual learners to develop the language practices used in academic contexts, they need constant practice in the form required in school (Garcia, 2011).

Finally, translanguaging is valuable in the principle that the classroom integration of fluent first language speakers and second language learners of various levels of attainment can be facilitated by translanguaging (Lewis et al., 2014, p. 646). Therefore, using ‘translanguaging’ in the ESL classrooms in the context of this study can be beneficial to both learners and teachers. To conclude this section, it is important to reiterate the fact that “translanguaging is about multilingual shuttling between languages in a natural manner” (Park, 2014, p. 50). In the classroom, ‘translanguaging’ is accomplished through planning two languages systematically and use them for teaching and learning within the same lesson (Lewis et al., 2014). This approach (translanguaging) facilitates, reinforces and promotes learning in the classroom. However, current classrooms require teachers to move beyond ‘translanguaging’ if the learners are to learn effectively and reflectively (Zarobe & Zarobe, 2015). Hence, what needs to be considered and implemented in the present-day classroom is what Aronin and Singleton (2009) term multilingualism as a social practice.

#### **2.5.6 Existing pedagogical approaches towards language learning**

Translanguaging as a pedagogical strategy to deepen understanding and affirm multilingual learners’ identities has been well established in the field of multilingual education worldwide (Wei, 2018; Makalela, 2017, 2018; Otheguy, Garcia & Reid 2018; MacSwan, 2017). Associatively, there is very little disagreement, if any, on the understanding that multilingualism is a norm for contemporary schooling contexts and a new social order in the postmodern era (Brock-Utne, 2009; Heller 2007; Madiba, 2014). Since the 2010s new terms have emerged to challenge monolingual norms and the linguistic purism in language education, particularly in the multilingual community. These new terms include continua of biliteracy (Hornberger, 2003), metrolingualism (Otjsoji & Pennycook, 2010) and code meshing (Canagarajah, 2011). These new terms aim to provide a different conceptual angle to capture classroom diversity and to recognise the value of students input and participation. The rise of these new terms has also confirmed

the paradigmatic shift from monolingualism to plurilingualism in language education and sociolinguistic research (Lin, 2013).

Wang (2019) adopts translanguaging as a way to remove the ‘markedness’ of code switching, which views linguistic codes separately. The emergence of translanguaging gives coherence to a collection of ideas and practices that have been increasing in prominence and attraction for some time. Translanguaging as a concept allows for researchers and teachers to see the language speaker and learner as a person who exploits all of his or her linguistic and semiotic resources in the meaning making processes. The concepts transcend the combination of structures and the alternation between systems. It emphasises the wholeness of one’s linguistic systems instead of seeing bilingual and multilingual speakers as shifting between separate codes. The idea of translanguaging includes the full range of linguistic performance of multilingual language users (Li, 2011), which links precisely to the post-structural turn in applied linguistics. In the following sections, I expand on the concept, definitions, and characteristics of translanguaging, discussing its pedagogical underpinnings, benefits and challenges faced by teachers and learners, and their roles in the translanguaging classroom.

## **2.6 Chapter Summary**

The sociolinguistic conditions in Namibia provide a ripe context for research on classroom translanguaging. This is a theoretically informed and empirically grounded study that provides a holistic research design for investigating classroom translanguaging pedagogic practices towards multilingualism in an English only discourse in Namibian intermediate classroom. Theoretically, the study frames L2 teaching as a way of enacting creative multilingualism instead of parallel monolingualism’s. Practically, it offers policy and pedagogical implications to second language teachers in teaching multilingual classrooms. Furthermore, it helps them develop strategies to encourage a guilt-free multilingual approach by sensibly using learners first and familiar languages. This study challenges the prevailing monolingual ideology of ESL as the only lingua franca from Grade 4 transition onwards in the Namibian school contexts. There has been an increasing number of studies calling for pedagogical reforms in ESL classrooms. With this



research, teachers should be able to understand the complexities of classroom language use and be able to use the research questions and instruments to examine their own language practices when teaching multilingual learners.

Translanguaging theory liberates L2 teachers from monolingual ideologies and encourages teachers to explore their creative and principled strategies in using translanguaging as a pedagogy. Apart from updating the theory, this study finds it important for teachers to develop their linguistic repertoire so that they can be more flexible and confident in utilising translanguaging as an approach. Although the English language competence of MT teachers as a whole has been rapidly improving (Lam, 2005), it remains insufficient for them to deploy this linguistic code whenever they need it, particularly when teaching in a monolingual educational intermediate classroom. Teacher educators should recognise the pivotal role of English played in the professional career of their learners. To date, few ESL teacher education programmes have included a course or curriculum component to teach ESL teachers how to use mother tongue in a 'supportive role' (MBEAC, 2015, p. 24) to teach professionally and effectively in the intermediate classroom. Teachers might overuse or misuse MT in the ESL classroom or may use awkward or incorrect linguistic terms in their instruction (Wang, 2014; 2019). However, the best way to regulate the use of English might be found through a multilingual paradigm that allows a distinctive mix rather than a single language kept pure. Future research should focus on designing sensible and practical strategies and recommendations for ESL educators to use translanguaging as a pedagogy to engage the diversified multilingual learners.

Finally, we need to look into recent developments and systematically upgrade our theoretical knowledge in L2 teaching and learning and embrace the challenges and opportunities brought about by globalisation and technology with an open mind. There must be new approaches developed from future research on ESL teaching in order to enable us to tackle the current problems facing the discipline.

## **2.7 Conclusion**

This chapter presented literature on the theoretical framework underpinning the current study. Since the current study is about translanguaging as a pedagogy to enhance

teaching and learning in the transitional phase, this chapter reviewed literature on theories and models playing an instrumental role in learning through English L2 as the LoLT in the intermediate classroom at both research sites. According to the 'social constructivist paradigm', everything that is done in the classroom, including pedagogy, is centred on the learners and the learning environment should allow learners to interact with each other and transfer meaning through creating a translanguaging space. Apart from 'the social constructivist paradigm', this chapter provided literature on how present-day intermediate ESL pedagogy as LoLT should draw on translanguaging, as well as multilingualism as a social process.

The literature portrays that the acquisition of a L2 is a complex process with several dynamics and challenges influencing and determining the successful or unsuccessful attainment thereof. Using English L2 as the LoLT in a linguistically diverse learning context adds alternative dimension to the level of language skills required for further academic work. Drawing on local and international studies, I discussed how the dynamic interactions, in the context of this comparative study of two linguistically and geographically diverse schools having the same unit of analysis.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 Introduction**

This study focused on the phenomena of translanguaging as a linguistic tool used by intermediate phase teachers to confront the challenges and opportunities brought about by bi/multilingual education in the Namibian context. An intermediate school environment, which was representative of a bi/multilingual community, was therefore an ideal location for investigating linguistic interactions by learners and educators in a setting where more than one language was in use. The objective of this study project, therefore, was to present evidence of bi/multilingual activities at primary schools situated in a community where the overwhelming majority of residents practice multilingual communication. The aim of this chapter, particularly, was to present a research design which details the research sites and participants involved and shed light on the data collection instruments and procedures, as well as how the analysis of data was undertaken and the ethical procedures adhered to.

### **3.2 Research Paradigm**

A paradigm refers to an overall theoretical research framework or meta-theory. I regarded the interpretivist paradigm as an appropriate epistemological stance for my study. The fundamental principle of interpretivism was that inquiry could certainly not be impartially observed from the outside; and should be observed from within and through the direct experience of the people involved. The meaning-making process formed the basis of the interpretivist paradigm (Ernest, 1994; Thanh & Thanh, 2015).

An interpretivist approach permits the researcher to reach understanding of participants' experiences by communicating and interacting with them, using interviews and observations to understand and experience another's point of view (Eloff & Ebers, 2004). Throughout my study, I interacted with my research participants through one-on-one interviews and observations of lesson presentations, which allowed me to understand the experiences of my research participants. This approach allowed me to recognize that

individual experiences and understandings could differ outright Creswell & Poth (2017), even though all data were valid and relevant to the context under investigation.

The role of the researcher in the interpretivist paradigm is to “understand, explain, and demystify social reality through the eyes of different participants” (Cohen et al., 2011, p.19). Researchers in this paradigm pursue understanding rather than to explain (Kivunja & Kuyini, 2017). As a researcher my intention was to gain in-depth understanding of translanguaging as a possible pedagogy used by teachers to aid teaching and learning in the intermediate classroom in two socially diverse school contexts. The interpretivist paradigm was suitable for my study, as this paradigm allowed good understanding of social processes and facilitated understanding of ‘how’ and ‘why’ these occurred. It further allowed for complexity and contextual factors and accommodated changes, should they have occurred.

### 3.3 Research Design

A qualitative research design, according to Kothari, 2004; Muzari, Shava & Shonhiwa, 2022), refers to the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose As my intended study falls within the interpretivist paradigm, which is one of the main philosophical tenets underpinning the qualitative research approach, my research was conducted following the key research design processes and procedures for educational qualitative research.

**Table 3.1: Summary of Research Design**

Research Paradigms	
Epistemology	Interpretivism
Research Methodology	Qualitative Research Approach
Research Design	

Comparative Case Study		
Selection of participants		
Purposeful sampling	Three grade 4 and four grade 5/6 teachers and their learners at two schools (Public and Private) in WalvisBay	
Data collection		
Data collection method	Classroom Lesson Observation, semi-structured interviews and field notes	
Research Question	Methodology	Value
1) How does translanguaging pedagogy influence teaching practices in two socio-economically diverse schools?  2) What role does translanguaging play in enhancing learning when transitioning from MT to ESL?	Semi-structured interviews with grade 4 to 6 teachers at both research sites; lesson observations in the classroom; field notes and document analysis	To obtain the participants views and their experiences in the pedagogical practices involving translanguaging in the intermediate phase. To obtain insights into the classroom language practices.
Data analysis and interpretation		
Content analysis: coding, formation of themes and categories and document analysis.		
Quality Criteria of Research		
Credibility, Transferability, Confirmability, and Dependability		
Ethical Considerations of Research		

### **3.3.1 Qualitative Research**

Qualitative research is typically used when interested in understanding how people construct their worlds and interpret their experiences and the meaning they assign to these (Merriam, 2009) and aims to bring thorough understanding of social experiences (Lichtman, 2023). As qualitative research takes place in real-life situations (Nieuwenhuis, 2010b), it can disclose information that is unique to a particular situation. This type of approach allows a researcher to investigate a phenomenon holistically, taking a number of variables into consideration (Lichtman, 2010,2023). These characteristics made it a suitable approach to use in an educational setting where participants are observed in their natural environment (Hatch,2023). In my research, I explored the meaning teachers gave to a certain experience and the multiple truths (Willig, 2013) they constructed around it. The qualitative approach was appropriate to explore the personal experiences and perceptions of teachers in the intermediate phase, teaching learners transitioning from MTI to English as a LoLT (Muchinsky, Kriek & Schreuder, 2005; Delamont,2012) using translanguaging pedagogy to enhance learning in their classrooms.

#### **3.3.1.1 Case Study**

A case study is a specific instance used in educational research that is frequently designed to illustrate a more general principle (Nisbet & Watt,1984; Hancock, Algozzine & Lim, 2021). The central objective I opted for a case study for my research was to study the translanguaging pedagogy of teachers in general. More scholars further extended on a case study approach by claiming it is the study of a 'particular' (Merriam, 2009; Stake, 1995); that it explores a 'contemporary phenomenon in real- life contexts' (Yin, 1984, p. 23). I used a case study for this research study to illustrate the phenomena of relevance in the Namibian multilingual classroom, which is translanguaging pedagogy used by teachers in the intermediate ESL classroom. Yin (2009) also further asserts that a case study enables readers to understand how ideas and abstract principles fit together (p. 72-3), hence case studies can penetrate situations in ways that are not always susceptible

to numerical analysis. I decided on a case study as the appropriate design for my research as the intermediate phase where learners transition from MT to English as the LoLT at both research sites of my study is a very confined setting as it allowed me to study the complex relationship between phenomena (translanguaging pedagogy), context (multilingual space) and people (ESL learners and teachers). Anchored in real-life situations, case study results provide a richer and more comprehensive interpretation of a phenomenon, which allowed for detail to be collected that would not normally be obtained by other research designs. However, in this study I was limited to making generalizations because my study was considered a minor study, limited to an even smaller geographical area and a few participants, although it provided insight and illuminated meaning of greater depth than in other designs.

Benefits of using a case study was that it is intentional in its orientation and that it goes in depth (Leedy & Ormrod, 2020). Another distinguishing aspect of case study research was that I could utilize various methods of data collection, as I have presented in my study. However, the greatest concern regarding case study research was the lack of consistency and neglecting the systematic procedures due to educational settings changes in operations. As a measure to minimize the effect of these possible drawbacks, I tried and planned my research thoroughly and systematically and ensured that I collected rich, sufficient data in order for the data itself to inform findings and conclusions and not my own biases. I guarded against massive unreadable documents of data as insufficient information could lead to inappropriate results.

Another criticism against case study research was that the data collected could not necessarily be generalized to the broader population. The aim of my study was not to generalize, but to capture the translanguaging practices and occurrences of teachers and learners in the intermediate classroom where learners transition from MTI to English as LoLT in grade 4 and beyond in a specific context. My study was a multi-case study, which included two schools in the same geographical context, however in rural and urban settlements of the town and grade four to six teachers and their learners.

### **3.3.1.2 Multi-Case Study Design**

A comparative case study within an overall piece of research suggests having two case studies for comparative purposes which has more worth than having double the amount of data on a single case study (Stake, 2013; Alvermann, Young, Weaver, Hinchman, Moore, Phelps & Zalewski, 1996). In my study, the case studies under investigation looked at the translanguaging phenomena at two geographically diverse schools having the same unit of analysis.

## **3.5 Sampling**

Mertens (2007) refers to the sampling process as “the, method used to select a given number of people (or things) from a population” (p. 69) whilst Maree (2007) refers to sampling as a “process used to select a portion of the population for study” (p. 79). The use of a case study necessitated me to use purposive sampling for my study. This means I, as the researcher “made specific choices about people, groups or objects to include in the sample” (Bertram & Christiansen, 2014, p.60). I targeted a sample that could possibly provide most information on my topic; thus, the sample was chosen purposively and but given its limited size it could not be generalized (Merriam, 2009). I selected two schools, both transitioning from MTI to English only instruction in grade 4.

### **3.5.1 Research participants**

Three Intermediate phase teachers for the private school (Grade 4: English; Natural Science and Mathematics) and four Intermediate phase teachers for the public school (Grade 5 & 6: KKG; English; Mathematics and Social Studies) were included in the sample. The selection of the intermediate phase teachers was based on the subjects they taught, which were more directly affected by the transition. Two of the teachers were Afrikaans MT speakers, one was a Otjiherero MT speaker, and the other four were KKG MT speakers. The initial sample of research participants were four at each site, however one withdrew from the study voluntarily.

## **Participant Demographics**



**Table 3.2 A: Participants in Private School**

#	Age	Gender	Ethnicity	MT	L2	Qualification(s)	Teaching Experience
1	24	Female	Herero	Otjiherero	Afrikaans	B. ED honours	5 years
2	27	Female	Caucasian	Afrikaans	English	B. ED honours	8 years
3	31	Female	Baster	Afrikaans	English	B. Journalism Diploma in Edu.	6 years

**Table 3.2 B: Participants in Public School**

	Age	Gender	Ethnicity	MT	L2	Qualification(s)	Teaching Experience
1	55	Female	Damara	KKG	Afrikaans	B. ED honours	35 years
2	45	Female	Damara	KKG	Afrikaans	B. ED honours	25 years
3	36	Male	Damara	KKG	Afrikaans	B. ED honours	14 years
4	44	Male	Nama	KKG	Afrikaans	BETD	20 years

### 3.6 Analytical framework

The data captured was analyzed between the public school and the private school comparatively. Specific analytical tools were used for each of the research instruments selected (i.e., Classroom observations, one-on-one interviews and field notes). The sequence of the research instruments and analytical tools discussed remained when

analysing each school individually. An overall discussion of the findings in each school were used to produce a comparative discussion between the two schools. At this juncture, it was important to mention that the analytical tools mentioned above are very broad in nature. As a result, these analytical tools have been only discussed in this chapter in terms of their relevance to the current study.

### **3.6.1 Thematic Content Analysis (TCA)**

According to Fraenkel, Wallen & Hyun (2012), qualitative researchers interpret their data through categorization and TCA. “TCA is a method for identifying, analyzing and reporting patterns of (themes) within data” (Mogashoa, 2014, p. 109). To put it differently, “TCA is used to analyze classifications and present themes that relate to the data” (Ibrahim, 2012, p. 40). TCA allowed me to look at the data from different perspectives though identifying the most frequent themes within the data and hence this process assisted me to interpret and understand the raw data comprehensively. Furthermore, it is important to emphasize that “TCA allows the researcher to classify written and oral responses of the research population” (Dyers & Abongdia, 2014, p. 10). However, TCA was not just about counting words and phrases in my research study; it provided me with knowledge and understanding of the issue that was under study by revealing implicit and explicit ideas within the data (Dyers & Abongdia, 2014). This is fully supported by Ibrahim (2012) who writes:

Thematic moves beyond counting explicit words or phrases and focuses on identifying and describing both implicit and explicit ideas. Codes developed for ideas or themes are then applied or linked to raw data as summary markers for later analysis, which may include comparing the relative frequencies of themes or topics within a data set, looking for code co-occurrence, or graphically displayed code relationship (p.40).

From the above quote, one can undoubtedly see that TCA allowed me to determine precisely the relationships between concepts and compare them with the replicated data (Ibrahim, 2012). TCA enabled me to link the various concepts and opinions of the participants and compare these with the data that I gathered in different situations at different times during the study and hence all possibilities for interpretation were possible. Indeed, TCA allowed me to associate an analysis of the frequency of a theme with one of

the whole contents (Ibrahim, 2012). Overall, TCA is not only about identifying themes within the data, but it goes to the extent of comparing and contrasting themes in order to make meaningful interpretations and conclusions. Additionally, there are two very important reasons why TCA is adopted in carrying out research, which applies to this study as well. Firstly, according to Guest, MacQueen & Namey (2012), “TCA is the most commonly used method of analysis in qualitative research” (p.11). This is because good qualitative research needs to draw interpretations and be consistent with the data that is collected and TCA is capable of detecting and identifying, example factors or variables that influence the issue generated by the participants (Ibrahim, 2012). Secondly, “TCA is used in research because it provides the opportunity to code and categorize data into themes, for example, how issues influence the perceptions of participants” (Ibrahim, 2012, p. 41). Therefore, this study drew on TCA as an analytical tool because I was dealing with a lot of raw qualitative data which needed to be coded, and grouped into themes, before further interpretation, from lesson observations, field notes as well as teacher interviews. Apart from counting explicit words and phrases, TCA helped me to describe both implicit and explicit ideas within the data, which included interpretations of participants’ behaviour, actions and thoughts as well as in analyzing and deciding why the participants had acted and thought the way they did.

### **3.6.2 Discourse Analysis (DA)**

A number of authors and scholars have attempted to define the concept ‘DA’. Wodak (2009) defined DA as the act of evaluating the reliability and significance of texts, conversations as well as relevant documents. In addition, Denscombe (2007, p. 308) was of the opinion that “DA is an approach to the analysis of qualitative data that focuses on the implicit meaning of the text or image rather than its explicit content”. As Rahini & Riasati (2011, p. 107) clarify, this is because “communication is obviously something beyond simply transferring a message from the sender to the receiver”.

DA approaches the analysis of talk, text and images that they should never be taken ‘at face value’ but instead, should be investigated, to reveal the hidden messages that they can contain, and the kind of thinking that needs to be going on in the background - implicit and unspoken - in order for them to work (Denscombe, 2007). I share the same

sentiments with Wellington's (2015) recommendation, apart from studying spoken and written texts, that DA consent one to examine how the environment profiles the type of language or the type of discourse as it is applied in that exact environment. Hence, I used DA in this study in order to analyze and understand how the environment or the context in which the participants live, influenced the data that was obtained from them. Furthermore, Punch (2011) claims that "one of the most important features of DA is that it is social" (p.196). This means that words and their meanings depended on where they were used, by whom and to whom it was used and as a result meaning of words could vary according to social and institutional settings. In other words, DA was about how language was used in social settings. Apart from DA being 'social', one of its main important tenets was that the words that appear in a text are not determined by what they are used to represent. Rather, "words are chosen and they (words) are chosen with the purpose of having some effects on those who read them" (Denscombe, 2007, p. 308). Therefore, DA aimed to 'unpack' the text or spoken language in order to reveal what people were trying to do through the talk, text or image, as well as to reveal background assumptions needed in order for this to be achieved" (Denscombe, 2007, p. 308). Moreover, DA was about scrutinizing text and image in order to create strong conclusions from the data which was being examined and looked at what was absent from the text or image as well as what was contained and it (DA) also looked at what was implied as much as what was explicit.

For this reason, DA was used in the current study to analyze the data, which emerged from teachers' one- on- one interviews, as well as from classroom observations and from field notes. Similarly, DA was also used to identify and discuss relevant issues, which were missing from the above sources of data. Finally, it is worth mentioning, "DA is premised on the idea that back-ground assumptions are displayed and transmitted through talk, text or images" (Denscombe, 2007, p. 309). Thus, "researchers who undertake DA must use existing knowledge about society, culture, politics and analyze the data with certain necessary preconceptions about the meanings contained in the data" (Denscombe, 2007, p. 309). Hence, in the current study, DA was used because the researcher understands and was aware that the socio-economic status and geographical

context of the two schools in Erongo region played a major role in analyzing and interpreting data.

### **3.6.3 Multimodal Analysis (MA)**

Multimodality refers to the use of different modes in the construction of meaning (Kress & Van Leeuwen, 2006; Mambwe, 2014) and a set of socially and culturally shaped resources used to convey meaning such as: written and oral language, gesture, visual, sound and movement. In multi-modal teaching and learning, different modes need to complement each other in order for the learners to better grasp the desirable knowledge and skills (Kress & Van Leeuwen, 2006). Therefore, in any contemporary learning environment, multi-modal analysis is inevitable because it allowed me to assess and evaluate how information exchange was realized in every day's teaching and learning activities and hence achieving relevant learning objectives (Hong, 2012). MA denotes "approaches that seek to explain communication and representation as being more than language which addresses a wide range of communication forms that people engage in during interaction, for example, gaze, posture, sound and their relatedness" (Mambwe, 2014, p. 45). This indicated that multi-modality advocates the idea that language was not the only mode of conveying meaning, but other sign systems were also important if one wanted to create meaning effectively and meaningfully.

Traditionally, classroom interactions were centred on the teacher and the learners using spoken language and the textbooks as sole teaching materials (Kress & Van Leeuwen, 2001) and sound, movement and images became integral parts of classroom interactions. Thus, contemporary teachers and classroom researchers should acknowledge that knowledge is multi-modal and literacy and language is not based exclusively on linguistic knowledge (Choi & Yi, 2016). In multi-modal texts, knowledge is not made available in English only; rather, it is made available to ESL students in multi-dimensional ways, that is, "through the combination and integration of language, images, graphics, and layouts" (Ajayi, 2009, p. 594) which have the potential to motivate, excite, and engage all learners because of opportunities created not only to explore and interpret texts using multi-modal resources, but also to relate textual experiences to their own social-cultural experiences and perspective, which in turn would promote the practical ability to use English.

In summary, 'multi-modality' requires teachers to ensure that classroom interactions are not merely based on spoken and written language, but on semiotic resources such as image, gesture, and actions as well (Kress & Van Leeuwen, 2001). However, combining language with other modes such as image and gesture to deliver content in the classroom is not good enough (Choi & Yi, 2016). Therefore, I recommend that the content itself and the environment must be multi-modal in order to help learners to improve their interest in learning, give them comprehensive practical ability of English as well as autonomous learning ability.

Accordingly, MA was used in the current study for two important reasons. Firstly, MA was used for the researcher to assess the extent to which the ESL intermediate phase teachers go in terms of using multiple sensory channels to facilitate information exchange and understanding in the classrooms through gestures and translanguaging pedagogies in scaffolding learning. Secondly, it was used to evaluate and assess how conducive the intermediate ESL classes were in terms of helping learners grasp the English content presented to them through translanguaging learning content through learning support and concept clarification. Bearing in mind that these learners have poor English proficiency (Harris, 2011) and their mother language (Afrikaans and KhoeKhoegowab) is not supposed to be used in the ESL classroom as per the current Namibian language in education policy.

### **3.7 Data Collection**

Data collection is the systematic approach to gathering information from a variety of sources to develop a complete and accurate picture of an area of interest (Rouse, 2016). In this study, I collected data through lesson observations, semi-structured interviews and field notes to generate data. Triangulation was applied in the study to enhance the accuracy of data. This was done by evaluating whether what the teachers stated in their interviews correlated with their teaching, as well with learners' responses during lesson presentations.

While engaging with the data, I asked myself key questions in order to determine whether the data collected was indeed useful and addressing the research questions:

- What are the main units emerging from the data and how do they relate to one another? Identifying these units or themes and possible linkages as I proceeded kept me focused and directed my path forward.
- Which categories are arising from interaction with the participants? I further refined the emerging themes into categories or sub-themes.
- What are the context and consequences of the participants' categories used? This concerns the 'how' and 'what' questions asked.
- How do challenges in the field provide further research topics? Qualitative research provides the opportunity to tropicalize such challenges instead of treating them merely as methodological constraints.
- These questions enabled me to make amendments and collect more data where necessary.

### **3.7.1 Data Collection Methods**

The following working data collection methods were used in this study.

- Interviews and Interview -schedules
- Classroom observations
- Field notes

#### **3.7.1.1 Interviews and interview-schedule**

Interviews are neither subjective nor objective, rather inter-subjective (Silverman, 2013) and are considered a predominant mode of data collection in qualitative research. This study consisted of one-on-one interviews with all participating teachers at both research sites where a semi-structured interview schedule (See Appendix F) was used (Creswell, 2013; Leedy & Ormrod, 2010). Interviewees expressed their own experiences and their interpretation of the world they live in, in their own unique way. All interviews were audio-recorded and transcribed. The teachers were informed that this would be done prior to the interviews and gave their consent. Through pre-visits to the classes and teachers, trust and rapport were established prior to commencing with the actual interviews.

Qualitative interviews consist of open-ended questions. I used semi-structured interviews. Semi-structured interviews involve some predetermined questions aimed at addressing

the research topic as well as allowing room for other questions arising from this conversational, two-way communication. Five open ended questions were prepared. These questions allowed the teachers to share and express their views. At times, additional questions were posed to the educators with the purpose of clarifying answers or obtaining more information on the research topic. The unique flexibility of semi-structured interviews allows for the exploration of complex issues in need of contextualization (Galletta, 2013). This technique allows for the unfolding and collection of rich and meaningful data. I took care to create a relaxed and positive atmosphere during the interviews by remaining courteous and open-minded throughout the sessions. A neutral stance was adopted regarding any information shared and communicated by interviewees (Merriam, 2009).

#### ***3.7.1.1.2 One-on-One Interviews***

Throughout the process, I interviewed the teachers after each lesson observed on the status of the phenomenon. Semi-structured interview questions had predetermined open-ended questions that “initiate discussions” and there was room for follow up questions. Interviews are described as conversations that are used to gather information that cannot be observed (Merriam, 2009). It enabled extensive opportunities for asking and probing (Merriam, 2009), prompting and rephrasing, press for clarity and elucidation, checking for confirmation (Cohen, Manion & Morrison, 2011) during the research process which increased the richness of the data. One-on-one interviews are effective data collection tools to elicit and understand each teacher’s previous experiences and frame of mind (Merriam, 2009).

There were slight interruptions but these were accommodated for the sake of the relaxed and positive atmosphere I wanted to create. During the one-on-one interviews, one of the grade 5 teachers requested permission to change to speaking KhoeKhoegowab. I granted her that opportunity as I can speak and understand KhoeKhoegowab fairly well. She was much more at ease expressing herself in KhoeKhoegowab. In this study, I conducted individual in-depth audio-recorded semi-structured interviews with all participating



teachers which was recorded with their permission. These recordings were transcribed upon completion of research for data analysis.

### **3.7.1.2 Classroom Observations**

Observation is watching peoples' behaviour in a particular situation in order to collect information on a phenomenon (Johnson & Christensen, 2012). According to Cohen, Manion & Morrison (2013), the distinctive feature of qualitative observation is that it offers the researcher the opportunity to gather “live” data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in *situ* rather than relying on second hand accounts. “The use of immediate awareness, or direct cognition as a principal mode of research, thus has the potential to yield more valid or authentic data than would otherwise be the case with mediated or inferential methods, and this is observations unique strength” (Cohen et al., 2011, p. 456).

I used an observation checklist and made field notes as information revealed or occurred. I applied a non-participatory observation approach; I was present in class but remained uninvolved in the situation (Creswell, 2013). I observed the language usage of the teacher, more especially translanguaging practices in subject content taught, discipline and interaction with learners, preparation, resources used and teaching approach/strategy applied. These observations occurred on a weekly basis for 40 minutes per class for a period of 12 weeks. As a researcher I had to be able to understand the phenomena of translanguaging at study inductively, to see things that may otherwise be unconsciously missed, to discover things that participants may not freely talk about in interview situations, to move beyond perception-based data and to access personal knowledge (Cohen et al., 2013). A comprehensive powerful recording device through “audio visual recording” (Erickson, 1992, p. 209-10) was used for data collection for observations, which had the capacity for completeness of analysis and comprehensiveness of material, reducing the dependence on prior interpretations by the researcher and enabled several playbacks to scrutinize the data more fully. As observations can be highly subjective, I was extremely conscious of my own biases.

A few challenges were encountered regarding observations over a number of sessions, such as agreeing on a suitable time for both researcher and teacher, disruptions due to regional school visits at one research site and annual athletics meeting at the other research site causing the absence of teachers and learners from school. At the time the research was taking place, the school was preparing for the summative assessment and preparation for those took up much of the teachers' time. This resulted in extending the observation period and an overall delay in data collection.

**Table 3.2 C: Duration of Lessons Observed at Private School**

<b>Grade 4</b>	<b>Subject</b>	<b>Duration</b>
Topic: Matter  Topic: Forms of Energy  Topic: Forms of Energy	Nat. Science	3 x 40 min= 120 min
Topic: Geometry  Topic: Geometry  Topic: Geometry	Mathematics	3 x 40 min= 120 min
Topic: Prepositions	English	1 x 40min= 40 min
<b>TOTAL:</b>		<b>280 MINUTES</b>

**Table 3.2 D: Duration of Lessons Observed at Public School**

<b>Grade 5 and 6</b>	<b>Subject</b>	<b>Duration</b>
Topic: Harbours  Topic: Economic Development in Southern Africa  Topic: The work of Men and  Women in our Society	Social studies	3 x 40 min= 120 min
Topic: Fractions  Topic: Decimal Fractions  Topic: Decimal Fractions	Mathematics	3 x 40 min= 120 min
Topic: Conjunctions  Topic: Tenses  Topic: Reading Comprehension	English	3 x 40min= 120 min
Topic: Negative Form  Topic: Reading Comprehension  Topic: Corrections	Khoe-Khoegowab	3 x 40min= 120 min
<b>TOTAL:</b>		<b>480 MINUTES</b>

**3.7.1.3 Field Notes**

Merriam (2009, p. 28) describes field notes as "... analogues to the interview transcript." In addition to observation checklists, field notes are recorded during fieldwork sessions. Field notes are any additional information noted as relevant in obtaining enriched data related to the research topic. I did not plan my Field notes in advance; I recorded them as

they occurred. The challenge regarding field notes was that I was restricted to the format in which they were made at the time. They were only available in the format I recorded events. Silverman (2013) highlights two important issues to consider when making field notes: what you see (and hear) and how you are treated/behaving. Such information can make a significant contribution to derive more substantial conclusions, especially regarding any aspect of relevance as these occur. I recorded my field notes manually in a notebook as unobtrusively as possible.

### 3.9 Ethical Considerations

In order to produce an ethically sound research project, I adhered to the requirements associated with a research study of this nature. The following table provides a summary of the ethical aspects considered in this study:

**Table 3.2 E: Ethical Issues**

Category	Researcher's responsibility
Protection from harm or deprivation	I ensured that my participants were treated with respect at all times and protected them from any judgement or stigma as a result of my research.
Voluntary participation	My participants knew that even though they had agreed voluntarily to take part in the research, they were free to withdraw at any time without being penalized for it.
Informed consent	I ensured that all participants understood the nature of the study and had full information about their role and part therein.
Confidentiality	I kept all information confidential and undertook to do this through an agreement signed by me, the participants, and their school. Even the recordings made during interviews remained confidential.
Anonymity	I protected the privacy of the participants by not revealing any particulars or information about them or their institution, in writing or any other form of communication. In all documents emanating from the research, I used pseudo-names when referring to specific individuals or their institutions.

As soon as clearance had been granted by Rhodes University Ethics Committee, I applied for permission from the Executive Director and the Erongo Regional Director of Education to conduct research at the sampled schools. Once permission had been granted, I scheduled an appointment with the school principals of the two research sites. The principals were very keen as they are also academic scholars and understood the importance of educational research, however the newly appointed school director of the private school first had to discuss my proposal with the senior management team and **School Governing Body (SGB)**. After receiving their positive feedback, a briefing session with the intermediate phase teachers was held, followed by a meeting with the intermediate phase learners in the presence of their teachers. The school management spearheaded the information session with the parents in conveying the purpose of my research and acted as gatekeepers to parents for granting consent for their children to be part of the research study. Proper briefing sessions were convened on the purpose and value of the intended research. A voluntary agreement with the participating seven teachers involved was signed. Consent letters were drafted in English. After receiving permission from the parents of the learners involved in writing, assent from the learners themselves was obtained.

The confidentiality of all participants was ensured by anonymity. No personal information about the educators or the school was revealed, and information shared during interviews was also kept confidential (Lichtman, 2010). The sampled schools were not indicated anywhere, and pseudonyms were used when referring to teachers.

Throughout my research, I adhered to the following ethical principles:

### **3.9.1 Trustworthiness**

Trustworthiness is a critical element to any research in order to produce meaningful findings and results (Maree & van der Westhuizen, 2009). Trustworthiness encompasses the manner in which data is collected, organized and categorized (Perakyla, 1997). As the researcher is the data-gathering instrument in qualitative research, the researcher must at all times be credible and trustworthy in order to ensure reliable and valid results (Nieuwenhuis, 2010c). The criteria for evaluating the reliability of qualitative data

collection are credibility (truth value), dependability (consistency), transferability (applicability) and conformability (neutrality) (Miles & Huberman, 1994).

### **3.9.2 Credibility**

Credibility refers to the significance of results. This is achieved by clearly depicting theoretical orientations, the research process and reporting on everything that could influence the data collected. Member or participant checking (validation) of preliminary analysis was conducted.

### **3.9.3 Transferability**

Transferability denotes the degree to which results can be “exported” or generalized to other contexts (Mertens, 2014). As this research is a multi-case study, the intention was not to generalize findings but to gain in-depth understanding of a particular case.

### **3.9.4 Consistency**

Consistency refers to the permanence of the research process over time and the degree of control in a study (Maxwell, 2013). In order to strengthen consistency in the research process, I monitored the quality of recordings and transcriptions and adhered to professionalism during observations and interviews.

### **3.9.5 Confirmability**

Confirmability sustains to the objectivity of the researcher during the entire research process, data collection and analysis. Prior to engaging in this research, I reflected on my personal feelings, values and beliefs concerning the study topic and the people involved. Keeping notes, recordings and transcripts meticulously has assisted me in minimizing my own biasness as far as possible. I remained self-aware throughout the entire process to avoid biasness.

### **3.9.6 Triangulation**

Triangulation aims at the integration of multiple data sources in a multi-method design. The basic assumption of triangulation is that the weaknesses in each single data collection method/source are compensated by the counter-balancing strengths of another

method/source (Jick, 1979). Triangulation during data collection and analysis serves two goals. First, it is proposed as ‘a near-talismanic method of confirming findings’ (Miles & Huberman, 1994, p. 266). In this perspective, data-source triangulation mainly reduces random measurement error (Kumar, Stern and Anderson, 1993). Second, triangulation is useful in so far as different facets of the phenomenon are investigated through the most appropriate combination of method and sources (Yeung, 1995). In this way, triangulation increases the internal validity of the study. Practically, triangulation can be accomplished in many ways. In this study, for instance, triangulation during data collection was performed by interviewing various research participants on the same topic (synchronic primary data source triangulation), observation schedules from class visits, field notes gathered during lesson observations as well as by the combination of primary and secondary data sources. According to Johnson and Christensen (2012) the use of various data collection methods strengthens data triangulation, which increases trustworthiness. I used a variety of methods to cross-validate one another: one-on-one interviews, document analysis, lesson observations and field notes in order to increase reliability. The weaknesses or shortcomings in one method were thus compensated for by another method (Creswell & Poth, 2017; Natow, 2020; Gillham, 2007). The guidance of my supervisor reduced the element of my own biasness and enhanced the trustworthiness of my findings.

### **3.10 Chapter Summary**

In this chapter I presented the research design and methodology applied in this study. The paradigmatic perspectives and context of the case study were explained. Sampling, data collection strategies and tools were elaborated upon. In addition, characteristics of the participants and a situation analysis of both research sites were illustrated. The chapter was concluded with the ethical considerations relevant to this study. In the following chapter the data analysis process and results are discussed and presented. Themes and sub-themes emanating from the data were also discussed.

## **CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS**

### **4.1. Introduction**

In this chapter, I firstly present an analysis and discussion of data obtained from the public school and followed by an analysis and discussion of the data obtained from the private school. The analysis is structured according to the research methods used, as discussed in chapter 3. The biographical profile of participants provides a brief analysis of the participants, placing emphasis on mother tongue and years of teaching experience. The interview schedule is used as a framework to analyse the responses of the participant interviewees, which is categorised according to specific themes represented in chapter 2.

As an analytical tool for the classroom observations, I will draw on selected studies (Lewis, Jones & Baker, 2012b; Cenoz & Gorter, 2017; Williams, 2012; Garcia & Li Wei, 2014; Garcia, Johnson & Seltzer, 2017; Vogel & Garcia, 2017) on pedagogical translinguaging involving a planned and structured teaching strategy. These build on multilingual learners' diverse linguistic practices in flexible ways that develop new language practices and understandings. Extracts are taken from the lesson recordings and will be analysed based on the following aspects: translinguaging and code switching occurrences; challenges experienced; teaching and learning approaches and strategies observed and learner's comprehension of the LoLT. The interview responses were also coded for emerging themes guided by the observation schedule and interview questions. An overall comparison of the analysis for each research method is conducted in order to validate what was evident in the classroom observations and lesson recordings in comparing the interview responses. Following a similar analysis of the private school, a comparative discussion of the public and private school is conducted. In providing a



critical analysis, I will draw on literature from chapter 2, as well as the two research questions on which this research is based, focusing on the translanguaging pedagogy used by the teacher in an early-exit transitional bilingual classroom.

## 4.2 Pilot Study Site

In addition to the above-mentioned measures of research, the researcher had to test the instruments before using them. A pilot study was conducted at a school that was not included in the sample. Two teachers, one teaching grade 4 English, and one teaching grade 5 Afrikaans, and thirty learners took part in the pilot study. The pilot study involved interviews with the teachers, classroom observation, field notes and document review. The researcher had to adjust the interview schedule of teachers as some questions were referring to the same issue more than once. The observation schedule was also amended to make provision for both inductive and deductive data collection. One lesson per teacher was observed and transcribed to see if teachers made use of the translanguaging as an instructional tool to enhance learning and to test the data gathering instruments. The pilot study found that teachers used translanguaging as a pedagogy to enhance teaching and learning, as both teachers and learners translanguaged throughout the lessons observed, which provided confidence in the tools the availability of data on the phenomenon in similar classrooms.

**Table 4.1: Pilot Study Participants**

Grades and Subjects Taught	Gender	Teacher's pseudonyms	Teacher's Mother tongue	Teaching Experience
<b>Pilot Study</b>				
Grade 4: English L2	F	Gee	KKG	5 years
Grade 5: Afrikaans L2	F	Meme	KKG	4 years

### **4.3 Selection of Schools**

The study was carried out in 2 primary schools located in geographically diverse contexts but located in the same town in the Erongo Region.

- i) The first school is in an urban setting/environment, established and operational as a private school in the harbor town, Walvis Bay. Data was collected using the following instruments: observation, field notes and individual interviews;
- ii) The second school is in a rural setting, established and operational as a public school in the harbor town of Walvis Bay, in which observation, field notes and interview data were also collected;

Both these two schools, although different in classification, were implementing the National Broad curriculum of Education in Namibia. Part of this broad National Curriculum includes the Namibian Language Policy which is included to obtain a more generalized picture of the level of linguistic usage and diversity in Namibian primary schools. The two schools were included in this study for what they can disclose on:

- (i) teaching strategies employed by teachers to mediate learning in a linguistically diverse Namibian classroom transitioning from Mother Tongue instruction to English as the LoLT, and
- (ii) to establish and allow a comparison, in terms of multilingualism and mother tongue influence in both private and public schools

Selection of schools was therefore based on two criteria:

- (i) the geographical location of the schools: convenience and accessibility
- (ii) language of LoLT used in the intermediate classroom: both schools' transitions from MTI to English as the LoLT

### **4.4 Contextual Analysis of Data Management**

In this section, the researcher explains the process of data management and analysis for the interviews and transcriptions. 2 hours and 20 minutes of teacher interviews were backed up daily on a computer as well as on an external hard-drive for security reasons.

These recordings were later transcribed and coded and themes generated. Accordingly, this study employed a theme-based data analysis, as explained in the next sections.

The central objective of the data for this study was to investigate how teachers from two schools in diverse geographical contexts teach in ESL intermediate classes use translanguaging pedagogy in enhancing learning in the LoLT; to identify influencing factors that inform these teachers pedagogies and the extent to which pedagogical translanguaging supports learners' transition from MTI to English as the LoLT.

#### **4.4.1 Coding and Theming Transcripts (thematic coding)**

By definition, a code is a “word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (Saldana, 2009, p. 3). Bryman (2012) states that some authors view a code and a theme as the same thing, however he explains that themes are built on codes. Bryman says that coding entails going through data (e.g., interview transcripts and classroom observations) and categorizing responses, and that coding helps in interpreting what is going on in the data in relation to the research objectives. In this study, codes were assigned in stages: translanguaging for mediating and scaffolding learning, code-switching and translating, giving instructions and using MT as a basic communicative language. Identification of themes were based on Theoretical and Conceptual framework underpinning this study as discussed in chapter 2.

When coding the classroom observation data and the interview responses from research participants, the researcher will stick with ‘Public’ school and ‘Private’ school as pseudonyms for any data collected at the two research sites. Any data collected during lesson observations and teacher interviews will be assigned the teachers pseudonym (Buruxa, Hatago, Khoetage and Dantago) or the code assigned to the research participants (B1, B2, B3 and B4) for the Public-school participants and teacher pseudonyms (Hope, Grace and Mercy) or the code assigned (A1, A2 and A3) for the Private school research participants.

#### **4.4.2 Themes and Theming**

The researcher was aided in the identification of themes by the observation schedules and interview questions that were sectionalized categorically. The categories were also helpful in identifying themes in the transcripts. The researcher looked for portions of data which relate to such issues. Furthermore, the interviews were also conducted along particular lines, e.g., challenges in teaching MT as a subject; how a teacher felt about using English as the only LoLT, Pedagogies used to enhance learning in the intermediate classroom etc. After identifying the themes in the transcripts, the researcher looked at the closed (qualitative data) and open-ended questions on the interview schedule and marked/coded them depending on the objective of this study to which the question related.

In addition to audio visual recordings of lesson observations, I observed and made field notes of each lesson in its entirety as well as elements not necessarily gathered through the other research tools, paying attention to the infrastructure, classroom environment, discipline of learners, scaffolding of activities, teacher- learner interactions, learner interactions with peers and other multi-modal (e.g., non-verbal) elements of teachers and learner's classroom behaviour and interactions. During the lessons, I made field notes on my observations. After the teacher interviews, I also made field notes on the teachers' communicative repertoire and English proficiency substantiating the effect English as the only LoLT can have on the learning outcome.

In a multiple case study such as mine which involves two research sites and seven research participants with 20 lessons observed, data sources need to include detailed descriptions of each individual case, and also consider similarities and differences across the cases (Crowe et al., 2011). Thus, each of my field notes included narratives about the teacher, learners, lesson objectives and analytical comparisons of my observations. This was done to ease the process of writing up the summary of findings. Comparative analysis was easy as my central objective was to observe if translanguaging pedagogy was initiated by the teachers and how it enhanced teaching and learning in two diverse settings.

After transcribing of the qualitative data collected through teacher interviews and lesson observations, I typed out all field notes (those taken during classroom observations and outside of the classrooms) thematically. All themes and issues related to such themes were coded within the extracts presented that could answer the research questions and the objective of this study. I had a difficulty with using of software to analyse my data, however I managed to interpret and present the qualitative data with transcripts and thematic coding for analysis and findings. Furthermore, data was analyzed by assigning codes to phrases and segments in the text. Themes were then extracted from the data by grouping similar codes together (Creswell & Poth, 2017). The coding process resulted in omitting some of the data irrelevant that could not validate any translanguaging occurrences for rich data. Supporting teacher perspectives were added to each code. Themes were arrived at using both inductive and deductive approaches. The following table provides an overview of the themes emerging from the data that was collected.

**Table 4.2: Main Theme Categories Used in the Analysis**

Themes from Chapter 2	Research Tool	Previous Research/Supportive Theory
1. Bilingualism/Multilingualism	Observation  Interviews  Field notes	Wei (2018); Makalela (2017,2018); Otheguy, Garcia & Reid (2018); MacSwan (2017); Martin-Beltrán, Daniel, Peercy & Silverman (2017); Madiba (2014); Baker (2011); Creese & Blackledge (2010); Garcia, O., Makar, C., Starcevic, M., & Terry, A. (2011); Garcia (2009); Cummins (2008); Benson (2001); Brock-Utne (2009); Heller (2007); King & Mackey (2007);
2. Mother Tongue Instruction	Observation  Interviews  Field notes	Wang (2019); Taylor & von Fintel (2016);  William's (1998)
3. English as LoLT	Observation  Interviews	Tollefson & Tsui (2004);  Wang (2019)

4. Transitioning	<p>Observation</p> <p>Interviews</p> <p>Field notes</p>	<p>MBEAC (2003; Phatudi (2014);</p> <p>Akos, Shoffner &amp; Ellis (2007); Sink, Edwards &amp; Weir (2007); Sanacore &amp; Palumbo (2008);</p> <p>Chall &amp; Jacobs (2003); Augst &amp; Akos (2009); Heugh (1995); Probyn, Murray, Botha, Botya, Brooks &amp; Westphal (2002)</p>
5. Curricula	<p>Interviews</p> <p>Observation</p> <p>Field notes</p>	<p>MBEAC (2003); Frydman (2011)</p> <p>Benson (2001) ; Ssentanda (2014) ; Clegg (2005) ; Erling et al., (2016)</p>
6. Code switching	<p>Observations</p>	<p>Wolfaardt (2005); lipinge (2013); Banda (2018); Mwindi (2014)</p>
7. Translanguaging in a bilingual classroom	<p>Observation</p> <p>Interviews</p>	<p>Wright &amp; Baker (2017); García &amp; Lin (2017); O. García &amp; Wei (2014); Gort &amp; Pontier (2013); Creese &amp; Blackledge (2010, 2011); Sayer (2013); Canagarajah (2011a); Garcia &amp; Sylvan (2011); Hornberger &amp; Link (2012a,2012b); Lewis, Jones &amp; Baker (2012a); Pennycook (2010); Qian, Tian, &amp; Wang (2009); Probyn (2009); Williams (1994)</p>
8. Translanguaging pedagogy	<p>Observation</p> <p>Interviews</p>	<p>Kleyn &amp; Garcia (2019); Garcia &amp; Otheguy (2019); Otheguy, Garcia &amp; Reid (2018); Mazak (2017); MacSwan (2017); Johnson &amp; Seltzer (2017); García &amp; Kleyn (2016); Garcia &amp; Wei (2014) Creese &amp; Blackledge (2010);</p>
9. Translanguaging Space	<p>Observation</p> <p>Field notes</p> <p>Interviews</p>	<p>Duarte (2018); Adinolfi &amp; Astruc (2017); MacSwan (2017); Zhu, Li &amp; Lyons (2017); García &amp; Kleyn (2016); Carroll &amp; Sambolín Morales (2016); García &amp; Wei (2014); Garcia &amp; Li (2014); Lewis, Jones, &amp; Baker (2012a); Tsui (2008)</p>

10. Covid-19 Pandemic	Field notes	World Health Organization (2020)
	Observation	

## 4.5 Public School: Data Analysis and Discussions

### 4.5.1 Biographical Selection of Teachers

The data for this study was obtained from two population groups, namely public and private primary school teachers. The teachers at the public school teach learners transitioning from KKG to English L2. In total, 4 teachers were purposively selected from the public school to participate in the study. The selection was purposive in the sense that a teacher was selected for teaching at a certain phase as well as KKG mother tongue speakers. Intermediate phase teachers were selected due to the information they could provide on:

- pedagogies and strategies employed to manage transitioning from MTI to English as the only LoLT
- teachers' perceptions on the influence and role translanguaging as a pedagogy has in enhancing teaching and learning in the intermediate classroom

**Table 4.3: Profile of the Participants at the Public School**

Grades and Subjects Taught	Gender	Teacher's pseudonyms	Code	Teacher's Mother tongue	Teaching Experience (Years)
<b>Public</b>					
<b>Gr 5 classes</b>					
Grade 5: KKG	F	Hatago	B1	KKG	25
Grade 5: English	M	Dantago	B2	KKG	20
Grade 5: Social Studies	F	Khoetage	B3	KKG	35
<b>Grade 6 Class</b>					
Grade 6: Mathematics	M	Buruxa	B4	KKG	14

With reference to Table 4.3, the number of years of teaching experience for the four teacher participants range from 14 to 35 years. All four participants are professionally qualified teachers for the phases they are teaching in, which implies that they should be pedagogically skilled with teaching methodologies and may be able to provide effective and quality teaching in their lessons (Brown, 2009).

Due to the majority of the learners' language proficiency being KKG, the idea of having a teacher whose MT is KKG could be to learners' advantage to mediate learning. Their multilingual language proficiency enables them to engage with code-switching or translanguaging to enhance teaching and learning in a multilingual classroom (Makalela, 2013; Creese & Blackledge, 2010; Moodley, 2010; García, 2009). The National Language in Education Policy (1996) sustains and recognises multilingualism and cultural diversity in the Namibian classroom. Therefore, the linguistic barrier at the school should not be a challenge to the teaching and learning process.

When reporting and referring to teachers who were participants in this study, I assigned them pseudonyms and codes for anonymity purposes. Pseudonyms and codes assigned were Buruxa (B4), Dantago (B2), Khoetage (B3) and Hatago (B1) to refer to respondents at the public school. Learners have also been assigned codes: L for singular and Ls for many. Where a learner's name was mentioned in class (by the teacher or fellow learners), it is replaced with a pseudonym in the thesis in accordance with the promise of confidentiality alluded to earlier. All four participants are KKG mother tongue speakers.

#### **4.5.2 Interview Schedule and Interviews**

The table below is a break-down of the questions taken from the interview schedule. Each question relates to specific theme(s) that were discussed in chapter 2. As a summary, I have provided supporting quotes based on the response from the participant interviewees. The discussion illustrates what it reveals about the participant interviewees' understanding and teaching methods.

**Table 4.4: Interview Questions and Responses Public School**



Themes Chapter 2	Interview Questions	Participants' perspectives/responses	Code/ Pseudonym	Supportive Theory
<b>1.Mother Tongue Instruction</b>	What is your personal view or opinion on mother tongue instruction?	<i>'learners are performing better when they reach senior primary yeah...it makes learning easier, fun and learners are not shy' ...</i>  <i>children that are coming from the MT stream are doing better than those that are coming from the English stream'</i>	B3-Khoetage	Wang (2019); Taylor & von Fintel (2016); William's (1998)
		<i>'we are dealing with learners with a serious backlog in grade five KKG class and still they still cannot fail because you don't have a KKG grade 4 class otherwise they will have to move toward different school...throughout the year's learners were taught in English MT or English Mol they cope better in upper primary when it comes to English but the KKG learners struggled a lot when it comes to English in the upper primary, I don't know is it to do with the preparation or do they get relaxed...'</i>	B2-Dantago	Tollefson & Tsui (2004); Wang (2019)
		<i>'they are more comfortable in KKG... I hope we could keep continuing teaching in KKG and that KKG will not phase out and the learner will go up to grade 12 with his KKG ... yes, I'm really enjoying KKG'</i>	B1-Hatago	
		<i>'continue with their MT from grade zero till grade 12, because it's a big challenge, really... there are even certain words that we don't have in our vernacular, now for them to understand, it's a big challenge...it could have been better if they could have been introduced and continue with the same language up to grade 12 or if not, maybe to introduce or use a system, which will make them get used to unfamiliar words...the language plays a very important role...the language it's a stumbling block...'</i>	B4-Buruxa	
	The school is actually offering KKG and other indigenous languages in the junior primary phase?	<i>'Yes, it's Oshidonga, Khoekhoegowab and Afrikaans'</i>	B4-Buruxa	
	Why don't you allow your learners to mix	<i>'they must only speak KKG and they must not mix it'</i>	B1- Hatago	

	languages in your KKG class?			
2.English as LoLT	View on English as the only LoLT and learners' progress?	<i>'participation not that good...many learners don't participate...it's very difficult, especially science, because of the words...also for me as that I don't know in my vernacular so it makes it very difficult for me to transfer the knowledge...there are terminologies they don't understand...</i>	B4-Buruxa	Tollefson & Tsui (2004); Wang (2019)
		<i>it's a struggle if it's the learners and the teacher not speaking the same language...very difficult like numerator even as a native language or Khoekhoegowab, I don't know what it is in English so to take it and explain it although I will be able to say it is a number but the word itself to translate it in my vernacular, I don't know how...'</i>		
		<i>'teacher that is not a mother tongue speaker...respect is not so vibrant anymore...learners don't understand the explanations and it causes disruptions... teachers are agitated so only for us that can come down to their levels '</i>	B2-Dantago	
	Are you using English to teach mathematics grade 6?	<i>'...as required by the language policy that's what I am doing, but sometimes I switch, but that's the main language I am using '</i>	B4-Buruxa	
	Are the learners coping with English as the LoLT?	<i>'I don't think so... they are suffering a lot...struggling with English...KKG they are also suffering; they are poor in reading also...'</i>	B1-Hatago	Fawole & Pillay (2019)
		<i>'They are struggling...even just to express themselves, it's a struggle, although I will teach them in English, they will answer me back in their vernacular, which shows how confident they are in their MT'</i>	B4-Buruxa	
	Are you comfortable teaching in English?	<i>'I would say yes but also not yes I would love to teach the learners in their MT which is KKG where they could understand it better and express themselves better and where they can get better marks'</i>	B3-Khoetage	Shifidi (2014)
		<i>'I don't have a problem with it'</i>	B4-Buruxa	
		<i>'yeah, I'm very much comfortable teaching English'</i>	B2-Dantago	

	Are you experiencing any challenges?	<i>'Yes, of course there will be challenges because that's not my home language... some vocabularies like in my language, we don't have them, so it makes it abit. It's a challenge, but all in all, we are coping, or I am coping...'</i>	B4-Buruxa	
		<i>'yeah, sometimes if you want to explain really something to the learners to understand you struggle to get the English words they are easier for them to understand'</i>	B3-Khoetage	
		<i>'yeah, there are challenges because most of those kids they are not well prepared in English especially with the corona issue so in grade three they did not get proper...'</i>	B2-Danatgo	
	...and the learners?	<i>'it's now a big hurdle... especially grade 6B the fact that they only start with English as a medium of instruction in grade four, which means its grade 4 and grade 5, only three classes, or three grades, that they had been introduced to English, so it makes it very difficult especially, the terminology, jah, it's a difficult concept'</i>	B4-Buruxa	
		<i>'I don't think so...they are enjoying it'</i>	B1-Hatago	
		<i>'sometimes I would ask a fellow learner to maybe say the word in their mother tongue so that the next learners can understand'</i>	B3-Khoetage	
	Why do you always start your English lesson in the MT?	<i>'to make them feel at home then they say Oh no this person he knows my background...there are times that you have to translanguage...even when it comes to the Afrikaans groups it's also good if you go back to Afrikaans and so on yeah...'</i>	B2-Dantago	
<b>3. Transitioning</b>	Do you think that learners were not well prepared in grade 3, transitioning to English Mol only?	<i>'Yes'</i>	B4-Buruxa	MBEAC (2003); Phatudi (2014);
		<i>'yeah...when those learners were in grade 3, we did not cater for grade2 KKG so all the failures we just condoned as there were still going to be a grade3 KKG class...meaning this group of all their failures there with weak performers and so they came to grade 4 and they were pushed by COVID-19 to grade 5'</i>	B2-Danatgo	Akos, Shoffner & Ellis (2007);

		<i>'I don't think so... they are suffering a lot in both languages...they are poor in reading also '</i>	B1-Hatago	Sink, Edwards & Weir (2007);
		<i>'there are those that cannot read in English very well although they have transitioned to English in grade4 they are still struggling so maybe after in grade 6,7 then they will be okay but in grade 5 I think mother tongue will be best to accommodate all the learners to reach...we're not prepared in English otherwise they would not have that thing of asking back or answering teachers in KKG if they had been prepared in the previous grade on English language so really, they were not prepared that well'</i>	B3-Khoetage	Sanacore & Palumbo (2008);  Chall & Jacobs (2003);  Augst & Akos (2009);
	How are the learners progressing in the other subjects where the teacher is not having the same vernacular as them, especially this group that transitioned from mother tongue?	<i>'the participation is not that good it's only specific learning but in most cases many learners don't participate... it's very difficult, especially science words I don't know in my vernacular so it makes it very difficult for me to transfer the knowledge, the learners have to get it from the teachers they must understand so there are terminologies they don't understand than it becomes difficult, sometimes the word is there even with the pronunciation although it is English some words are not English... it's a struggle really if the learners and the teacher not speaking the same language...'</i>	B4-Buruxa	Heugh (1995); Probyn, Murray, Botha, Botya, Brooks & Westphal (2002)
4. Curricula	So, what could be the reason why the school doesn't cater for KKG in certain grades whilst the policy ...?	<i>'we did not keep applications for KKG teachers or something like that or where they tried to phase it out but there was a year that we did not have a KKG in one class and that is the thing that we start following so the learners that are now in grade four or the current grade 4th there is no KKG only Afrikaans and Oshidonga as the second language '</i>	B2-Danatgo	MBEAC (2003); Frydman (2011)  Ashikuti (2019)
	Wwhat is your view regarding translanguageing as an instructional method in the Namibian curriculum?	<i>'we can be allowed by our language policy or if we can create that room where the teacher can play around between the languages and the learners can understand I will very much be appreciated...  you can bring into the lesson to accommodate everybody in the class and if you dealing with a multi-language class'</i>	B3-Khoetage	Benson (2001) ; Ssentanda (2014) ; Clegg (2005); Erling et al., (2016)
		<i>'because of diversity of our country to have schools which can run from grade zero up to grade 12 in the vernacular '</i>	B4-Buruxa	

5. Code-Switching	I've also realized that you ask that you ask the learners a question in English and then they respond Back in their mother tongue, why?	<i>'When I don't find a word to explain then I'll switch to their mother tongue...So maybe for them all they think that may be want to say but will she really understand what I'm trying to say that maybe why they are changing/answering in their mother tongue'</i>	B3-Khoetage	Wolfaardt (2005);
		<i>'when we just have a normal topic on discussing home issues then for them to feel at home it's always better to come down on their levels if I speak KKG'</i>	B2-Dantago	lipinge (2013); Banda (2018); Mwinda (2014)
		<i>'a child which is taught in mother tongue will understand more better'</i>	B1-Hatago	
	When you switch, what languages do you usually use when you switch?	<i>'Afrikaans and Khoekhoegowab'</i>	B4-Buruxa	
	You don't have a problem when you are teaching in English in your learners responding in the mother tongue?	<i>'sometimes it's a problem because they might stick to the MT instead of thinking back English so answers that I receive from them should only be based in English but my explanations can go either way to English and back to KKG'</i>	B2-Dantago	
	What do you do in that regard when learners don't understand English?	<i>'I switch to my language...yes to my mother tongue...I switch to Khoekhoegowab...You speak in their vernacular...their mother tongue, the engagement, they are active, but they are active, but the understanding maybe, the foundation was not laid, so its two different things...they understand it and the participation, they are very active because of the mother tongue, but the understanding, is still, to get the concept, is a challenge...'</i>	B4-Buruxa	
6. Translanguaging	Why do you Translanguaging?	<i>'sometimes you teach the Lesson in English then you realize that the kids don't follow'</i>	B3-Khoetage	Wright & Baker (2017); García & Lin (2017);

		<i>'I don't have the sufficient teaching material to show them this is the thing that I want to explain to you in English ...it's quite easier to change over to their mother tongue as they are all comfortable in their language and we both can speak it so and then mostly they understand what I'm trying to teach them '</i>	B2-Danatgo	O. Garcia & Wei (2014);
	Why do you sometimes use Afrikaans or KKG during your English Mol lessons? Does it happen naturally?	<i>'if you ask questions, they don't answer, but the moment you switch to their MT they start to say oh and they start to respond and engage in the lesson after you explain to them in their MT'</i>	B3-Khoetage	Gort & Pontier (2013);
		<i>'sometimes they will understand in Afrikaans some words...they are playing in the streets with the other learners or friends they also speaking Afrikaans... I will help them try to understand also in English and then in KKG... use both to understand better...'</i>	B1-Hatago	Creese & Blackledge (2010, 2011);
	Is Afrikaans commonly spoken in WalvisBay as a community language?	<i>'they are good in Afrikaans and speak sometimes they will understand in Afrikaans some words...they are playing in the streets with the other learners or friends they also speaking Afrikaans...'</i>	B1-Hatago	Sayer (2013);
		<i>'yeah, it's a community even though the Oshidonga class in the beginning I did not understand why some teachers are speaking to them in Afrikaans and then I realize but these kids they can speak better than they can speak English...they are fluent in Afrikaans'</i>	B2-Dantago	Canagarajah (2011a); Garcia & Sylvan (2011);
<b>7. Translanguaging Pedagogy</b>	What is your view regarding translanguaging as an instructional method in the Namibian curriculum?	<i>'friends in north in most of their schools its they translanguaging in many of their subjects, it's evident, we know the results how, kids from the north are performing they are performing but it's only when it comes to English that they struggle...'</i>	B4-Buruxa	Hornberger & Link (2012a,2012b); Lewis, Jones & Baker (2012a);

	What is your view regarding translanguageing as an instructional method in the Namibian curriculum?	<i>'when we just have a normal topic on discussing home issues then for them to feel at home it's always better to come down on their levels if I speak KKG'</i>	B2-Danatgo	Pennycook (2010);
		<i>'we have policies that must adhere to but on top of the policies that we have, the ultimate goal I believe of education is to give the learner what he or she is supposed to know that's what I believe ...as long as learner has acquired the necessary or certain level of competency for me, with me its fine, that's what's actually our belief, as long as the learner has acquired the necessary skills, knowledge...im fine with it.... i will not penalise a teacher because of switching, translanguageing'</i>	B4-Buruxa	Qian, Tian, & Wang (2009); Probyn (2009); Williams (1994)
	Are you going to penalize the teacher or are you going to see it as a good instructional method that can be given attention in the near future because every five years we are changing or amending the policy?	<i>'bridge that gap the learning barrier of the learner so if the teacher can switch between the languages it will include the one that is struggling to understand English...the one that is called the learning difficulty in something so if teacher really switches or a translanguageing when he's teaching ...I will not penalize the teacher...it to the advantage of the learner... at the end he should understand'</i>	B3-Khoetage	Kleyn & Garcia (2019); Garcia & Otheguy (2019); Otheguy, Garcia & Reid (2018); Mazak (2017); MacSwan (2017); Johnson & Seltzer (2017); Garcia & Kleyn (2016); Garcia & Wei (2014) Creese & Blackledge (2010);
8. Translanguageing Space		<i>'we can be allowed by our language policy or if we can create that room where the teacher can play around between the languages and the learners can understand I will very much be appreciated and welcome it... sometimes I would ask a fellow learner to maybe say the word in their mother tongue so that the next learners can understand'</i>	B3-Khoetage	Duarte (2018); Adinolfi & Astruc (2017); MacSwan (2017); Zhu, Li, and Lyons (2017); Garcia & Kleyn (2016); Carroll & Sambolin Morales (2016); García & Wei (2014); Garcia and Li (2014); Lewis, Jones, & Baker (2012a); Tsui (2008)

In addressing research questions 1 and 2, all four interviewee participants revealed that they are in favour of translanguageing as a pedagogic tool to enhance teaching and

learning. Translanguaging is a natural phenomenon in the classroom due to many reasons supplied by the research participants, of which some are: language barriers; comprehension of learning content which results in mediation and scaffolding; terminology and concepts unfamiliar in English; teachers lack of vocabulary and creating a learner centred environment to engage in a conversational talk. Although all four research participants were in support of translanguaging as a pedagogy, the KKG Language teacher prefers KKG to be taught without mixing languages, as she states *‘they must only speak KKG and they must not mix it’ (B1-Hatago)*. She believes it is a language they are familiar with, since they transitioned from Junior Primary to the intermediate phase being taught in KKG as the MoI. The following were some of the responses provided with regard to MTI by the participant interviewees:

*learners are performing better when they reach senior primary...it makes learning easier, fun and learners are not shy’ ...children that are coming from the MT stream are doing better than those that are coming from the English stream (B3-Khoetage).*

*they are more comfortable in KKG...I hope we could keep continuing teaching in KKG and that KKG will not phase out and the learner will go up to grade 12 with his KKG... there are even certain words that we don’t have in our vernacular, now for them to understand, it’s just...it’s a big challenge... (B4-Buruxa).*

According to the National Language Policy in Education, MT should only be taught from grade 1 to 3 and English should become the LoLT as from grade 4, which makes policy in practice slightly complicated as we cannot oppose the National requirement for curriculum implementation. However, MT continues to be used in the English LoLT classrooms as a mediating tool for learning and scaffolding, as English is viewed as a stumbling block limiting the learners to reach their zone of proximal development.

It is evident from the data presented that all teachers are not in support of English as the only LoLT in the intermediate phase, as they are cognizant of the multilingualism, language barriers and English language competence of them as Educators expected to teach in English as the only LoLT, claiming that it is impossible not to mix languages. The following were some of the responses from the participant interviewees:



*participation not that good...many learners don't participate...it's very difficult, especially science, because of the words...also for me as that I don't know in my vernacular so it makes it very difficult for me to transfer the knowledge...there are terminologies they don't understand...it's a struggle if it's the learners and the teacher not speaking the same language...very difficult like numerator even as a native language or Khoekhoegowab, I don't know what it is in English, so to take it and explain it although I will be able to say it is a number, but the word itself to translate it in my vernacular, I don't know how... (B4-Buruxa)*

This response was the most salient in providing the crux of why English as the only LoLT is a huge stumbling block for effective learning. The participant's data reports that the learning space is rigid and not a learner centred space for learner engagement due to the official language barrier. English as the LoLT alone makes it difficult to explain certain terminology and concepts to mediate learning. Another participant interviewee also echoed the same sentiments in teaching through English as the only LoLT:

*...teacher that is not a mother tongue speaker...learners don't understand the explanations and it causes disruptions... teachers are agitated so only for us that can come down to their levels...(B2-Dantago)*

From a teacher's perspective of 'translanguaging as a pedagogy' was endorsed by all interviewee participants as an enhancing tool for teaching and learning in the intermediate classroom. One participant interviewee reasoning that above all else, we should put the interest of the Namibian child at the core of it all. His response to the policies we are implementing was, *'we have policies that must adhere to but on top of the policies that we have, the ultimate goal I believe of education is to give the learner what he or she is supposed to know ...as long as the learner acquired the necessary skills, knowledge...I'm fine with it....'* (B4-Buruxa).

Below are further responses from the participant interviewees on translanguaging pedagogy:

*sometimes you teach the lesson in English then you realize that the kids don't follow' ... if you ask questions, they don't answer, but the moment you switch to their MT they start to say oh and they start to respond and engage in the lesson after you explain to them in their MT...you bridge that*

*gap the learning barrier of the learner, if the teacher can switch between the languages it will include the one that is struggling to understand English...(B3-Khoetage);*

*I don't have the sufficient teaching material to show them this is the thing that I want to explain to you in English ...it's quite easier to change over to their MT as they are all comfortable in their language and we both can speak it and then mostly they understand what I'm trying to teach them' (B2-Dantago); 'I will help them try to understand also in English and then in KKG... use both to understand better...(B1-Hatago).*

Thus, in the responses illustrated, teachers are viewing translanguaging pedagogy as the means to an end.

Their views on **multilingualism and linguistic diversity of learners in the classroom**, are echoes in a study on translanguaging conducted from a SCT perspective by Martin-Beltrán's (2014). It examined the discursive practices of culturally and linguistically diverse English language learners that was guided by the concept of the Third Space. Martin-Beltrán's (2014) study looked at how learners' translanguaging practices acted as mediational tools to create a space for collective development and expanded learning in a multilingual classroom. The analysis of learners' collaborative interactions in the classroom found that a translanguaging space enabled both learners and teachers to co-construct knowledge, mediate learning and use translanguaging to scaffold learning between learners' diverse linguistic repertoires to co-construct meaning, recognized learners as multilingual language users, and created transformative spaces and expanded zones for proximal development (Gutiérrez, 2008).

In discussing the challenges experienced by teachers in the teaching through English as the only LoLT, a significant aspect that stands out in the responses is the awareness of participant interviewees of their own English language deficiency which stunts effective learning and teaching, especially taking into consideration the need for mediation and scaffolding, as they lack some terminology in English to scaffold learning. The following two participants responses speak to this challenge when teaching through English as the LoLT:

*Yes, of course there will be challenges because that's not my home language... some vocabularies like in my language, we don't have them, so it makes it abit. It's a challenge... (B4-Buruxa);*

*yeah, sometimes if you want to explain really something to the learners to understand, you struggle to get the English words that are easier for them to understand (B3-Khoetage).*

What makes teaching and learning more challenging in the Namibian culturally and linguistically diverse schools is that both the learners and teachers must make meaning of new content while not yet having sufficient CALP of English. Cummins' Cognitive Underlying Proficiency (CUP) model is central in this study as it emphasises the crucial role of MT and English proficiency and postulates a linguistic interdependence between MT and a L2, whereby certain competencies acquired in the MT can be successfully transferred to a second or additional language. In support of Cummins' linguistic interdependence hypothesis of L1 and L2, Taylor & von Fintel (2016) found that MTI in the early grades significantly improved English acquisition in grades 4, 5 and 6 on learners.

Another aspect mentioned by one of the interview participants was the failing to adequately prepare learners for transitioning from MTI to English as the LoLT. She spoke of how the children are ill prepared for the transition and in addition the challenges that the Covid-19 pandemic posed also stunted effective completion and consolidation of the Junior Primary phase, *'yeah, there are challenges because most of those kids they are not well prepared in English especially with the corona issue so in grade three they did not get proper...'* (B2-Dantago). The significance of transitions in intermediate school is well documented in the literature Akos, Shoffner & Ellis (2007); Sink, Edwards & Weir (2007), therefore the school had to ensure an academic recovery plan for the period of national lockdown in ensuring these learners are equipped with the necessary competencies in transiting to the next phase. Failure to cope effectively with the demands of the new phase can have adverse repercussions with an abrupt and long-term impact on learning, therefore teachers facilitating this transition play a pivotal role in the success or failure of this process.

#### **4.5.3 Classroom Observations**

In the study done by García & Kleyn (2016) teachers are often confronted with different challenges in linguistically diverse classrooms. In particular, when and how can other

languages be used as a resource for learning? (Dooly, 2005; García & Wei, 2014). One pedagogy that addresses these questions and dilemmas is translanguaging. Translanguaging has been described as, both the ability of multilinguals to shuttle very easily between languages, without regard for socially and politically defined boundaries, and as a pedagogy through which teachers, by using scaffolding methods, enable children to see and use all of their languages for learning (García & Kleyn, 2016; García & Wei, 2014; Lewis, Jones, & Baker, 2012; but see: MacSwan, 2017). I draw on their studies of Translanguaging as a pedagogy to enhance teaching and learning in the intermediate English L2 classroom.

Table 4.5 shows the grades taught, the subjects taught and the duration of the observed lessons. Table 4.6 presents the observed lesson practices of the four teachers. The 'key' in Table 4.6 indicates the theme of the lesson and what was covered during the lesson.

**Table 4.5: Duration of Lessons Observed at Public School**

Grade 5 and 6	Subject	Duration
Grade 5	Social studies	3 x 40 min
Grade 5	English	3 x 40min
Grade 5	Khoe-Khoegowab	3 x 40min
Grade 6	Mathematics	3 x 40 min
<b>TOTAL:</b>		<b>480 MINUTES</b>

**Table 4.6: Observed Classroom Practices at Public School**

Teachers Code & Pseudonym	Translanguaging Occurrences Observed in Classroom Practices	L1	L2	L3
B1-Hatago	Lessons were more monolingual; Teacher translanguaged only when disciplining and giving orders; Lessons were in KKG; Instructions in KKG; Consolidating learning content in KKG; Learner Centred Approach in MT; learners were comfortable and engaged proactively; Appraisal in MT; Teacher did not encourage translanguaging	Not observed	Limited occurrence	Limited occurrence
B2-Dantago	<b>Translanguaging Pedagogy</b> ; translanguaging space; Instructions; speaking; vocabulary expansion; peer teaching; Concept clarification; Consolidating learning content; Reinforcement; Learner Centred Approach; Eliciting responses; Providing Explanations; Establishing rapport; Clues given in MT; Conflict Resolution; Appraisal; classroom management	observed	observed	observed
B3-Khoetage	<b>Translanguaging pedagogy</b> ; translanguaging space; Discipline;	observed	observed	observed

	Reinforcement; Classroom management; Cues; Instructions; Sign language; Introduce lesson; Questions; Code Switching; Reprimanding; Scolding; Use visual aids; Use gestures			
B4-Buruxa	<b>Translanguaging Pedagogy</b> ; Instructions; Concept clarification; Consolidating learning content; Reinforcement; Pedagogy; Learner Centred Approach; Eliciting responses; Providing Explanations; Establishing rapport; Clues given in MT; Conflict Resolution; Appraisal;	observed	observed	observed
<b>KEY:</b>	<p>B1 L1 <b>Negative Form</b>; Speaking; writing; Exercise on chalkboard; Homework activity</p> <p>B1 L2 <b>Reading Comprehension</b>; Reading aloud; Speaking; Concept clarification; Vocabulary expansion; writing;</p> <p>B1 L3 <b>Corrections</b>; Writing; peer marking; Speaking; Reading</p> <p>B2 L1 <b>Tenses</b>; Past participle; speaking; writing; exercise on chalk board; homework activity</p> <p>B2 L2 <b>Conjunctions</b>; complex sentences; simple sentences; verbs; gestures; peer teaching;</p> <p>B2 L2 <b>Reading Comprehension</b>; reading; speaking; writing</p> <p>B3 L1- <b>Harbours</b>; homework task, writing exercise; mark books</p> <p>B3 L2- <b>Economic Development in Southern Africa</b>; speaking; listening; discussing; writing; visual aids;</p> <p>B3 L3- <b>The work of Men and Women in our Society</b>; speaking; Disciplining; Writing; Drawing;</p> <p>B4 L1- <b>Fractions</b>; Exercise on Chalkboard, Exercise in learners' books</p> <p>B4 L2- <b>Decimal Fractions</b>; Exercise on Chalkboard; Exercise in learners' books</p> <p>B4 L3- <b>Decimal Fractions</b>; Exercise on Chalkboard; Exercise in learners' books</p>			
	<p><b>B1; B2; B3; B4 = Teachers code's</b></p> <p><b>L= Lesson</b></p>			

I will discuss the observations by incorporating three factors namely:

- Translanguaging pedagogy,
- Translanguaging space,
- Teachers role in Scaffolding and Mediating learning.

It was noted that English was the LoLT for the 'content subject' classes that I observed and KKG was the Mother Tongue offered as an additional language. However, instruction was done in both English and KKG throughout lessons, and an additional language (Afrikaans) was also used to explain terminology during lessons. The teacher created a translanguaging space which potentially generated new understandings of learning content in a setting that enables it, Garcia & Li (2014).

Three out of four teachers created a translanguaging space where interaction could take place in more than one language for effective teaching and learning. However, the KKG teacher preferred not to translanguage during lesson instruction, although she used Afrikaans in minimal instances, which is a social language spoken by most learners for classroom management. The classroom observations illustrated the way in which the teacher conveys learning content to the learners. The teacher allowed the learners through an interactive space to engage in learning in their mother tongue through probing, translating concepts and code switching as well as basic classroom management and information sharing.

The lessons were mostly teacher-centred, as the teacher acted as the facilitator and did most of the speaking although a social space was created for effective learning. Although learners were accorded the platform to interact and engage in lesson delivery, learners did not take part in the collaborative talk unless the teacher switched to their mother tongue. When teachers tried to stick to English only as the only communicative language for lesson delivery, most learners were not confident to converse in English or were not competent in the language of instruction to have a meaningful engagement, some learners responded shyly or turned mute when questions were asked in English, conveying their incompetence toward the English as the LoLT. It appeared that this teacher's directed translanguaging pedagogy enabled a more learner-centred space that allowed learning to take place within the learner's social context.

As alluded in the interviews, almost all lessons observed except the KKG lessons involved the teacher creating a transformational space where learners engage in fluid discursive practices that cross boundaries of language systems and spaces, and transform existing cognitive and social structures (Garcia & Li Wei, 2014). The classroom atmosphere

presented during the lessons were stimulating and exciting, thus learners were not restless and disruptive.

This is in line with this, Martin-Beltran (2014) echoes the same sentiments that when a translanguaging space is created in the classroom by the teacher, boundaries are navigated to acquire new knowledge and expand comprehension of learning content. This sociocultural concept of this translanguaging space is applied by translanguaging scholars, for example Garcia & Li Wei's (2014) work on the trans space, and Li Wei's (2011) work on translanguaging space, which is "a space for the act of translanguaging as well as a space created through translanguaging" (p.1223) where learning takes place through interactions in a social context.

Substantial research discussed the use of translanguaging by teachers and teachers' perspectives towards translanguaging (Baker, 2011; Canagarajah, 2011a; Garcia, Johnson & Seltzer, 2017; Williams, 2012) as it can help teachers to meet the needs of diversified students, establish rapport, deepen understanding and extend knowledge and develop critical thinking (Garcia & Li Wei, 2014). However, this does not imply that teachers can only transfer their theoretical knowledge by using continuous translanguaging pedagogy. English as the LoLT should also be emphasised as required by the Language Policy, (MBEAC,2003). The translanguaging space and the extend of translanguaging allowed by the teacher depended on the lesson outcomes expected, terminology, topic and the skills required in each lesson.

The core characteristics of translanguaging pedagogy in this study, as described in Garcia, Johnson & Seltzer (2017) and Vogel & Garcia (2017) were fueled by learners diverse linguistic repertoires, lesson plans that were informed by social cultural context which allowed learning to take place through collaboration. Thus, translanguaging in English as a LoLT classroom in this study reflected and affirmed learners understanding of content was deepened through the use of MT, they comprehend content, they were more flexible and confident in classroom engagement and extended their language vocabulary.



Conflicting and complex attitudes of teachers towards language use in the classroom can pose “ideological constraints on translanguaging”, as posited by Daniel & Pacheco (2016). Most teachers in this study had a strong desire to maintain the use of Mother Tongue and used translanguaging strategically for scaffolding and mediation. However, there are conflicting ideologies of mother tongue being a deficient language in the discourse of school environment about English being the only LoLT and the only official language. The place where learners felt comfortable was in the classes where teachers were of the same MT as them to allow them a translanguaging space. As a result, translanguaging could not be a habit in classes where subject teachers are not mother tongue speakers.

In addressing the monolingual Language Policy factor regarding the teaching and learning in the intermediate phase being in English only, the teachers did not adhere to the policy stipulations. Even though all the learners’ and teacher’s language proficiency and mother tongue are not English, the teachers are expected to teach through English as the LoLT. The learners, on the other hand, did not show much interest in the learning outcome. This was evident in such behaviours: learners do not listen to the teacher’s instructions when the teachers used English as the only language, learners also do not show much interest in classroom discussions, unless the teacher elicits a response from the learner or prods discussion; and lastly, there is no evidence that illustrates the learners understanding during classroom discussions because they do not question the work. These examples will be discussed further with the extracts of classroom samples in the lesson recordings section.

Teachers creating the translanguaging space in the classrooms aided teaching and learning. The trans aspect of translanguaging theory relates to the sociocultural concept of the *Third Space* (Gutierrez,2008; Martin-Beltran,2014) which is transformational as learners crossed discourse boundaries in which the learners reached their ZPD through expansion of new knowledge. Learning support was illustrated during lesson presentations as this gave the teacher an indication of whether the learners grasped the learning content or whether the teacher needed to scaffold further learning through changed methodology. There was evidence of peer learning as learners engaged in

personal discussions amongst their peers for classwork given. The observations showed that the teachers had to teach through English as a LoLT, however allowed scaffolding and mediation through pedagogic translanguaging. Therefore, use of English as the only medium of instruction was not promoted or encouraged.

#### 4.5.4 Lesson Recordings

In this section, I have selected various extracts which will support my discussion on the translanguaging pedagogy used by the Public-School teachers to enhance teaching and learning in an intermediate classroom. The extracts are based on lesson recordings of three of the four research participants, covering not only English as a LoLT, but content subjects as well.

##### Extract 1: Mathematics - Decimal fractions (MVI 0031)

- Learners: *(Take out books from bags) (Clean the chalkboard)*
- Teacher: Okay aah *(seems unprepared)* Okay now aah, what we have... did I... did I speak to you about fraction the other day or no?
- Learners: *(Mumbles)*
- Teacher: We are okay now, Decimal fraction... *(write on Chalk board)* Okay.... **Aah** **tsa tsa tanis ai !a** . Before we start, I want to basically tell you what it means. What it means or what the word itself ...Decimal Fraction...mean? I'm going to break it down for you to have an idea of what it means.
- Learners: (complete silence...puzzled, seems clueless)
- Teacher: Are we together? **/guiba a ta ha?**
- Learners: *(nods)*
- Teacher: **Soh...o da ka neti a u o...kai se du ke #o ai sase ni !ga.../nau te I du ra?** Now we must pay careful attention...do you hear me? **Decimals ke !nona xuna u ha** *(shows with fingers the letter three)* It has three things. Are we...are you listening?
- Learners: Yes

Teacher: It has the whole number part. This part (*encircles part on chalkboard*)  
*Nerosa...//narosa...da ke decimal point ti ra #gai*. We call it a decimal point.

Learners: yes

Teacher: Besides that, now, *#an du ni xu I ke ne e...ne /goa te #an re...ne i tsina da ge di* (*writes on the chalkboard*). *Nesisa da ke volgende se ni di I ke* common fraction *sa u tsi ni !kho !huni* decimals *!na. !ho !hunis ke* ‘exchange’ *di ra #ai be sen...* or to convert. So now... *neti da ka u ha a os ge ra si...ma !goas hoa sats ke* two’s */hani* times...twos *ke //naba ni ha? Ma !goa sats twos /hara* times?

Learners: Two times five

Teacher: Two times five , ne? (*writes on the board*) *Tsits ke tae e ra ho?*

Learners: (*mumbles*)

Teacher: *Xabets ke //na point tsi na u tsi selle storie sa /gabi ga mas /khadi* ...times  
 Five (*write on the chalkboard*). Okay now decimal fraction *sa oa ta ke ko* convert...*ha a*. Decimal fraction *sa tae e ni uha?* Whole numbers? Decimal points and decimal fractional part...now *neba da ka /hi- o* ...when I am here (*points to the sum on the board*) this is what I do...*Mati tso !goa ra /gams !na ka ma? !na ka ...!na ka...neba ta ke nog ra miba.../gam* (*shows two with fingers*). */guib tsi /hai !nas...* and on top? */gui...so.../gam I ke ni*. So now what I must do is, I must add  
 The zero...must I add it this side or must I add it this side? Which side do you take?

Learners: *neba-o* (*shows the right side with signals*).

Extract 1 is a typical translanguaging space created by the teacher where learning takes place in a sociocultural context through verbal scaffolding. The extract illustrates pedagogical translanguaging for attempting to elicit responses from the learners, clarifying concepts of content taught and basic classroom management. For learning to occur during interactions, several interactions play an important role in the function on questioning, recapping, eliciting, reformulating and elaborating, the teacher is in control of the lesson and lesson outcomes that are beyond the learner’s current competence

level, therefore allowing the learners to focus on elements that are within their range of ability. Through the teachers sequencing of teaching methodology, and the quality of teachers' guidance, support and dialogues with learners, learners are challenged to unleash their potential and go beyond their actual developmental level to internalize new understandings.

## Extract 2: Mathematics - Fractions (MVI 022)

Teacher: Okay, */hi I ta tsoa tsoa (Let's start)*

Learners: *(shuffles, giggles, prepares for the lesson, taking out their books from the bags)*

Teacher: Now let's lets lets...I want you guys to know what we are going to do. I want you guys to pay attention. I want you guys to notice...because you remember this paper *(picks up paper and shows learners)*

Learners: *(peeps at the paper shown by teacher)*

Teacher: This are...do you remember? *(scratches head...uncertain)*

Learners: *(Looks confused)*

Teacher: *//nau !a du ra?* Do you understand?

Learners: *iii (yes)*

Teacher: Okey, *neba du kere Nesisa*...what you did here was ...you were not given the whole...isn't it?

Learners: Yes

Teacher: And you were supposed to find the whole?

Learners: *(mute)*

Teacher: *Ho te i tura...tae e tara #ai besen sa?* Do you understand what I am trying to say?

Learners: *Io (yes)*

Teacher: *#guro ta ke //na papier i ai kere di na, //nan ke //naba du ke...part...deel van die whole sa kere oa amae? Ho te I tura?*

Learners: *Io (yes)*

Teacher : *Tsi du komo whole sa ni oa ge is gomo? Neba du ke whole sa ra ma e, tsi du ke Part sa ni oa...*Is it clear?

Learners: (paying attention) *I o*. Yes

Teacher: Okay, now let's start. (Continue with lesson in English). And this is how I am going to explain, and I want you guys to focus because im going to explain it in a very simplistic language...*supu /gou bi. Xabe ta ni dis ke, #guro da keni* calculator */gou bi ni mi /apa du...* practical */gou pi...I da ho tae be tara #ai besen sa amae? //naba xu ta ke ni* practical *se da ra //gara !a ba dus ke...I du #an di du ka o, sa du !ere ams i mati I !khaisa. Ho te I tu ra?*

Learners: *Iii* (yes)

Teacher: So, what ek bedoel met dit is, calculate *e i kara o, tsi du ka divides i ba a si o...* practical sets *ka a di o tsits ka sa !ere amsa koro si a si o...ots ke* divides *ta pats ka si o #ans /gui sa I kores di tsits ke kores /gui sa ra xoa. //gau du tao tama e tae e tara #aibasen sa? Appel tets ke uha...kai se! amku se! ga tere*, you have twenty apples... is that ...does everybody understand?

Learners: (nods)

Teacher: *Ho te I du ra? So mati tso te da uha?*

Learners: Vyftien, *!nona de*

Teacher: So, die antwoord is vyftien appels...fifteen apples

Learners: (gasps)

Teacher: Wanneer ons calculate...die vyftien ...ots ke /oro punt te ni ho...so ne ti da kera hi...eintlik vyftien sa ta neba xoa re (erase number from the board and writes it on a different side). Vyftien sa neba si xoa mai re iewers, nes ke ni hui tsi.../ae ta ge ni //gau du mati ta ni hi sa...tsits ke three over four times ...nes ke times ti ra #aibesen (shows multiplication sign on the board)

Extract 2 entailed a mathematics lesson based on fractions. It is evident the teacher is trying to find the best way to transcend the lesson objective as he is aware of the language barrier amongst the learners. Although teaching and learning is supposed to be done in English, it is evident the learners find difficulty with mathematical concepts and

terminology. The teacher is trying to use KKG mother tongue to scaffold and mediate learning and understanding for the learners to reach their zone of proximal development. The teacher is reinforcing learning through repeating himself continuously. It was also evident that the teacher uses Afrikaans language as a mediation tool, although these learners never had Afrikaans at school. The learners are multilingual and are speaking Afrikaans as a communicative language when they are with peers. The teacher also uses gestures, drawings on the chalkboard and hand signals throughout the lesson and does not only focus on verbal scaffolding.

### Extract 3: Social Studies - Harbours

Teacher: *#ai tamats ha?* Don't you think?

Learners: *(mumbles)*

Teacher: *(prompts topic)* There should be an ocean?

Learners: Windhoek, Oranjemund, Henties Bay

Teacher: *Ae, //nau tamats ha?* What do I mean very close? Hey, don't you hear? *Ots Henties*

*Bay ti ra mi?* Then you say Henties Bay... *(yes, points to another learner)*

Learners: *(giggles)*

Teacher: *Sats ke I be ra di* *(you are deliberate)* He said Henties Bay... *ots ke 'ha ha ha ha' ti*

*ra mi*, now he says Swakopmund... *He?* So, you are not different from him? Yes...

Learners: Omaruru

Teacher: *Huuuu? /hita !no* *(let's keep quiet)*

Learners: Brandberg *(Wrong answer... Brandberg is the name of a mountain)*

Teacher: The town is Lüderitz...

Learner: Windhoek *(in-between...)*

Teacher: But the town was changed to ...

Learner: Brandberg

Teacher: *Okha ta I hi nats mi /uni tite e* *(what is this you wont stop mentioning?)* Lüderitz I

am telling you. McFerrin, what is Brandberg?

Learners: Mountain

Teacher: *//nau ta mats ha nog?*

Learner: *(giggles)*

Teacher: Ms. Shiimi told you last year, I know, I know... *(write the changed name on the chalkboard '!Nami #Nus')*. *Kho maits ta tamae gowaba...he?*

Learners: *!Nami #Nus*

Teacher: **He...ta /hai a xuna #gai** (Ha...don't say things that are not there)

Learners: (stands up and borrow a pencil in KKG from another learner whilst teacher is busy with lesson)

Teacher: **Tae e ra ha? Tama sa?** What happens? Isn't it? **/ne re neba...** (show a learner where to measure). **Satsa...tae a ra di?** (What are you doing?) **Kom vinniger**...its time.

**Nog enetjie...**One more...

Learners: (Use sign language behind the teachers back to communicate and share notes, borrow stationery, glue)

Teacher: **//Nau !ats da tae e ta ra mi sa?** (Do you understand what I am saying?)

Learners: (nods)

Teacher: Where is Botswana? Close to Namibia, no ocean? **Is mos?** Isn't it? **Hu ri I kom a /hai o...**there is no sea, there is no port in Botswana...Name all the countries without Ports?

Learners: Zambia, Zimbabwe, Mozambique

Teacher: Mozambique? Do we agree? Where is Mozambique, along the coast ne? So, we can't say Mozambique...**Wat is nog daarso?**

In Extract 3, the class was more muted and did not partake in the lesson. It was evident that learners had a huge language barrier in English as the LoLT as basic terminology was lacking. Learners did not understand basic concepts and mostly guessed their answer. Teacher translanguaged to probe more engagement and collaboration. Teacher cheered the learners to think critically and gave clues throughout the lesson for learners to grasp. It was also noticed that the teacher used both Afrikaans and KKG to translanguaged concept clarification and lesson instruction. This is evident that these learners are multi-lingual and can speak more than two languages offered in their formal classroom.

#### **Extract 4: Social Studies - Economic development in Southern Africa**

Teacher: **kom, kom, kom...**

Learners: (fiddle around too much, shows homework not done)

Teacher: Take care means we protect? **//Hau bats ke ra amae?** (we protect). Are we clear? now? Who's got a question on the project? **!Khoa re...!Khoa re...**Speak now...Speak now...I don't want parents to call me and say we don't

understand...*Ta ma sa?* Isn't it?

Learners: *(Use hand signals, whispers to each other)*

Teacher: Where does money come from? *Ma ti da ui ha?* In your family, where does money come from?

Learners: Selling, trade, shops

Teacher: Do you own a shop?

Learners: *(Giggles)*

Teacher: Now let's go to Namibia, our Country, */hi I ta kore...* Let's see now. *Mari e mati ra #ga xa Namibiab !na?* How do we get money in Namibia? Where does our income come from?

In Extract 4, although the teacher tried to probe learning through creating a safe space for the learners, learners did not partake in the lesson and rather giggled when they did not know the answers expected. It was evident that learners had a huge language barrier in English as the LoLT as basic terminology was lacking. Teacher translanguaged to probe more engagement and collaboration, however learners were distracted and were busy doing their own things and not paying attention. A project was handed out to them that would count towards their continuous assessment mark and teacher tried to discuss it with them to understand what to do at home, however the learners did not engage in questioning the teacher although they were tasked to ask anything that was unclear...This is evident that these learners cannot cope with English as the only LoLT as they get distracted easily and derailed from the focus.

### Extract 5: English - Conjunctions (MVI 0027)

Teacher: Conjunctions is combining two simple sentences

*/am //arera di ta ge ra mi, amae?*

We say they join...okay? They take this simple sentence and that one and put it together.

*O ta ke mati ra mi? Then we say how?*

*So, ne mis neta ra gebruik sa, conjunction sa, //nas ge //na amaga ra !am //are.*

Do you understand...then we have a complex sentence... Eunice...take off that

Beanie...Okay. Okay, now when we refer to a simple sentence, then we are talking about a sentence which contains one verb...ne? *Tae sa a verb?*

Learners: It's a doing word



Teacher:	It's a doing word. <b><i>Nama gowab !na matits ni mi ? Sisen I misa?</i></b>
Learners:	<b><i>Aa... Sisen mis</i></b>
Teacher:	<b><i>Sisen mis...</i></b> ja my Khoekhoegowab is also good ne, yours is better. <b><i>So sisen mira ne sentence I !na ra ke,/gui sisen mis /guise.</i></b> In a simple sentence, we only have one verb, but in a complex sentence, we have how many verbs?
Learners:	We have two
Teacher:	We have two verbs. <b><i>So nebas hina sa ta plus a mai ha si, amae,</i></b> then we say, that's where we get the conjunctions. Right, <b><i>so mi ta ras ke,</i></b> conjunctions <b><i>ke eintlik !am //are mi sa. /gam</i></b> simple sentence <b><i>khara !am //are, amae?</i></b> ( <i>Show, demonstrate with hand gestures how two sentences are joined</i> ). Now how can we do that? Let me give you a simple example of a simple sentence... "I am late" ...who can identify for me the verb in that sentence?
Learners:	( <i>mute</i> ) ...no hands up..."I"?
Teacher:	"I" is a pronoun... now who can give me another simple sentence to be added to this sentence to give a complex sentence

Extract 5 illustrates yet another example of multilingualism as a dynamic process in the Namibian classroom. Although this lesson is an English subject lesson, learners seemingly cannot engage in effective collaboration due to the language barrier in the LoLT. The correct use of tenses seems to be a challenge to the L2 speaker, and it is evident that translanguaging is not a planned pedagogy, however due to learner's engagement it is the means to the end, as without translanguaging as a pedagogy, lessons become teacher-centred without learners taking active participation in it. During the teacher's instruction, teacher used both translanguaging and code-switching to expand learners understanding of basic terminology and comprehension. The teacher tried to establish rapport and create a social space for learning to take place through acknowledging his Mother Tongue ability to show learners it is allowed to converse in a language different from the expected LoLT.

#### **Extract 6: English - Tenses (MVI 0037)**

Teacher:	Who else was there? <b><i>Sas /gui sa ke si ha i?</i></b> Where you the only one that was there?
Learners:	( <i>Giggles</i> )
Teacher:	How do we get money at the ATM? What do we call that process?

Learners: Oh ja

Teacher: Withdraws **ke ra #ai be sen, mari e ta ge si ra #gae ti, amae?** Withdraw means I Withdraw money, did you get it?

Learners: Ahhh...(shows understanding)

Teacher: Now, if you want to say this word in the past tense, how are you going to say it?

Learners: "with had"

Teacher: **Ha a, ha a...** No, that's why I said you have this tool...hey, where is your book? I have seen the boys are playing soccer in the streets made from paper and covered in plastic, is that what you are doing with your books? (*Trying to engage learners in an English conversation*).

Learners: No

Teacher: There are three columns...there it is...

Learners: (*Giggles, shuffles in between*)

Teacher: **Ots ke I bets ka si a #gae #habu o, mi di /kha.** When you are lost of words, **Ots ke //naba /gui ni oa.** Then you should just look for it there, do you understand?

Learners: Yes sir

Teacher: And I don't want people to use the word "did". **Ne! nasa //aeba ta komo ra mi o, "I did eat" ti** (Most of the times we use the word in that phrase? So, instead of saying "did eat, what must we say? **He? Like nesi ta gera #u, //ari ta kera #u** (*Im eating now, I was eating yesterday*) **O //ari ta go ro #u sa English !na matits ta mi?** How do you say I ate? yesterday in English?

Learners: (*Mumbles in a crowd*)

Teacher: Wait man, you must pick up your hand and talk to me

Learners: I was eating

Teacher: I was eating **tib ke ne aoroba ra mi. okay, xabe eating sa xure amae, its "eat"si /gui Konsentreer amae.** (this guy is saying he was eating, but leave out "eating", okay, and just focus "eat"

Learners: I ate.

Teacher: I ate, ogh, thank you man. **Ogh maba xuts ke huka ha?** (Ogh, where did you come from?)

Extract 6 illustrates that translanguaging and code-switching are evident in the Namibian classroom with linguistic dynamics. However, it is in the learners' advantage only if the subject teacher is the same mother tongue speaker of the group of learners. What was noticed is also that teachers tend to switch to Afrikaans for clarification of learning content although these learners never have Afrikaans as a mother in the foundation phase, which

is another example of multilingualism as a social practice in schools. Teacher tried to stick to the policy expectations, however lesson outcome prompted the teacher to switch to the language best understood.

#### **4.5.5 Field Notes**

Merriam (2009, p. 28) describes field notes as "... analogues to the interview transcript." In addition to teacher interviews, I observed and recorded my field notes manually in a notebook as unobtrusively as possible during and after each lesson observed based on what I observed of each lesson in its entirety, paying attention to elements relevant in obtaining enriched data related to the research topic, which are not necessarily planned in advance. Such as, the teachers' instructions and scaffolding of activities, teacher-learner interactions, peer interactions, teacher's language use, discipline of learners, socio-economic backgrounds of learners, infrastructure, resources and other multi-modal (e.g., non-verbal) elements of the teachers and learner's classroom interactions. In multiple case studies such as mine which involves two research sites and seven research participants, data sources include detailed descriptions of each individual case, and also consider similarities and differences across the cases (Crowe et al., 2011). Thus, each of my reflections included detailed narratives about the teacher, class or the learners and socio-cultural context in which learning takes place, as well as analytic comparisons to my observations in other lessons, which will help me make a significant contribution to derive to concise conclusions, especially regarding any aspect of relevance as they occur, as Silverman (2013) highlighted. Figures 4.1 and 4.2 below are examples of small sections of my field notes and reflections I made during lesson observations.

**Figure 4.1: Example 1 from field notes**

Observed Covid protocol

**Figure 4.2: Example 2 from field**

Condition of infrastructure



Covid-19 Protocol observed. Wearing of Masks mandatory. Learners taught in bubbles.



Infrastructure is dilapidated, flooring wearing off.

#### 4.5.7 Overall Discussion and Findings

In accordance with the research methods used, the responses from the interview process were in compliance with what was observed in the classroom observations. Although the Namibian Curriculum advocates education to be learner-centred, the major language barriers faced by both learners and teachers in the Foundation Phase meant that the teachers in our sample were presented with a constant challenge of explaining concepts, eliciting responses from learners, getting active engagement of learners in a language that would be most helpful for understanding and learning. In that sense the teachers showed their commitment to [promoting learning and a flexibility and creativity and an approach to teaching that was not envisaged by either official policy or when they were in teacher training.

Teachers would elicit a response from the learners throughout lesson delivery and probe interaction. When teachers tried to stick to English only as the LoLT, learners would lose focus and start fiddling and start disrupting the classroom. There were times lesson objectives could not be met and lessons did not conclude in the planned time frame due to constant code-switching and translanguaging in mediating learning content to ensure

learning takes place. In other words, most lessons were teacher-centred although a learning space was created for social interaction. Learners did not take the active role in the learning outcome and teachers constantly acted as the MKO and mediated learning and scaffolded. Therefore, as opposed to focusing on using a Learner Centered Approach in the Namibian classroom, the teacher most often resorted to a teacher-centred approach in leading the learning process through providing cues, scaffolding and eliciting responses in a space where using languages other than the LoLT was acknowledged and not opposed. There was little evidence to show the integration of all language skills as lesson delivery was mostly verbal interaction, thus speaking skill was taught in isolation, however with the translanguaging pedagogy adding consolidation of the skill outcome. This aspect contradicted the full repertoire of language skills as it needs to be taught in conjunction with other skills. The observations demonstrated that the teacher's aim was to teach the planned lesson objective, however learning could not take place without the teacher creating a translanguaging space to enable learning to take place.

Based on these brief findings, evidence shows that the teachers in this sample did not comply with the policy guidelines required for teaching and learning in the Namibian classroom, which states that teaching and learning should be done in English as the only LoLT and the instructional approach should be learner-centred. This was further hampered as we were in the middle of a pandemic and regulatory guidelines required one-metre distance and no social contact at all. Time wasted during lessons was due to a lack of planning on the part of the teacher as the lesson plan on paper contradicted the reality in the classroom, thus teacher constantly figuring out how best to impart learning content. It would be relevant for the teacher to interpret the content in his /or her own way, but it would also be necessary for the types of methodologies and approaches used for teaching in the intermediate phase where learners transition from MTI to English only instruction to be incorporated in the planning process.

## 4.6 Private School: Data analysis and discussions

### 4.6.1. Biographical Selection of Teachers

The same biographical profile applied at the public school was used at the private school. The teachers at the private school teach learners transitioning from Afrikaans as a MT to English L2. In total, 3 teachers were purposively selected from the private school to participate in the study as grade 4 intermediate phase teachers teaching through English as the LoLT due to the information they could provide as at the public school.

**Table 4.7: Profile of the Interview Participants at the Private school**

Grades and Subjects Taught	Gender	Teacher's pseudonyms	Code	Teacher's Mother tongue	Teaching Experience (Years)
Private					
Gr 4 classes					
Natural Science	F	Grace	A1	Otjiherero	5
Mathematics	F	Mercy	A2	Afrikaans	7
English	F	Hope	A3	Afrikaans	5

With reference to Table 4.7, the number of years of teaching experience for the three teacher participants range from 5 to 7 years. Two of the three participants are professionally qualified, and the other one is in the third year of study to attain professional teaching qualifications and is a qualified Journalist, which shows that they should possess the necessary knowledge and skills required to teach in the LoLT as proposed by the curriculum. Two of the three participants are Afrikaans mother tongue speakers, whilst the one is an Otjiherero mother tongue speaker, however eloquent in Afrikaans.

Due to the majority of the learners' language proficiency being Afrikaans, the idea of having a teacher whose MT or social communicative language is Afrikaans could be to their advantage to facilitate more effective learning. Their language proficiency enables them to engage with code-switching or translanguaging to enhance teaching and learning in a multilingual classroom (Makalela, 2013; Creese & Blackledge, 2010; Moodley, 2010;

García, 2009). Therefore, the linguistic barrier at the school is not expected to be a challenge to the teaching and learning process.

When reporting and referring to teachers who were participants in this study, I assigned them pseudonyms and codes for anonymity purposes. Pseudonyms and codes assigned were Grace (A1), Mercy (A2) and Hope (A3) to refer to respondents at the private school. Learners have also been assigned codes: L for singular and Ls for many. Where a learner's name was mentioned in class (by the teacher or fellow learners), it is replaced with a pseudonym in the thesis in accordance with the promise of confidentiality alluded to earlier.

#### 4.6.2 Interview Schedule and Interviews

The table below is a sample of the main questions taken from the interview schedule. Each question relates to specific theme(s) that were discussed in chapter 2. As a summary, I have provided supporting quotes based on the response from the participant interviewees from the Private School. The discussion illustrates what it reveals about the participant interviewees' understanding and teaching methods at the private school.

**Table 4.8: Interview Questions and Participant Responses Private School**

Themes Chapter 2	Interview Questions	Participants' perspectives/responses	Code/ Pseudonym	Supportive Theory
<b>1.Mother Tongue Instruction</b>	Are all your learners Afrikaans MT speakers?	<i>'70% of the learners are and the rest are non-Afrikaans ...we have the Oshiwambo speakers...a Zimbabwean speaker...there are that have English as their MT'</i>	A1-Grace	Wang (2019); Taylor & von Fintel (2016); William's (1998)
		<i>'they are Afrikaans but we have a few learners that are English'</i>	A2- Mercy	
		<i>'most of them are...'</i>	A3- Hope	

	What is your MT?	<i>'Herero...I can speak Damara...Wambo as well as Afrikaans and English'</i>	A1-Grace	
		<i>'Afrikaans'</i>	A2-Mercy; A3-Hope	
	What is your view on MTI?	<i>'as daar vasleging is in jou moedertaal... it's easier to learn other languages...the language that you learn as dit nie jou Moeder taal is nie daar iewers 'n gaping wees...it would be the broker part of it and not the mastered part of...so if a child masters the MT it's easier to change or learn a new language ...ons wil vasleging doen with the content that we give through so it doesn't help standing there speaking in English...'</i>	A1-Grace	Tollefson & Tsui (2004);  Wang (2019)
		<i>'dit is baie belangrik vir die kind om in sy huistaal in die grondslag fase onderrig te ontvang want dit is die belangrikste deel van 'n kind se fondasie en as hy nie verstaan wat vir hom geleer word nie, dan gaan daai fondasie nooit gele word nie, ... maar jou engels wat in graad 3 en 2 en 1 gegee word moet ook baie goeie vaslegging wees vir hulle om maklik oor te skakel'</i>	A2-Mercy	
		<i>'I'm all for MTI...a child that had been taught in their MT, have mastered MT... it's much easier to acquire a L2'</i>	A3- Hope	
<b>2.English as LoLT</b>	Are you comfortable teaching in	<i>'yes, very comfortable'</i>	A1-Grace; A3- Hope	Tollefson & Tsui (2004); Wang (2019)



	English which is not your home language?	<i>'yes, after seven years you get used to it... mense wissel maar baie af ook'</i>	A2-Mercy	
	Do you experience any challenges?	<i>'...English is not my MT especially with the pronunciation of the terms, you have to be prepared, because if you pronounce it incorrectly, the learners dis hoe hulle dit sal aanvat...'</i>	A1-Grace	
		<i>'Nee, glad nie'</i>	A2-Mercy	
	Are you experiencing any challenges with your learners since 70% of your learners are Afrikaans?	<i>'yes, language barrier, they have omgewing leer which is a combination as social studies and natural science in ongewingsleer, environmental studies is taught in Afrikaans so when they get to grade 4 it changes... the change in language has a really big effect, dit maak dit moeilik vir die kinders om content te verstaan wat jy will oordra so most of the time I have to go back to Afrikaans, I do it in English first then I go back to Afrikaans net om seker te maak and change over so the language barrier is probleem vir my...'</i>	A1-Grace	Kamwangamalu, (2016); Machombo (2014)
		<i>'hulle sukkel maar baie met die Engels...is rerig baie moeilik vir hulle ...veral die lees ook, so ons wil dit soos half...laat hulle dit verstaan, hoe meer hulle dit praat, laat hulle net gemakliker raak'</i>	A2-Mercy	

		<i>'not really, JP does a really good job to prepare to switch over to the English. I tried to expose them it's mostly English so from beginning they have to speak English as much as possible and they so adaptable, two/three weeks and they are in the flow, so I don't really experience any problems, there is here and there a child will ask you can I say this in Afrikaans and then I say it's fine, if they can express themselves better in Afrikaans that's fine but I encourage them to at least try in English'</i>	A3-Hope	
	Why?	<i>'Hulle verstaan nie die helfte van die goed wat ek se nie, so I give through in English, maar jy sal sien op die gesigte hulle het nie n clue wat jy se nie so I always try to switch over to Afrikaans so that I can accommodate everyone because it's a holistic theme, dit help nie ek praat in Engels en my kinders weet nou nie...'</i>	A1-Grace	
		<i>'ek moet dit altyd, I have to do my instructions in English and Afrikaans, want dis asof hulle nie dadelik snap nie as jy dit in Engels vir hulle se en die tweede keer as jy in Afrikaans se, dis asof hulle dan begin focus ook...'</i>	A2- Mercy	
	And if you are going to stick to English only?	<i>'it would be window dressing because what I'm doing now is failing my children, because for that day why do I only want to speak English en dan beteken dit ek moet daai les weer oor gaan doen... they didn't grasp the content that you want to give through, I know it says the science</i>	A1-Grace	

		<i>should be given through in English for both say -senior phase'</i>		
<b>3. Transitioning</b>	How do you find teaching the grade 4's, do you enjoy teaching them?	<i>'...dis actually baie lekker met die graad viertjies... ek voel daar is baie deurbraake want hulle hang aan die mond, wat juffrou se is reg... as dit by hulle kom wil ek he dit moet reg gedoen word, want as jy nie fondasie in graad 4 le nie dan is daar 'n gab soos hulle opgaan...,'</i>	A1-Grace	
		<i>'hulle is baie entoesiasties, hulle is baie gullible, hulle glo alles wat jy se so hulle is net meer interessant, hulle neem meer deel, hulle geniet dit, graad 4 is baie opwindend en hulle geniet die inhoud wat hulle kry...'</i>	A2-Mercy	
		<i>'I do, I feel grateful it's a very important year especially in languages because we build up from grade one but as instruction changes in grade four, I feel it is very important to draw a foundation so that they can excel, If there's a bit of a gap in grade 4 and 5 that's when we see in grade 6 and 7 and up to high school that those children just don't have the skills and they struggle to attain or acquire the skills later on'</i>	A3- Hope	

	How is the discipline, especially where they are coming from classroom teaching?	<i>'no, I don't have any disciplinary problems, I believe how you present yourself the first determines how the rest of the year will be in terms of discipline as well'</i>	A1-Grace	
	Are you experiencing any challenges with learners transitioning?	<i>'the first two months we practice, laat hulle net gemaaklik word met daai transition van omgewing leer na die science toe wat in engels aangebied word, so half way is like I force them to speak English in the classroom because that's the only way I can make them comfortable with English'</i>	A1-Grace	
	Do you think your learners had been well prepared in grade 3 for transitioning to English only?	<i>'nee.... it's only in the last few months waar hulle so bietjie die Engels inbring in die omgewing leer and It's difficult because they are taught these terms in Afrikaans hierdie long woorde en nou kom ek met die Engels en dan is weer vir hulle n ander woord but it means exactly the same thing en dis wat so moeilik maak laat die kinders goed verstaan, so ek dink nie in terms of preparation for the science part. I don't think two months is enough time because it takes me 4 months to prep them...'</i>	A1-Grace	

		<p><i>'Ja, ek dink hulle is goed voorbereid omdat hulle alreeds focus op die Engels as 'n subject, want dit speel n baie belangrike rol veral met die lees en die praat so as n kind dit onder die knie het, makliker die engels met ander vakke kan snap. Ons graad 3 is rerig baie bevoorreg hulle doen rerig baie moeite en maak eintlik vir ons makliker...en wat ek ook agtergekom het is hulle bring al in graad 3 bietjie engelse terme veral in die wiskunde ook laat dit nie vreemd is as hulle hier aankom nie, want as ek hulle n term gee en in Engels gee dan se hulle het dit al gehoor so hulle is ook al bietjie bekend met sekere goeters...during pandemic we also continued with E-learning with google classroom from grade 4 to 7 and die kleintjies het vooraf werk gekry but they also made out videos'</i></p>	A2-Mercy	
		<p><i>'definitely, especially English L2 as a subject, they were well prepared maybe the other teachers of the other subjects might have a bit of a problem, but just the change from those huge terms, but they have English as a subject so that's easier for them because they are already familiar with all this terms'</i></p>	A3- Hope	
	Anything you would want to add to the interview?	<p><i>'as daar net provision gemaak kan word van graad 3 af, at least in the second term, laat hulle die kinders, ons het nou twee terms, so beginning of the second term, meer exposure gee aan die environment, especially the environment, because it makes it so much easier and that's in</i></p>	A1-Grace	

		English'		
		<i>'definitely they have to start a bit earlier with the transitioning in grade 3 to at least last term. Just to get ready for other subjects, English, I don't have that much of a problem, but for math and science and social studies are more technical perhaps that could we introduced a little earlier on just so that they don't get hit or smacked in the face in grade 4'</i>	A3- Hope	
4. Curricula	Anything you would want to add to the interview?	<i>'if we can amend our internal policy in the school regarding the omgewing leer, en vir maths just to expose the learners especially in the terminology'</i>	A1-Grace	
		<i>Wat ek kan bysit en wat ek agtergekom het is dat Afrikaanse kindertjies .... die lees van die Engels is swak...so wat ons doen in die eksamen is ons lees vir hulle die vrae omdat hulle verskriklik sukkel met Engels spesifiek so daar gebruik ons Afrikaans ook altwee... so ons lees vir hulle en probeer in Afrikaans ook translate...'</i>	A2- Mercy	
	You don't really like to switch to MT in your classroom, is it because of the language policy why you are very strict?	<i>'not really, I feel language is something that you need to practice so when a child really can't express themselves., they are allowed to switch'</i>	A3- Hope	

<b>5. Code-Switching</b>	You also allow your learners to use Afrikaans even though you are teaching in English?	<i>'yes, I do because they express them self-better, but I would always go back en vra verstaan almal vir juffrou... het jy gehoor wat juffrou gesê het en dit is presies wat juffrou vir jou gesê het in Engels, that it means exactly the same thing...'</i>	A1- Grace	
		<i>'kyk hulle antwoord nou baie in Afrikaans'</i>	A2-Mercy	
<b>6. Translanguaging</b>	Your personal view as an intermediate phase teacher regarding translanguaging, the switch that you are doing as a teacher?	<i>'I support it because, ek maak soveel makliker dat die kinders die werk verstaan, aan die einde van die dag gaan dit of die kinders wat jy se verstaan, you had a lesson plan you had to do that but do the kids understand what you are giving through .so dis hoekom ek support translanguaging'</i>	A1-Grace	
		<i>'ek voel nogals dis n baie gemaklike manier om altwee te doen omdat baie keer vergeet mens dat hulle klein is, omdat graad vier maar deel is van die senior Primêre is hulle eintlik babatjies, so die Afrikaanse kindertjies kry baie swaar met Engels so ons moet dit stelselmatig doen...en vir my</i>	A2- Mercy	

		<p><i>persoonlik sien ek verbetering hulle snap hulle moet die werk kan vasle...stelselmatig kan die Afrikaans fade maar in graad 4 is dit baie belangrik'</i></p>		
		<p><i>'I'm not against it's about getting the child to understand the content you are teaching, so if I have to translate it in Afrikaans, I am gonna do it, but after that I will still try to drill in the English vocabulary that I have used before I switch over just so that they can understand the correlation between the two, but for the most part I want to see if they can understand on their own before I can use it'</i></p>	A3- Hope	
<b>7. Translanguaging Pedagogy</b>	<p>I observed that you sometimes switch over to Afrikaans ... why do you prefer teaching them in both languages?</p>	<p><i>'Ja, ek dink dis maar uit gewoonte in graad 4 omdat die kinders begin sukkel het met terminologie veral in wiskunde, want in graad 3 is als in Afrikaans nou moet hulle alles in Engels leer en hulle het geen idee wat dit is nie. So, van begin van die jaar af gebruik ek altyd Engels, ek begin met die Engels en as ek sien die ogies snap nie lekker nie dan verduidelik ek sommer in Afrikaans en Engels'</i></p>	A2- Mercy	<p>Duarte (2018); Adinolfi &amp; Astruc (2017); MacSwan (2017); Zhu, Li, &amp; Lyons (2017); García &amp; Kleyn (2016); Carroll &amp; Sambolín Morales (2016); García &amp; Wei (2014); García &amp; Li (2014); Lewis, Jones, &amp; Baker (2012a); Tsui (2008)</p>



8. Translanguaging Space	Do you allow learners to switch and use MT in your classroom?	<i>'... if i ask a question, dan sal die kind vir my se juffrou ek ken nie die antwoord in engels nie ek kan dit net in Afrikaans se dan se ek vir hom of sy se nou vir juffrou in Afrikaans wat is die antwoord, dan is die sin in Afrikaans ...dan verduidelik ek in Engels wat hy gesê het. dan se ek se nou vir juffrou wat jy sou se in Engels. so that also gives them om hulle sinne bymekaar te bring in Engels en om dit te kan verduidelik n conversation te kan begin in Engels'</i>	A1-Grace	
		<i>'I want them to be exposed to the language as much as possible...I don't want to give them the loopholes that I can switch over any time and then they get into that comfort zone and don't really pick up what they can pick up'</i>	A3- Hope	

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All the research questions were based on teachers views and opinions on teaching and learning in the intermediate phase and the pedagogies and methodologies employed to enhance learning in the transitional classroom, transitioning from Afrikaans MTI to English as the only LoLT. Translanguaging and code-switching was prevalent as a collaborative tool not only for teaching, but as a communicative tool at the research site. Data collected at the private school interlinked with the reasons the public-school research participants provided, however, it was evident at the private school that learning and collaboration cannot be divorced from translanguaging and code-switching, as it was not only used for bridging the gap, but as a norm by the teachers. Two of the three interviewee participants explicitly translanguaged and code switched throughout the interview process, although the researcher posed the questions in English only. Most of their responses were in Afrikaans and minimal use of English was applied. Below are explicit responses provided by the two interviewees within the same repertoire on their views on MTI:

*as daar vasleging is in jou moedertaal... it's easier to learn other languages...the language that you learn as dit nie jou Moeder taal is nie daar iewers 'n gaping wees...it would be the broker part of it and not the mastered part of...so if a child masters the MT it's easier to change or learn a new language ...ons wil vasleging doen with the content that we give through so it doesn't help standing there speaking in English... (A1-Grace);*

*ek moet dit altyd, I have to do my instructions in English and Afrikaans, want dis asof hulle nie dadelik snap nie as jy dit in Engels vir hulle se en die tweede keer as jy in Afrikaans se, dis asof hulle dan begin focus ook... (A2-Mercy).*

Although all three research participants were in support of translanguaging as a pedagogy, the English language teacher prefers to teach English language without mixing it with the mother tongue as outlined in the Language Policy, (MBEAC,2003). However, she allows a translanguaging space for the learners, her response being:

*from beginning they have to speak English as much as possible and they so adaptable, two/three weeks and they are in the flow, so I don't really experience any problems, there is here and there a child will ask you can I say this in Afrikaans and then I say it's fine, if they can express themselves better in Afrikaans that's fine but I encourage them to at least try in English'...(A3-Hope).*

She further claims that the Junior Primary teachers did a great job in preparing the learners from transitioning to English as a LoLT, therefore she does not experience any problems in teaching English as a language, she claims the following:

*JP does a really good job to prepare to switch over to the English. I tried to expose them it's mostly English so from beginning they have to speak English as much as possible and they are so adaptable, two/three weeks and they are in the flow, so I don't really experience any problems, there is here and there a child will ask you can I say this in Afrikaans and then I say it's fine, if they can express themselves better in Afrikaans that's fine, but I encourage them to at least try in English... (A3-Hope).*

This is a clear indication that the teachers creates a translanguaging space and support translanguaging as a pedagogy, by using scaffolding methods that enable children to see and use all of their languages for learning and drawing from all the languages in his/her repertoire to communicate (García & Kleyn, 2016; García & Wei, 2014; Lewis, Jones, & Baker, 2012a; MacSwan, 2017), but it also involves a creative improvising of going between the languages brought by the other to co-construct meaning in a specific context. It was evident that Afrikaans as a Mother Tongue was clearly enacted comprehensively as learners had a very strong foundation in Afrikaans and did not see it as a deficient language in scaffolding learning throughout the transitional phase, as teachers saw nothing wrong when learners responded in Afrikaans even though the teacher posed the question in English. All three participants supported MTI in the Junior Primary Phase, benchmarking on the positive impact it has on learning throughout school, see responses below:

*...so, if a child masters the MT it's easier to change or learn a new language (A1-Grace);*

*dit is die belangrikste deel van 'n kind se fondasie en as hy nie verstaan wat vir hom geleer word nie, dan gaan daai fondasie nooit gele word nie (A2-Mercy);*

*I'm all for MTI...a child that had been taught in their MT, have mastered MT... it's much easier to acquire a L2 (A3-Hope).*

Whilst this may be problematic for the public school with multilingual diversity of the teachers and learners, transitioning with different mother tongues as a Mol in the Junior Primary phase, the private school may experience more flexibility as all teachers are fluent in Afrikaans, which is also the only MT offered in the Junior Primary phase. On the question of teachers views on English as a LoLT, teachers responded that they were comfortable in teaching through English and did not experience any challenges, however both the content subject teachers had the following to say regarding the challenge's learners pose when taught through English:

*yes, language barrier... the change in language has a really big effect, dit maak dit moeilik vir die kinders om content te verstaan wat jy will oordra so most of the time I have to go back to Afrikaans, I do it in English first then I go back to Afrikaans net om seker te maak and change over so the language barrier is probleem vir my...(A1-Grace);*

*hulle sukkel maar baie met die Engels...is rerig baie moeilik vir hulle ...veral die lees ook... (A2-Mercy).*

The question on how teachers experience the transitional grade 4 classroom, all three respondents seemingly had the best interest of their learners at the core and enjoyed taking these learners through transitioning by ensuring effective implementation of the curriculum:

*...dis actually baie lekker...daar is baie deurbraake want hulle hang aan die mond, wat juffrou se is reg...ek wil he dit moet reg gedoen word, want as jy nie fondasie in graad 4 le nie dan is daar 'n gab soos hulle opgaan...'(A1- Grace);*

*hulle is baie entoesiaties, hulle is baie gullible, hulle glo alles wat jy se so hulle is net meer interessant, hulle neem meer deel, hulle geniet dit, graad 4 is baie opwindend en hulle geniet die inhoud wat hulle kry...'(A2- Mercy);*

*'it's a very important year especially in languages, because we build up from grade one but as instruction changes in grade four, I feel it is very important to draw a foundation so that they can excel, If there's a bit of a gap in grade 4 and 5 that's when we see in grade 6 and 7 and up to high school that those children just don't have the skills and they struggle to attain or acquire the skills later on' (A3- Hope).*

However, they did not disregard the challenges they experienced with learner's English proficiency and the period they are setting aside to prepare these learners is sufficient enough. Grace responded '*...ek dink nie in terms of preparation for the science part. I don't think two months is enough time because it takes me 4 months to prep them...*', (A1). This clearly suggests that there is a need for a transitional plan, especially from grade 3 to grade 4.

The question on Translanguaging as a pedagogy and teachers views on it, all interviewees were in favour of Translanguaging pedagogy in the classroom. One of the responses provided a logical reason for supporting this pedagogy:

*'I support it because, maak soveel makliker dat die kinders die werk verstaan, aan die einde van die dag gaan dit of die kinders wat jy se verstaan, you had a lesson plan you had to do that but do the kids understand what you are giving through .so dis hoekom ek support translanguaging' (A1-Grace).*

The teacher's response indicated that planning a lesson does not mean the learners will meet the basic competency, however they need to meet the objective of the lesson, and with a language barrier where learning is not possible, your planned lesson may be futile.

A significant remark regarding challenges experienced by both learners and teachers in the intermediate classroom, transitioning from mother tongue to English as a LoLT, was focused more on learner's language proficiency in English, which influenced and impacted the learner's understanding of the work and motivation to learn in a learner centred space. The point made by the teacher is to take into account the needs of the learner (Cummins & Davison, 2007), thus initiating a learner-centred culture.

#### **4.6.3 Classroom Observations**

Similar field notes to those taken at the public school were also used during the classroom observations at the private school. As discussed in presenting the data for the public school, the study done by García & Kleyn (2016) informs us that teachers are often confronted with different challenges in linguistically diverse classrooms. In particular, when and how can other languages be used as a resource for learning (Dooly, 2005; García & Wei, 2014). For analysing the data presented by the Private school, I draw on the same studies of translanguaging as a pedagogy to enhance teaching and learning in the intermediate English L2 classroom similar to presenting and analysing the data of the public school, as this is a comparative study. I will discuss the observations by incorporating the same factors namely Translanguaging pedagogy, Translanguaging space, Teachers role in Scaffolding and Mediating learning. It was noted that although English was the LoLT, teachers continuously code-switched and translanguaged throughout their communicative repertoire. Instruction was done mostly in Afrikaans, and English was used for scaffolding, concept clarification and translanguaging throughout lessons.

The classroom atmosphere presented in these lessons was very different to those presented in the public school. It was evident that the socio-economic contexts are vast as the infrastructure is in a well-maintained state, cleanliness and hygiene is outstanding and it is clear there is an active Governing Body overseeing the maintenance and development of the school. It was also evident that more construction works were ongoing, which was capacity and access creation, which is a grave challenge in any public school, as in the selected research site. The parents at the private school are committed and obliged to pay a monthly school fee of N\$ 1850-00, plus the school is receiving an

annual subsidy from the Ministry of Education. The financial income flow makes it possible for the school development plan to be actively worked on, whereas in the public school, the constitution of Namibia declared access to education to be free, which has a clear effect on the state of affairs as parents do not contribute anything towards the education of their children.

The teachers and learners were more enthusiastic and lessons were well structured and planned, and teachers did not waste time on task and started promptly with lesson delivery. It was evident that resources were well maintained and available to enact the proposed curriculum. Learners were aware of their expectations and limitations, and there was not observed cases of incomplete homework, which shows that parents are actively engaged in teaching and learning of their children, which is opposite to the public school, as majority of the learners did not always have their homework tasks completed. Teachers continuously translanguaged and code switched throughout their lessons, using Afrikaans as the primary language throughout instruction, except the English language teacher, who stucked to English only without mixing it.

**Table 4.9: Duration of Lessons Observed at Private School**

Grade	Subject	Duration
Grade 4	Nat. Science	3 x 40 min
Grade 4	Mathematics	3 x 40 min
Grade 4	English	1 x 40min
<b>TOTAL:</b>		<b>280 MINUTES</b>

**Table 4.10: Observed Classroom Practices Private School**

Teachers Code & Pseudonym	Translanguaging Occurrences Observed in Classroom Practices	L1	L2	L3
A1-Grace	<b>Translanguaging pedagogy;</b> translanguaging space; Discipline; Reinforcement; Classroom management; Cues; Instructions; Sign language; Questions; Code Switching; Use visual aids; Use gestures; Teacher integrated technology	Observed	observed	observed
A2-Mercy	<b>Translanguaging Pedagogy;</b> translanguaging space; Instructions; speaking; vocabulary expansion; peer teaching; Concept clarification; Consolidating learning content; Reinforcement; Learner Centred Approach; Eliciting responses; Providing Explanations; Establishing rapport; Clues given in MT; Appraisal; classroom management; Teacher integrated technology	Observed	observed	observed
A3-Hope	Lessons were more monolingual; Teacher did not translanguage at all Lessons were in English; Instructions in English; Consolidating learning content in English; learners were comfortable however teacher acted as the facilitator; Appraisal in English; Teacher did not encourage translanguaging; Teacher integrated technology	Not observed	Not observed	Not observed
<b>KEY:</b>	A1 L1 <b>Forms of Energy;</b> Exercise on chalkboard; Homework activity; Chalkboard A1L2 <b>Forms of Energy;</b> Concept clarification; Vocabulary expansion; Chalkboard A1 L3 <b>Matter;</b> Writing; Concept Clarification; Vocabulary expansion; Chalkboard			



	A2 L1 <b>Geometry</b> ; PPT presentation; chalk board; gestures; signals; homework activity A2 L2 <b>Geometry</b> ; gestures; signals; PPT presentation A2 L2 <b>Geometry</b> ; PPT presentation; Signals; A3 L1- <b>Prepositions</b> ; homework task, writing exercise; PPT presentation
	<b>A1; A2; A3 = Teachers code's</b> <b>L= Lesson</b>

Lessons did not always follow a learner centred approach, however, teacher ensured that learners were engaged throughout the lesson presentation in various ways. The teachers aligned with the Namibian Broad Curriculum of Education in terms of what needed to be taught, period length and syllabi, but teachers incorporated technology during lesson presentations, thus used the blended teaching approach, as learners were continuously exposed to PowerPoint presentations and projectors. As a result, lessons were more interesting to the learners and they were eager to learn. The teachers, during the classroom observations, did not only follow the content in the textbook but incorporated other learning material based on the lesson theme.

Each lesson took into account the language needs of the learner, thus the teacher continuously code-switched and translanguaged to enable learning to take place. The teacher used visual aids to reinforce knowledge on lesson objectives. This was effective as learners were actively engaged in the learning process, limiting the amount of teacher-talk in the classroom.

An equal representation of shared communication between the teacher and the learners were illustrated in each lesson. The classroom observations illustrated situations where the teachers-initiated communication through creating a learning space by allowing learners to switch between Afrikaans and English. The teachers often initiated the classroom discussions, eliciting responses from learners and scaffolded learning. Critical questions were posed to learners which allowed them to think critically and meet the basic competencies expected at the end of each lesson. Learners actively participated in the lesson presentations, although at times the teachers had to mediate learning. Lessons showed evidence of translanguaging in the classroom, either teacher directed or learner

directed. However, teachers always reinforced and consolidated learning by ensuring lessons were concluded in the target language, which was English.

The private school sets a high standard regarding the learning outcomes. The school, at the time of observation, implemented the Broad curriculum of Education, the use of language in the classrooms was adapted to the communications background and skills of the learners. The fact that majority of the learner's language proficiency is Afrikaans, their teaching methodology they had concluded that it cannot be English only, thus they need to switch and translanguage until they ensure their learners reach the zone of proximal development. It is notable that the school's performance is the top performing school within the Erongo Region in the NSSCO and NSSCAS curriculum. At the time of observation, the phase heads and subject heads already disseminated a common scheme of work to the intermediate phase teachers on how and when the syllabi should be completed with resources to be used for each lesson. This scheme also clearly indicated the resources to be used for the lesson outcomes. As per the National Subject Policies, lesson plans have a uniformed format, and it is expected that after each lesson delivery, teachers should write reflections on the structure of the lesson output, from which teachers mostly focus on challenges encountered. Based on this evidence, teachers demonstrated their efforts and takes full accountability in ensuring teaching and learning takes place through English in the classroom. Learners, similarly showed enthusiasm towards learning through English as the LoLT during the classroom observations. For example, their homework was always completed and up to date. This aspect is significant as it shows that both the parents and the learners are active in ensuring learning of the child is not only the school's responsibility, but a shared accountability. The teachers created WhatsApp class groups on which all learning tasks, projects and homework activities are shared daily with the parents to assist with the learning outcomes.

#### **4.6.4 Lesson Recordings**

The samples of lesson recordings below further illustrate the strategies and pedagogies used in teaching and learning in the Private School as input to our analysis posed by the research questions. Other examples worthy to add richness to the data are also be discussed.

## Extract 7: Natural science - Forms of energy

**Teacher:** Ok you had three forms of energy...sound energy, light energy and...

**Learners:** heat energy

**Teacher:** So, the lamp is not an example of heat energy.so circle the lamp if you've coloured in the lamp  
ok the lamp itself is not an example of heat energy.

**Learners :** *Juffrou ek het net die iron gecircle*

**Teacher:** *Julle ek weet nie ek kry nie my boek nie. Page 7...page 74 please*

**Learners:** (mumbling)

**Learner:** *Juffrou kan ons nie kan ons nie...*

**Teacher:** page 78! Ok now today we will look at the energy that we have within us. Energy that is found in light, the energy in wind and the energy in animals and plants...

**Learners:** yes

**Teacher:** so, what happens when you feel tired because you have run out of energy? So, remember we said the two sources of energy for people is...?

**Learners:** plants and animals.

**Teacher:** ...Now there is also energy in nature. Now this is what happens lets quickly look back what plants need to grow?

**Learners:** the sun!

**Teacher:** *(while drawing on the chalk board)* so we have our sun. so, what happens who uses this energy?  
*(pointing to the sun drawn on the board)*

**Learners:** plants

**Teacher:** *juffrou gaan net gou grassietjie... net so* what does it say there? (referring to textbook)

**Learner:** (reading)plants get their energy from the sun!

**Teacher:** *wat het ons gesê*, what type of energy do they use from the sun

**Learners:** light energy!

**Teacher:** who eats the plants?

**Learners:** humans and animals

**Teacher:** *juffrou kan nie n koei teken nie so ek sal my bes probeer om n mooi koei te teken*

**Learners:** (laughs)

**Teacher:** So, the sun gives plants light energy to grow, the plants use this light energy to make their own food  
. Is that so?

**Learners:** (goes mute)

**Teacher:** ...than the animals eat the plant so they get energy from the plants or from other animals that they eat.  
*Maak dit sin?*

**Learners:** *Ja juffrou*

**Teacher:** It's the same as when we eat food ok when we take in food that energy is first stored because the food needs to combine with what to release energy?

**Learners:** (goes mute) ...oxygen!

**Teacher:** so that stored energy in our body is called chemical energy because it's not at work yet neh so it's called chemical energy. Once I start to walk the chemical energy changes into...

**Learners:** movement energy

**Teacher:** *mooi!* Ok let's say a battery inside the battery is the same, chemical Energy... *Verstaan julle?*

**Learners:** light!

**Teacher:** it changes to light energy. *Verstaan julle?* ...Ok alright. So, it changes from solar energy into chemical energy, *sien julle daar...* now light is energy that helps us to see things. Most of our light comes from the sun-light travels in waves. When we do not have sunlight, we get light from candles and lamps so those are other sources of light *neh ander plekke waarvan af ons die lug kan kry as dit nie van die son af is nie. Maak dit sin?*

**Learners:** *ja*

**Teacher:** some lamps use electrical energy to give light, so some lamps use paraffin others use electricity. *Wat is nog daar?*

**Learners:** *lamp olie*

**Teacher:** *ok lamp olie is selfs paraffin.* Ok now there's energy

## Extract 8: Forms of energy

**Teacher:** Alright, so you had to order the pictures that does not belong, is that so? So, it changes from solar energy to into chemical energy, *sien julle daar?* And then the animals eat it and it is stored as chemical energy and once it starts to use the energy for different things, for movement, to breath and for their hearts to beat like we said *neh*, ok any question so far?

**Learners:** (*shake hands indication no*)

**Teachers:** Now there is energy in light, light is energy that helps us to see things most of our light come from the Sun. Light travels from the sun to the earth as waves. when we do not have sunlight, we get light from candles and lamps so those are other sources of light *neh ander plekke waarvan ons die lug lig kan kry as dit nie van die son af is nie... maak dit sin?*

**Learners:** (*Some learners*) (Yes /*Ja*)

**Teacher:** Some lamp electrical energy so give light. lamps burn different materials to give light, so some lamps use paraffin, others use electricity... *wat is nog daar?*

**Learners:** *lamp olie*

**Teacher:** *Okay lamp olie is (selfs) paraffin ook* now there is energy in wind also there is energy in the movement of air you can feel the energy in the wind when it blows against you. Wind is cause when the energy is use to generate – generate simply means produce electricity *ne* ok so wind turbines have blades that look like (propellers) of airplanes wind turn the plates and the generator change the wind energy to electric energy so wind energy is changed into ...

**Learners:** movement

**Teacher:** Into movement than into electrical *kom ons sit die prentjie neer*. So, it's (*oukies*) *moenie die board met die trap af vee nie ne*. wind into movement, when the turbines spin or turns – (*writing on board*) so, movement into electrical, *maak dit sin*. Wind first, movement when the blades spins generate electricity which is electrical energy ok. Then there is energy in plant and animals, so plants get their energy for growth from the sun they use the suns energy to make their own food in their leaves? Trees store some of their energy in their wood when we need heat...Or light we use stores energy by burning the...?

**Learners:** (*Whole class*) wood!

**Teacher:** ...so stored energy inside the wood is also...?

**Learner:** ... chemical

**Teacher:** so, when it is burned it releases heat and light. Do we all understand?

**Learners:** *Ja Juffrou*

**Teacher:** ok so animals get their energy from the sun and from the food energy stored in plants is eaten by...?

**Learners:** .... animals

**Teacher:** ...ok and which gives them energy. Hunting animals eat their prey or other animals which also gives them energy. Ok any questions do we all understand, so like we said plants get their energy from the sun. they store energy in plants but after they have gotten their energy from the sun, they make their own food. The stored energy in plants is then used by...?

**Learners:** *Ja Juffrou*

**Teacher:** So, what teachers wants you now to quickly do is ...

**Learners:** *Juffrou kan ek die vensters oop maak*

**Teacher:** *die vensters is oop.* ok so before us ..... I want us to redraw this (*points to drawing on the chalk board*) please make use of 80% of your paper / your page *neh* but before you draw, I quickly forgot I want you to rewrite this, *gou gou vir juffrou.* just underneath the activity, *julle kan sommer tarys me kaarock skryf.* Go to the activity. (*point to the textbook of learner 4*) *hierdie activity 4.1 het jy nie plek nie*

**Learners:** *nee*

**Teacher:** okay are we all there, (*while writing on the board*) forms of energy we have heat energy who can help me...? *juffrou is nou by julle*

**Learners:** ...electrical

**Teacher:** (*avoid answer and continue writing on the board*) movement? Solar and hydro means?

**Learners:** ... water

**Teacher:** ...ok quickly rewrite that (*smacks thigh*) telling L3 to start writing

**Learners:** *ek het nie spasie nie*

**Teacher:** *dan begin jy op n skoon bladsy my skat!* (*referring to learner 5*) *maak skerp die stomp potlood.* After you are done with that you can start with that (*pointing to drawing on chalk board*) *kom ek skryf gou vir julle die opskrif* (let me write the heading for you guys). (*Walking around picking through learner's book*). (*Referring to learner*) *skryf in die Lyn. Vee uit!* (Write in the lines) erase! (*Ponting learner 8*) *skryf! jy moet nog teken*

**Teacher:** *teken gou mooi netjies en groot ne* (*draw neatly and big*) and when you are done drawing you may colour it in

**Learners:** *juffrou, as ek nog genoeg spasie het kan ek hier onder* draw

**Teacher:** yes, if you started to write the forms of energy on a new page than just draw a line and you can use the space that left at the bottom to draw

**Learners:** *juffrou, ek het nie space nie*

**Teacher:** *nee draai jou boek reg* ...open here...

## Extract 9: Matter

**Teacher:** ...ok so we had to identify 3 examples of matter, what we say...matter is anything that has ...?

**Learner:** ... mass

**Teacher:** ...and occupies ...?

**Learner:** ... space

**Teacher:** ...alright, so what are the examples of matter in the picture?

**Learners:** *(class goes mute)*

**Teacher:** ...alright, so example *(point to learner)* one example?

**Learners:** ... heat

**Teacher:** ...ok heat from where?

**Learners:** ...sunlight...fire

**Teacher:** ...ek praat met (Liam) L1. Heat from? so het jy net gesels... heat from?

**Learners:** ... *(nods)*

**Teacher:** ...so dit moet wees heat from ...nee examples of matter sorry

**Learners:** ... *(raises hand)* juffrou, juffrou ...humans

**Teacher:** ...the human ne, so kan ons net se die groundsman neh *(point to learner 6)*

**Learners:** ...house

**Teacher:** ...so we say the buildings is maar nie windows and doors en wat nie daai/ daardie hele goed is deel van die buildings

**Learners:** ...wood

**Teacher:** ...waar is die wood. ok

**Learners:** ...Juffrou dis deel van die tree example

**Teacher:** ...ok ek skryf alles neer, ons almal het veskillende goed daar geskryf *(pointing learner 2)*

**Learners:** ...people

**Teacher:** ...it's not matter

**Learners:** ...juffrou is ons nog by 1

**Teacher:** ons is nog by 1

**Learners:** ...smoke

**Teacher:** ...smoke...well done, ok and what else something that we cannot see, iets wat ons nie sien nie.

**Learners:** ...Juffrou!

**Teacher:** ... *(While writing on the chalk board)* light from the fire. kan juffrou dit so se. and what else do we get from the fire *(referring to learner 6)* jy het dit nou gesê, ek net dit op die verkeerde plek geskryf. Heat from the...?

**Learners:** ...fire

**Teacher:** so, remember teacher said anything that is (energy) are things that we cannot see or taste ne, alright number – three why do we say the (energy) is non matter and not matter *(pointing learner 4)*

**Learners:** because we cannot see it or taste

**Teacher:** yes, but there is another reason, (*calling to L6 for answer*)

**Learners:** energy is light and ...

**Teacher:** no what the question is asking hoekom se ons dat energy non matter is en nie matter nie, so why do we say that energy is non- matter or matter.

**Learners:** Because it does not taste or smell

**Teacher:** (*shakes hands indicating no*)

**Learners:** It does not have matter, volume and mass

**Teacher:** Matter? not matter (*pointing the learner*)

**Learners:** It does not occupy space and has mass and volume

**Teacher:** it does not occupy space, mass or volume. Alright we can say that energy does not have mass or volume and we cannot see it

**Learners:** Juffrou ek ook geskryf matter is anything that occupies space

**Teacher:** mmmh hoekom se ons energy is not matter dis wat ons vird ok so quickly do corrections than we continue (*Learners page talking among each other*)

**Teacher:** Quickly finish your corrections remember vee die verkeerde antwoord uit dit en skryf die antwoord in ok (*repeat herself*) Grade 4 kyk vir juffrou, for number 2 you had to use things that you see in the picture so jy kan net nie skryf heat energy nie heat energy van waar af verstaan julle wat juffrou bedoel. light energy van waar af? ok die wat klaar is – quickly open your textbook at page 75, maak so lank by page 75 oop vir juffrou (*paging*) ok now that we know that energy is around us and we have learned that the universe is made up of matter and non-matter ok. And anything that is matter is alles that occupies space ...ok now if I have a cooldrink can and I want to open it what do I need to open it?

**Learners:** energy

**Teacher:** movement ne, alright if you kick a ball what do you require?

**Learners:** energy!

**Teacher:** If you push a car what is needed?

**Learners:** energy

**Teacher:** now with all that questions asked we could actually come to a conclusion an we can now say that energy can be defined as one ability to do work or to move something, are you with me?

**Learners:** (*silence*)

**Teacher:** ok so we can say that energy has the ability to something or to move something so in other word what are we saying is energy is ability to do work? so energy is net om werk te doen. neh because that's what is required to do the work. So, energy is the ability to do?

**Learners:** work

**Teacher:** Ok so we use energy to heat our homes and other buildings a motor that runs gives the car energy to? (*Class goes mute*) move, so we use energy in electricity to power our radios and televisions as well as our house hold appliances, we also use energy to break down and digest food in our body – digest simply means to break down ne, so the food that we eat gives us energy to think, move and our bodies



to do work. So, we het al probeer plank, who has tried planking?

**Learners:** *(raise hands)*

**Teacher:** planking is that position that boy or girl is holding there *(point pictures in the textbook)* OK so when you plank some of the parts starts giving in your body ne watse gedeelte beginne raak eerste moeg

**Learners:** skouers

**Teacher:** ok some say their shoulders, some your arms, some would be your lower back ne, this means that this part starts to run out of what

**Learners:** energy

**Teacher:** dis hoekom dit begin laam word ne ok so when you turn to page 76, now we have look, we know that energy is the ability to do work, se vir juffrou

**Learners:** energy is the ability to do work

**Teacher:** we have identified heat energy so far, we have identified light energy so far, so the next one that we are going to look is, we also looked at it yesterday is?

**Learners:** sound energy

**Teacher:** Remember we said that sound energy is basically vibrations that moves in the form of waters ne ok. Sound energy that is made by vibrations (reading from the textbook) when an object vibrates is cause the air particles to move, this particle bump into each other next to them and make them vibrate too. now let me ask this question, as ek in Naraville is en n kar ongeluk gebeur in meersug, sal ek dit hoor in Naraville?

**Learners:** nee

**Teacher:** no because the vibrations would have run out of energy before it even reaches Naraville ne let's say an explosion happens at the army Kamp hier buitekand, soos in groot explosion happens, will we be able to hear it in walvis?

**Learners:** yes

**Teacher:** We will because it means that those vibrations that come from there have enough energy actually to travel up to walvis and in your ear is within the range up to where the vibrations have travelled dan sal jy dit kan hoor, is dit nie waar nie?

**Learners:** yes

**Teacher:** Ok so that how sound energy works ok any question? *(class goes mute)* no response...so how do we know that sound give of vibrations let's do this take off your books from the table put your pencil on the table sit vir juffrou jou potlode, maak alles of net jou potlood op jou tafel... *(Shuffling, stamping books on the Floor)* ...so every time, moet nou nie aan gaan nie neh, I want to show you something. every time you bang on your desk see what happens to the pencil... *(banging on the tables, pencils rumbling)* ...every time you bang on the desk see what happens to the pencils, so los die potlood, sit die potlood neer en stamp die tafel... *(more banging and rumbling)* ... *(teacher raise hand indicating stop)* ...so what happens every time the sound is created your pencil goes up neh so those are the vibrations that are given off by the sound causing the pencil to?

**Learners:** move!

**Teacher:** so, can we say that sound energy is vibrating?

**Learners:** yes

**Teacher:** so, it only travels to our ear as sound waves, maak dit sin

**Learners:** ja juffrou

**Teacher:** Ok so we have identified light energy, heat energy, and sound energy ok, and what did we say, what is energy... The ability to do work...Ok alright any question (*no respond*), so what happens ....

**Learners:** (*Learners talking among themselves*)

**Teacher:** Is nou genoeg julle. Don't get too excited

**Learners:** (*Learners continues talking to themselves*)

**Teacher:** (*Passing out papers*) ok quickly write the date en plak gou die vir juffrou in, skryf gou Vandag se datum (teacher repeats herself)

**Learners:** (*Learners cutting and pasting of papers*)

**Teacher:** (*Referring to learner 5*) – write the date and paste in hoor nie, Kevin luister nie ...plak die hoeke mooi netjies vas! Underneath your picture where you have passed, I hope you have enough writing space for you

**Learners:** juffrou ek het heel bo geplak

**Teacher:** nou is daar nie plek onderkant nie

**Learners:** daar is so bietjie space

**Teacher:** maar kan jy skryf

**Learners:** ja

**Teacher:** ok I just quickly want us to write the definition of energy ok, skryf gou vir juffrou ...

**Learners:** (*Learners moving around, shuffling*)

**Teacher:** ok now it says the activity says under the picture that does not belong, so we have the different forms energy ...Circle the picture that does not belong and heat energy... you colour than in, do you all understand?

**Learners:** yes teacher

**Teacher:** ok so wat juffrou nou se is (*showing in the textbook*) here you need to identify the one that does not .... that is not the example of sound energy, so if you have circle it, you don't colour in it, so you only colour in the other three, they are four so one does not belong, maak dit sin? The same with light energy, die ene wat nie n voorbeeld van light energy is nie jy circle hier jy kleur nie in, dan kleur jy die ander 3 goedjies in wat examples is van light energy

**Learners:** Juffrou as jy niks by ene het nie moet ons maar net los (*L5 raises hand and teacher points to L5*)

**Teacher:** dan kleur jy alles in

**Learners:** OK

**Teacher:** Yes

**Learners:** teacher everything is grade 0 work

**Teacher:** *(teacher smile and walks away) ... (learners paging, looking pencil cases) talking among themselves...alright please take out your homework books, looking at learner 3 book what are you doing it will not work like that...wat maak jy nou*

**Learners:** ek kleur in die prente

**Teacher:** nee wat se dit *(reading)* circle the picture that does not belong, so which one is not an example of sound energy

**Learners:** *(no respond)*

**Teacher:** huh is almal sound energy

**Learners:** *(still no response)*

**Teacher:** dan weet ek nie as jou boek sound energy ... Is in boek sound energy in example van sound energy

**Learners:** *(shakes head indicating no)*

**Teacher:** exactly so circle ....so you colour in the other three in neh

## Extract 10: Geometry

**Teacher:** Ok grade 4 our last lesson for today...the last one...okay, *sit eers julle potlode neer, ons gaan nie weer skryf nie, ons gaan net weer luister*

**Learner:** *(looks at the picture on the projector and asks what it is in Afrikaans?)*

**Teacher:** Okay, grade 4, last lesson, *ek sien julle is bitter moeg*...okay, everything down, put your pencils down and you listen, okay...now we are going to look at two dimensional shapes, two d shapes, which is regular and irregular shapes (teacher uses gestures) ... now there is a lot of 3D shapes... if you can look in your books... *ons gaan nou nou daarna kyk*, but *moet nie nou blaai nie*...on page 123 you will see all the two-dimensional shapes (holds up the book for the learners to see) ... okay...*en daar is baie van hulle*... now from these shapes, we get two kinds of two D shapes... the first one we get is regular and irregular and the second that we get from two dimensional shapes is irregular...*ons gaan nou kyk watse shapes is regular en watses is irregular...kan julle dalk al dink voor ek begin watter is regular en watter is irregular? Wat dink julle is regular? Ha a moenie in julle boeke kyk nie...*

**Learners:** (tried guessing...)

**Teacher:** *Okay raak nou rustig julle...okay nou* regular 2 D is equal sides and equal angles...all the one that has equal angles and equal sides...*ek kry nie almal se aandag nie...kyk vir my asseblief*...okay, regular shapes...*hulle sye is almal die selfde lengte of hulle hoeke is almal dieselfde grote*...if the angles are all the same and their sides are all the same length then they are regular...okay, irregular...*okay kom ons kyk eers hierso* (point focus to the projector screen, looks firmly at learners with a stare) *Okay raak nou rustig...okay regular shapes het ek nou gesê* is equal shapes and equal sides...now irregular will have no equal sides...okay the length and the sides will not be equal and they

have different angles... *so dit beteken nie een van hulle hoeke of sye is dieselfde nie*...en that shape we call irregular two dimensional shapes

**Learner:** (Interrupts and asks a question in Afrikaans)

**Teacher:** (Smiles) *Ek gaan nou vir jou wys hoekom...ek gaan nou vir julle wys hoekom ek het vir julle prentjies, James?*

**Learner:** It's a regular angle

**Teacher:** Is a rectangle an irregular or regular?

**Learners:** Irregular(uncertain)

**Teacher:** What will be a rectangle?

**Learner:** Regular...

**Teacher:** Why? Because it has same sides (shows with hand gestures) these two lengths...the top and the bottom are the same these two sides are the same (shows the measurement with hand signals) and all of the angles are....

**Learners:** Equal....

**Teacher:** So, let's look at a few examples, okay, James, you said a circle. A circle is not regular or irregular, *hoekom nie? Het hy hoeke en sye?*

**Learners:** Nooo

**Teacher:** No...*so moenie so uit skree nie asseblief outjies*...a circle is the only one that is not a regular or irregular...*ons vra nie...ons luister eers*, so remember a circle is the only one that is not a regular or an irregular...now let's look at a few examples

### **Lesson continues in both Afrikaans and English**

**Teacher:** Allanso, *jy soek nou vir moeilikheid, ek het nou vir jou opdrag gegee, raak nou rustig die uitskreeery gaan nie ...nee, kan jy sien ek is besig?* Page 184, activity...

In the lessons that I observed of the three Private School research participants, Forms of Energy, Matter, Geometry and Prepositions were presented. My focus was to look at interaction and communication using translanguaging and code-switching between the teacher and learners. The teachers probed communication and eliciting responses from learners by asking lower, middle and higher order questions, probing learners to show comprehensions and concept clarification. Learners were eager to respond to the questions, mostly in Afrikaans. The technology integration captured the learner's attention and they were intrigued and encouraged to participate in the classroom discussions.

Although the teachers tried to start their lessons with English as the LoLT, it was inevitable to not use Afrikaans for the lesson flow, as learners turned mute and non-responsive if they were not allowed a translanguaging space to interact in the lesson. Both the Natural Science teacher and the Mathematics teacher opted to translanguage throughout their lessons as concept clarification, terminology and as a communicative means, however the English subject teacher did not use translanguaging pedagogy as a teaching strategy, as she believes and stated during the interview *'I want them to be exposed to the language as much as possible...I don't want to give them the loopholes that I can switch over any time and then they get into that comfort zone and don't really pick up what they can pick up'* (A3-Hope).

Extracts 7 and 8 illustrates the lesson flow of how the teacher probed communication and elicited responses from the learners. This teacher did not make use of technology in the classroom, however she engaged learners to take part in the lesson by creating a translanguaging space, where both the teacher and the learners translanguage. In attempting comprehension of learning content, the teacher provides scaffolding so that the learners were able to engage in the lesson more effectively. Prior to asking the questions, the teacher recapped the learning content with the learners by asking oral-based questions continuously. Many of the questions were intended to check whether the learners remembered certain information as accurately as possible. However, language barrier was omnipresent from the learners and translanguaging space was created for learners to show their understanding of learning content in a language they feel comfortable in.

Extract 9 involved a classroom activity consolidation learning content on Matter. It was evident that the teacher wanted the learners to comprehend the topic that was taught and although the lesson objective was for doing corrections, the teacher was still scaffolding learning and ensuring the learners reached the learning zone. Throughout the lesson presentation, the teacher pedagogy was centred around repeating the same learning content as if she wanted to drill in the content, and translanguaging by making sure the learners are familiar with the new language and new concepts and terminology.

The lesson presented in extract 10 proved that learning cannot take place in the intermediate transitional classroom without the use of Afrikaans and changed teaching

strategy, as the teacher used gestures, hand signals and maintained eye contact with these learners throughout her lesson presentation. Teacher focussed on bringing in technology to invoke learner's attention, and whenever teacher needed to intervene with discipline, the teacher always used Afrikaans, that is the commonly spoken and accepted mother tongue familiar to these learners. All lessons presented by this teacher were planned in advance, and recap was always done on the previous days lesson to have a flow of learning content. Due to the limited time frame as learners did not quickly grasp the learning objective, the Geometry lesson was presented over two days. Thus, my observation of the lessons was that it had a positive outcome as it resulted in learners reaching their learning zone. Learners were able to understand and to interpret the way in which they answered each question. The discussions involved the teacher asking the questions, either in English or Afrikaans and the learners responding with appropriate answers using either one of the two languages. This extract represents a suitable example of recalling information, yet at the same time learners have to activate their schemata on the crux of what geometry is and demonstrates an effective learning space that involved the understanding of basic concepts and terminology. Learners showed a clear understanding of Geometry and different shapes due to the in-depth teaching in the previous lessons. This extract shows how the learners were able to expand on their knowledge on Geometry and different connotations and examples.

#### **4.6.5 Field Notes**

As alluded to before in data presented for the public school, I observed and recorded my field notes as unobtrusively as possible during and after each lesson observed based on what I observed of each lesson in its entirety, paying attention to elements relevant in obtaining enriched data related to the research topic for a comparative analysis, which are not planned in advance, however was recorded as they occurred to consider similarities and differences across the cases (Crowe et al., 2011). Thus, any field notes included detailed narratives or visuals about the teacher, class or the learners and socio-cultural context in which learning takes place, as well as analytic comparisons to my observations in other lessons, which will help me make a significant contribution to derive to concise conclusions, especially regarding any aspect of relevance as they occur, as

Silverman (2013) highlighted. Figures 4.3 and 4.4 below are examples of small sections of my field notes and reflections I made during lesson observations on resources and other multi-modal (e.g., non-verbal) elements of the teachers and learner's classroom interactions.

**Figure 4.3: Example from field notes**

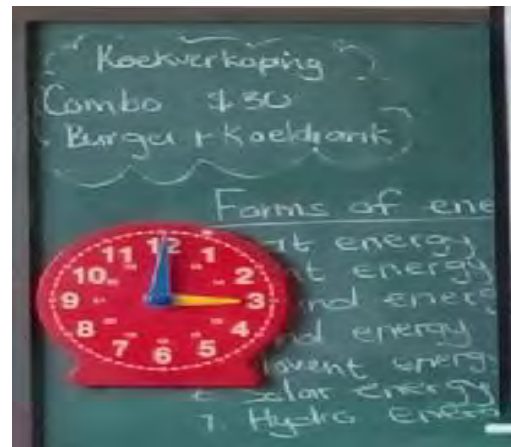
*Integration of  
Technology*



Integration of technology for lessons.  
Intercom communication from the  
Office.

**Figure 4.4: Example from field notes**

*Code  
Switching Observed*



Communicative language at school is  
Afrikaans. Code-switching is a practice.

#### 4.6.6 Overall Findings and Discussions

The classroom observations showed similar evidence based on the responses of the interview process. What stood out most during the classroom observations was that the

teachers and the learners translanguage without planning for it. Most of the teachers provided a translanguage space that encouraged learners to speak in their MT with confidence while being probed. In such situations, scaffolding was effectively used to help learners understand the work. It was also evident that the lessons were well-planned, however no mention was made of translanguage as a pedagogy although different strategies were used. The teachers were able to integrate the skills and lesson objectives in consolidating the lessons.

Translanguage was effective for the purpose that it served. Thus, the lessons had a positive outcome as it resulted in a constructive learning space created through the use of translanguage, whether it was teacher directed or learner directed. This was evident throughout the interaction that took place in the classrooms. Lessons often involved repetition of work, drilling of concepts and terminology in both languages, but in a way that did not allow the learners to lose interest. The integration of technology and the teaching strategies encouraged learners to remain focused on the task at hand. The interviews and classroom observation both strongly supported a conclusion that the use of translanguage as a pedagogic tool was enhancing teaching and learning.

An interesting exception to the general support for code-switching and translanguage among the sample of teachers was from the respective English subject language teachers in each school. The English teacher in the private school, whose home language was English, frowned on the use of any MT use in her English classes. By contrast the English subject teacher in the public school, whose home language was not English, resorted to frequent use of one of the MT languages, KKG, in explaining English words and phrases.

Although this data collection was done during the Covid-19 pandemic with protocols imposed in a public school, of which social distancing and wearing of masks was mandatory, teachers navigated and ensured learning content to be taught in a different context under different circumstances. As a result, groupwork activities, peer teaching and other learner centred approaches could not be emphasised, so as to minimize direct contact, however the teacher's aim in applying this pedagogy was to mediate learning and scaffold learning for learners to reach the zone of proximal development was met.



#### **4.7 Public School and Private School: Comparative Discussion**

The analysis and interpretations of the teaching strategies, challenges and learning contexts employed in each school were made in order to address the first research question: ***How does translanguaging pedagogy influence teaching practices in two socio-economically diverse schools?***

In the case of the private school the majority of the school parental community, students and teachers are Afrikaans MT speakers, Afrikaans as a communicative language is thus not seen as a deficient language, and was also the LoLT in the grades 0 to 3, therefore the use of Afrikaans informally and as a teaching tool is regarded positively. However, in the case of the public school, where the student population is very diverse in terms of languages the status of the MT languages was more precarious as viewed by the teachers and as also as seen by learners. MT was seen as having a lower status than English.

In the private school, with its largely common (Afrikaans) language background of students, practiced a significant amount of code-switching and translanguaging use between MT and English in the observed grade classes, with the exception of in the English subject classes. Each lesson took into account the language needs of the learner, thus the teacher continuously code-switched and translanguaged to enable learning to take place. This was effective as learners were actively engaged in the learning process, limiting the amount of teacher-talk in the classroom. An equal representation of shared communication between the teacher and the learners were illustrated in each lesson. The classroom observations illustrated situations where the teachers-initiated communication through creating a learning space by allowing learners to switch between Afrikaans and English. The teachers often initiated the classroom discussions, eliciting responses from learners and scaffolded learning. Critical questions were posed to learners which allowed them to think critically and meet the basic competencies expected at the end of each lesson. Learners actively participated in the lesson presentations.

However, the languages reality of the public-school learning context was different. Here the language challenges for the school are more complex and greater. Translanguaging

practices observed at the public school were driven by language barriers from both the teacher and the learners. In the public-school learners have a wider range of MT backgrounds and the teachers are multilingual and with diverse cultural backgrounds. Thus, despite the fact that the learners have a wide range of MT backgrounds, the school is compelled to select just one as the LoLT, namely KKG, for grades 1 – 3. Then when in Grade 4 onwards the LoLT becomes English there is the challenge of most learners struggling with the acquisition of English but also no common MT to turn to assist. The teachers, like their colleagues in the private school also widely practiced multi-languaging in the classes to assist learners in learning but only used KKG as the MT and English. But having said this, as seen in the lesson transcript samples provided, the public-school teachers also were actively and creatively incorporating KKK into the classroom discourses so as to facilitate learning and student engagement.

The socio-economic dynamics of private school community also meant that the private school learning context enabled learners to enact the curriculum with minimal challenges as the school infrastructure and resources were in an excellent state and the excess availability of resources enabled the teachers to explore all teaching strategies for effective learning. At the Private school, parents are paying a compulsory monthly school fee of N\$ 1850-00, which enables the school to have the financial means to create a conducive learning environment and maintenance of existing infrastructure. The private school maintained the safety standards of the Covid-19 pandemic, and social distancing was observed and visible hygiene management. All learners and teachers were wearing face masks daily, as school also provided free face masks to the learners and learners were not allowed to mingle and play during school breaks, as they were divided into bubbles to move around with. The school is not overcrowded and it was a manageable task for teachers to oversee.

The following additional reasons may be considered as elements shaping the language skills and use of learners: lack of learning support from home; lack foundation to English language learning; poor scaffolding strategies used by the teacher; or learner lacks communicative academic language proficiency skills.

The second research question: ***What role does translanguaging play in enhancing learning when transitioning from mother tongue to ESL?*** was addressed and answered through comparing and analysing the data collected from the teacher interviews and lesson observations at both research sites. The observed specific focus of translanguaging as a pedagogic discourse practice in both the public and the private school was on how bilingual learners and teachers extensively use their linguistic repertoires to engage in learning tasks to mediate and scaffold learning in order for learners to reach their Zone of Proximal Development (ZPD). Of particular interest was the teaching and learning through English as a LoLT and MT amalgamated linguistic dispensation. The researcher conceives English and Afrikaans as constituting a multi-dimensional linguistic continuum, rather than as differentiated and autonomous systems. Themes were developed based on the data collected and the findings are that Afrikaans as a MT was seen as enhancing learning in the ESL intermediate classroom, learners felt safe using their MT in actively engaging in the lessons and Afrikaans usage as a pedagogic tool was seen as a privilege. Specifically, lesson observation data is used to show how teachers and learners at both private and a public school in Erongo Region, Namibia, used translanguaging as a strategy to transcend conceptual and linguistic constraints in an English LoLT class. The classroom observations and interviews clearly showed that lessons in both the public and private school followed a traditional approach that was mainly teacher-centred. This was due to the Covid-19 pandemic and mandatory protocols to be observed like social distancing and minimal interaction. In order to assess the learner's understanding of the work, teachers drilled and repeated learning content and scaffolded discussions to encourage learner participation.

The sociocultural theory of Vygotsky (1986, 1980) emphasizes the meaningful interaction among individuals which is a prerequisite for cognitive development (Eun & Lim, 2009, p. 13). Part of language learning is vocabulary orientated. as Celce-Murcia (2001, p. 5) noted, and learners are viewed as capable of generating new knowledge. Both schools seem to take on a repetitive way of teaching where the teacher asks learners to repeat after them what was presented, although teachers in the private school seem to produce more interesting lessons including visual aids and technology that go beyond the learners' metacognitive levels of thinking. Higher order thinking, as Thorne and Lantolf (2007)

suggest is best developed through interaction within social and cultural environments. This is fundamental in terms of how to keep the learners focused on the task at hand and how to assist learners in remembering what they have learned (Donald, 1991; Vygotsky, 1978). Both schools, however, promote that learning should take place within the zone of proximal development (ZPD) with the mediation support of their teachers.

The well-known and documented challenges of the transition to English and the LoLT in the Namibian primary education and the evidence of this study of the extensive in-class use of MT within these classes, motivated by the desire and need for teachers to assist in comprehension and learning, points to the obvious conclusion that language education policy and practice in Namibia needs to be revisited and to consider versions of translanguaging as a legitimate interactional practice in classroom discourse in schools.

The reality in classrooms is one of multilingual language practices of learners and teachers alike.

In exploring the benefits of the multilingual linguistic practices to accord the proposed pedagogy and methodology within the Namibian linguistically diverse classroom, Christie's (2005 as cited in Banda, 2018) conceptualisation of the prototypical pedagogical macrogenre (Curriculum Initiation, Curriculum Collaboration, Curriculum Closure) reflects how translanguaging can be used strategically to actualise regulative and instructional registers to engender teaching and learning in multilingual contexts. The regulative register refers to language choices designed to establish goals for teaching–learning activities, and to foster and maintain the direction of the activities until their achievement, while the instructional register refers to language choices related to actual content, that is, the knowledge and realisation of associated skills being taught (Christie, 2005 as cited in Banda, 2018).

The literature on translanguaging pedagogy in the classroom typically showcases both advantages and disadvantages throughout the data presentation in the context of this study. Translanguaging can help learners and teachers to celebrate cultural identity in a social cultural context, epistemological access is granted in a safe space, yet it can also

cause a mismatch between language of instruction of the language policy premised on monolingualism and can also be perceived to be time consuming. As a linguistically diverse nation, phonological and phonemic challenges may also occur due to dialect influence affecting a monolingual based assessment; inadequate teaching and learning materials and sociolinguistic environment for language development. Perhaps the translanguaging pedagogy prescribed by the present research participants in this study does not meet all the goals of an effective translanguaging program, thus this study sought to identify, analyze and discuss if any pedagogical challenges presented in the multilingual translanguaging classroom.

## **CHAPTER 5: CONCLUSION, FINDINGS AND RECOMMENDATIONS FOR FUTURE RESEARCH**

### **5.1 Introduction**

In this final chapter of this study, I wish to conclude by presenting a summary of the research project and its findings and some recommendations.

### **5.2 Possible Contributions to the Study**

It was hoped that this study would reveal the in-use language practices of teachers that might reveal ways to enhance Junior Primary learners' successful transition from MT education to English as LoLT in the intermediary phase. It is hoped the study will be used as another reference point by policymakers on how best to implement the supporting role of MT to the ESL intermediate phase. An as appropriate influencing classroom pedagogy, language policy and the curriculum.

### **5.3 Chapter summaries**

Chapter one presented the background of the study and highlighted the reason for carrying out the study. The context was informed by the learning and teaching challenges experienced by the intermediate phase teachers in teaching through English as the LoLT in Namibia. *The statement of the problem explained* that there was a profound gap that learners could not overcome when starting with ESL as the LoLT for the first time in Grade 4, which resulted in poor academic outcomes, frustration amongst teachers and learners, parents and learners' beliefs and views of the MTI, unacceptably low academic proficiency of learners and grade level repetition rates. The theoretical framework informing the study was briefly discussed. Lastly, the research goal and research questions, key concepts, and thesis outline were provided.

Chapter two was the literature substantiating the research. In this chapter multilingualism and bilingualism, the role of MT education, English as a LoLT, transitioning from MTI to English as the LoLT, translanguaging pedagogy and space, additive and subtractive bilingualism were highlighted. Challenges regarding L2 learning and its effect on learners' academic performance were also discussed as was the influence of translanguaging

pedagogy in enhancing learners transitioning from MT to ESL and practices used by teachers. This chapter also provided the theoretical framework.

Chapter three provided an overview of the research methodology used in the study. Firstly, it presented the research paradigm and the research design. Within the research design, a comparative case study approach was used. The research sites, data gathering methods and the reasons for their use were also explained. Lastly, data analysis, data management, validity, trustworthiness, ethical considerations, and positionality were presented.

Chapter four presented, analysed and discussed the data collected from classroom observations, teacher interviews, document analysis and field notes.

In chapter five I present the findings of the research against relevant literature on the research topic. I also present some recommendations, limitations of the study, and areas for further research. This chapter include all my reflections on the research experience.

## **5.9 Summary of findings**

The findings of this study are original and in agreement with the literature discusses without contradicting the literature. I believe that the objectives of the study were achieved. Firstly, to explore and report on the influence of translanguaging in pedagogic practices in two socio-economically diverse schools in geographically diverse urban contexts in an intermediate phase classroom in WalvisBay, Namibia. Translanguaging as a pedagogical strategy to deepen understanding and affirm multilingual learners' identities has been well established in the field of multilingual education worldwide (Wei 2018; Makalela 2017, 2018; Otheguy, Garcia & Reid 2018; MacSwan, 2017). Secondly, to discover the role translanguaging pedagogy played in enhancing learning when transitioning from MT to LoLT. Baker (2011) advocates for the use of translanguaging as a pedagogical practice because it can promote a deeper and fuller understanding of the subject matter. And thirdly, I was able to compare the strategies used between both schools. On both counts rich, credible, concrete evidence was uncovered to bring to light the classroom translanguaging practices in the two-sample school.

Findings of the study confirm the validity of the literature discussed and are elaborated on as:

- i) The study confirmed challenges faced by teachers and learners in teaching and learning in both research sites, in making meaning of new content while not yet having sufficient CALP of English. In support of Cummins's linguistic interdependence hypothesis of L1 and L2, Taylor and von Fintel (2016) found that MTI in the early grades significantly improved English acquisition in grades 4, 5 and 6. Interviews with the teachers confirmed that English as the only LoLT was a huge stumbling block for effective learning in these transition years.
- ii) The participant's data reports that the learning space is rigid and not a learner centred space for learner engagement due to the official language barrier. English as the LoLT alone (Frydman, 2011) makes it difficult to explain certain terminology and concepts to mediate learning. Mol policy is one of the most important educational tools available to ensure social equity, human rights and economic participation within and beyond classrooms (Wang, 2019). The choices of which language to use in teaching and learning determine who has access to resources and control. When a curriculum developer or a language teacher decides to adopt a monolingual approach in teaching, it will directly affect the choice of pedagogy, task design, learning materials, classroom activities, assessment methods, as well as the overall teacher-student relationships.
- iii) The key finding of this study lies in the caring and professional attitude and creative actions of these teachers in the intermediate classrooms in the face of the language challenges they face as the learners' transition from MT instruction to English as the LoLT. With few exceptions they adopted and invented in-class translanguaging strategies as a pedagogy to enhance teaching and learning. The sample of transcripts from their classroom discourses reveals the richness and fluency of these practices.

The analysis and interpretations of the teaching strategies, challenges and learning contexts employed in each school were made in order to address the first research



question: ***How does translanguaging pedagogy influence teaching practices in two socio-economically diverse schools?***

In the case of the private school the majority of the school parental community, learners and teachers are Afrikaans MT speakers, Afrikaans as a communicative language is thus not seen as a deficient language and was also the LoLT in the grades 0 to 3, therefore the use of Afrikaans informally and as a teaching tool is regarded positively. However, in the case of the public school, where the learner population is very diverse in terms of languages the status of the MT languages was more precarious as viewed by the teachers and as also as seen by learners. MT was seen as having a lower status than English.

In the private school, with its largely common (Afrikaans) language background of learners, practiced a significant amount of code-switching and translanguaging use between MT and English in the observed grade classes, with the exception of in the English subject classes. Each lesson took into account the language needs of the learner, thus the teacher continuously code-switched and translanguaged to enable learning to take place. This was effective as learners were actively engaged in the learning process, limiting the amount of teacher-talk in the classroom.

However, the languages reality of the public-school learning context was different. Here the language challenges for the school are more complex and greater. Translanguaging practices observed at the public school were driven by language barriers from both the teacher and the learners. In the public-school learners have a wider range of MT backgrounds and the teachers are multilingual and with diverse cultural backgrounds. Thus, despite the fact that the learners have a wide range of MT backgrounds, the school is compelled to select just one as the LoLT, namely KKG, for grades 1 – 3. Then when in Grade 4 onwards the LoLT becomes English there is the challenge of most learners struggling with the acquisition of English but also no common MT to turn to assist. The teachers, like their colleagues in the private school also widely practiced multi-languaging in the classes to assist learners in learning but only used KKG as the MT and English. But having said this, as seen in the lesson transcript samples provided, the public-school teachers also were actively and creatively incorporating KKG into the classroom discourses so as to facilitate learning and learner engagement.

The socio-economic dynamics of private school community also meant that the private school learning context enabled learners to enact the curriculum with minimal challenges as the school infrastructure and resources were in an excellent state and the excess availability of resources enabled the teachers to explore all teaching strategies for effective learning. The poor state of the maintenance of the infrastructure and the more limited resourcing of the public school was very apparent.

The following additional reasons may be considered as elements shaping the language skills and use of learners: lack of learning support from home; lack foundation to English language learning; poor scaffolding strategies used by the teacher; or learner lacks communicative academic language proficiency skills.

The second research question: ***What role does translanguaging play in enhancing learning when transitioning from mother tongue to ESL?*** was addressed and answered through comparing and analysing the data collected from the teacher interviews and lesson observations at both research sites. The observed specific focus of translanguaging as a pedagogic discourse practice in both the public and the private school was on how bilingual learners and teachers extensively use their linguistic repertoires to engage in learning tasks to mediate and scaffold learning in order for learners to reach their Zone of Proximal Development (ZPD).

Specifically, lesson observation data is used to show how teachers and learners at both private and a public school in Erongo Region, Namibia, used translanguaging as a strategy to transcend conceptual and linguistic constraints in an English LoLT class. The classroom observations and interviews clearly showed that lessons in both the public and private school followed a traditional approach that was mainly teacher-centred. This was due to the Covid-19 pandemic and mandatory protocols to be observed like social distancing and minimal interaction. In order to assess the learner's understanding of the work, teachers drilled and repeated learning content and scaffolded discussions to encourage learner participation.

The sample of teachers are in agreement that the official Namibia teaching language policy offers little by way of explicit guidance on teaching methodologies for the

intermediate phase and the realities that learners and teachers face. And it does not make provision for translanguaging or code switching.

Concerning teacher preparation, this study has found that at the time of introducing MT education, teachers received hurried and superficial training. In addition, very few teachers were trained at each school; these teachers were then expected to replicate the training for others, but they could not do it well, because they themselves felt inadequately trained.

It has emerged in this study that the public school was poorly provided for in terms of teaching and learning materials, and that the situation is worse in classes taught in MTs. Where materials in public schools are available (in certain cases, such materials are completely unavailable), they arrive late, are inadequate in terms of curriculum coverage and/or are completely unrelated to what the curriculum stipulates.

### **5.10 Recommendations**

- The widely documented problems for learner learning of the transition to English as the LoLT in the Namibian primary education, and the clear evidence of extensive use of MT within the Grade 4 and beyond in the sample of classes in this study, points to a conclusion that language education policy and practice in Namibia needs to be revisited and revised. The evidence of this study points to the need to seriously consider versions of translanguaging as a legitimate teaching practice in classroom discourse in schools. The reality in classrooms is one of multilingual language practices of learners and teachers alike.
- This study has revealed that teacher training needs to be adapted to meet the very real challenge of MT education and also the transition to English. Given that Namibia's education system does not offer training for MT education for primary school teachers, teachers feel unprepared to handle MT teaching. They specifically feel that their orthography and translation skills are very limited. In addition, there is no intensive training offered in teaching English as a language. Even though teachers may qualify as English teachers in primary schools, there is a need to prepare them to manage the transition process and also to upgrade their training to graduate level.

- It is recommended that the Ministry of Education provides schools with not only enough teaching and learning materials but also materials that are suitable given the curriculum demands. Although one can appreciate the fact that Namibia is a multilingual country, and that providing learning materials in all of its 13 languages (or more) is challenging both logistically and cost-wise, evidence elsewhere suggests that this is possible with proper planning. Scholars have demonstrated that provision of teaching and learning materials is possible especially if the community is involved in producing these materials locally, thereby reducing the costs involved. It would also be beneficial if teachers can be trained in material development (Fafunwa, et al., 1990).
- In light of the findings of this study, it has become apparent that teachers and parents are not familiar with the benefits of MT education in children's formative years. There is a need to educate parents, teachers, and the general public about the benefit of starting school in a familiar language. It is important that the Ministry of Education strengthens these efforts by, for instance, funding outreaches that educate the public on MT education also nationally.

### **5.11 Limitations**

The context did not directly affect the findings of this study as the two research sites were purposefully selected; however, the results could slightly differ if two homogenous schools were compared due to the demographics and socioeconomic status of the population. One of the challenges posed in this study was selecting a public and private school that were similar in terms of the Language policy in practice, Namibian Curriculum of Education, intermediate phase transitioning from MT to LoLT and the geographical contexts of the schools. The selection of the two research sites was purposeful due to the languages in which I was proficient to conduct research in, however the Pandemic halted the teaching and learning trimesters due to a National lock down, which took more time to start with the data collection than originally planned, thus extending the data collection process. During the same year, I also relocated with a job promotion to a nearby town, which made data collection impossible as I had to plan and re-arrange my initial schedule. The private school taught Afrikaans as a MT in the Junior primary phase and the public school taught KKG as a MT in the Junior Primary phase. However, the public school is

multilingual and other grades are also taught in their different mother tongues (Herero, Oshidonga), except Afrikaans throughout the Junior primary. Interestingly, through my observation Field notes I observed that these learners were conversing in Afrikaans as a communicative language amongst their peers. This however does not negatively impact their understanding and performance of the LoLT. Teachers, however, believe that the learners should not be restricted from switching between languages in the intermediate phase as they have been constructing meaning and interacting in the learning process.

A second challenge that could have resulted in different data was my positionality as a researcher, as participants at first did not want me to be a non-obtrusive researcher. However, I had to clarify that I needed to make Field notes from the lesson observations, thus needed to be in class, however not participating in the lesson. It was a known fact that I was in a Leadership and Management position as both schools were part of the Cluster in which my previous school was. However, after going through the ethical principles and the research objectives, participants became easy with my presence.

## **5.12 Recommendations for Future Research**

Even though this study has provided a comparative view of what happens in two geographical diverse contexts in the same town, e.g., in private school and in public school of Walvis Bay, Erongo Region, Namibia, I do not claim countrywide generalizability of these findings. I should also mention that the data given (i.e., counts of teachers and their pedagogical approaches) may not be generalizable country-wide. More studies in similar settings should be conducted in order to have a representative picture of what is happening in the country if we are to make meaningful generalizations about language-in-education policy and practice in the intermediate phase in Namibia.

Furthermore, there is a need for practical studies on the best ways of creating exposure to the English language for learners in public schools who live in linguistically diverse communities in which access to this language appears to be in the school context only. It is prudent that practical ways of practicing this language communicatively and in writing are devised without having to “force” learners (especially those at the very beginning of their acquisition of English) to speak English whenever they are at school.

As a means to improve on this current research and to produce an extended data set with new results, I propose the following suggestions for future research relating to this study: Firstly, to conduct a similar study using an urban public school and a rural public school that implements the National Broad Curriculum of Education and the Language policy in practice. Secondly, to conduct a comparative study between the two secondary public schools, however in different geographical contexts where MT is offered as a First language subject as per the Broad Curriculum of Education in Namibia. Third, the phase at which the comparison is made should also be considered an important aspect. A study can be conducted in the Junior Secondary phase (grades 8 - 9) or Senior Secondary phase (grades 10 - 11), and the newly introduced Advanced Subsidiary level (grade 12) benchmarked on the Cambridge curriculum. This could illustrate the implications and the reality of classroom contexts in the multilingual and culturally diverse Namibian classroom.

### **5.13 Possible Contributions to the Study**

It was hoped that this study would reveal the in-use language practices of teachers that might reveal way to enhance Junior Primary learners' successful transition from MT education to English as LoLT in the intermediary phase.

Further that the research would generate new knowledge, which would empower teachers to improve the use of translanguageing strategies and pedagogies during instruction to enhance learning outcomes.

It is hoped the study will be used as another reference point by policymakers on how best to implement the supporting role of MT to the ESL intermediate phase. And as appropriate influencing classroom pedagogy, language policy and the curriculum.

### **5.14 Practical implications**

The research study has provided educational specialists (specifically in Namibia) with an overview of some actual classroom practices where translanguageing space is the cornerstone for fluent learning taking place, which contradicts the Language policy expected to be enacted without leaving any room for alterations. The idea is that teaching methodologies should always be eclectic, especially in a L2 classroom and shouldn't be

married to restrictions in policy. As a way forward, I have provided insight into the dynamics in a Namibian multilingual classroom on how L2 as a LoLT should be taught, in an enabling translanguaging space that is underpinned by the socio-cultural theory.

### **5.15 Conclusion**

This study adds to the understanding of translanguaging as a pedagogy used in enhancing teaching and learning in an intermediate ESL classroom, where learners are transitioning from MTI to English as the only LoLT in the multilingual Namibian context. As opposed to other studies, this research focuses explicitly on KKG and Afrikaans as MT in the Junior primary phase, transitioning to English as the LoLT in grade 4 due to an abundance of studies conducted on English as a first or foreign language. This study contributes to realignment and possible amelioration of the language policy in practice in the diverse multilingual Namibian context, especially the transitioning to English as the only LoLT from grade 4 by finding possible teaching methodologies, of which translanguaging pedagogy is under study that could assist in eliminating the challenges teachers face with respect to teaching in English as a LoLT. Various aspects such as the language policy interpretation, curriculum, teaching strategies that are eclectic and attitudes of all stakeholders in education will impact the translanguaging space in a Namibian English as a LoLT classroom. Thus, allowing space for adjustments and improvement in translanguaging as a pedagogy to enhance teaching and learning. In this way, by encouraging and promoting the use of a translanguaging space, we are able to identify eclectic approaches best suited in our diverse linguistic Namibian classroom for quality learning to take place.

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## **Appendix A: PERMISSION TO CONDUCT RESEARCH**



### **ERONGO REGIONAL COUNCIL**

#### **DIRECTORATE OF EDUCATION, ARTS AND CULTURE**

**PRIVATE BAG 5024  
SWAKOPMUND**

**TELEPHONE: (064) 4105102**

**FAX: (064) 4105136**

To: Ms. V.M. Rheeder  
P.O. Box 1595  
Swakopmund

9 June 2021

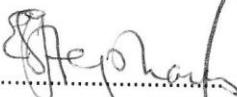
**RE: PERMISSION TO CONDUCT RESEARCH IN ERONGO REGION**

Permission is hereby granted to **Ms. Veneza Memory Rheeder** to conduct research at **Walvis Bay Primary School** and **Immanuel Ruiters Primary School** in Walvis Bay, Erongo Region. Permission is granted on condition that:

- Research ethics are adhered to
- Participation by individual teachers/learners are voluntarily
- Disruption of curriculum delivery is avoided
- Once completed a copy of the thesis be deposited with the Teachers Resource Centre.

The Erongo Regional Council, Directorate of Education wish you all the best in conducting your research and look forward to the findings and possible recommendations of your research.

Yours sincerely,

  
MS. E.J. STEPHANUS  
REGIONAL DIRECTOR



Cc: Ms. M.R.S. /Gawises – Walvis Bay Circuit Inspector



REPUBLIC OF NAMIBIA

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**MINISTRY OF EDUCATION, ARTS AND CULTURE**

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Tel: +264 61 -2933202  
Fax: +264 61- 2933922  
Enquiries: G. Munene  
Email: gm12munene@yahoo.co.uk  
File no: 13.2/9/1

Luther Street, Govt. Office Park  
Private Bag 13186  
Windhoek  
Namibia

Ms Veneza Memory Rheeder  
P. O. Box 429  
Walvis Bay  
Email: vmgrheeder@gmail.com

Dear Ms Rheeder,

**SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN ERONGO REGION**

The Ministry wishes to acknowledge receipt of your letter dated 01 May 2021 seeking for permission to conduct academic research at schools for your Master's Degree studies which is focusing on: *"The Role of Translanguaging as a Pedagogic Tool in a Multilingual Intermediate ESL Grade 4 Classroom."*

Permission has been granted to you. However, you have to seek for further clearance from the Regional Director of Education, Arts and Culture in Erongo to ensure that:

- the school principals are aware of your presence;
- teaching and learning should not be interrupted;
- participation is voluntary.

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for submission of your research findings at the above indicated details.

We wish you the best in conducting your research and the Ministry looks forward to hearing from you upon completion of your studies.

Yours sincerely,

  
Sanet L. Steenkamp  
EXECUTIVE DIRECTOR



## **Appendix B: ETHICAL CLEARANCE CERTIFICATE**



Rhodes University Human Ethics Committee  
PO Box 94, Makhanda, 6140, South Africa  
t: +27 (0) 46 603 7727  
f: +27 (0) 46 603 8822  
e: [s.mangele@ru.ac.za](mailto:s.mangele@ru.ac.za)  
NHREC Registration number: RC-241114-045  
<https://www.ru.ac.za/researchgateway/ethics/>

29/06/2021

Veneza Rheeder

Email: [g17r8205@campus.ru.ac.za](mailto:g17r8205@campus.ru.ac.za)

Review Reference: 2021-0883-6071

Dear Doctor Rethabile Mawela

**Title:** An investigation of the role of Translanguaging as a pedagogic tool in a multilingual intermediate ESL grade 4 classroom: A comparative Case Study of two primary schools in Namibia

Principal Investigator: Doctor Rethabile Mawela

Collaborators: Ms. Veneza Memory Rheeder,

This letter confirms that the above research proposal has been reviewed and **APPROVED** by the Rhodes University Human Ethics Committee (RU-HEC). Your Approval number is: 2021-0883-6071

Approval has been granted for 1 year. An annual progress report will be required in order to renew approval for an additional period. You will receive an email notifying when the annual report is due.

Please ensure that the ethical standards committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the ethics committee on the completion of the research. The purpose of this report is to indicate whether the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the ethical standards committee should be aware of. If a thesis or dissertation arising from this research is submitted to the library's electronic theses and dissertations (ETD) repository, please notify the committee of the date of submission and/or any reference or cataloguing number allocated.

Sincerely,

A handwritten signature in black ink, appearing to read 'Arthur Webb', is written on a light blue background.

**Prof Arthur Webb**

**Chair: Rhodes University Human Ethics Committee, RU-HEC**

cc: Mr. Siyanda Manqele - Ethics Coordinator

## **Appendix C: GATEKEEPER CONSENT REQUEST LETTER**



P O Box 429

Walvis Bay

1<sup>st</sup> May 2021

The Principal  
PRIVATE/PUBLIC School  
P.O Box 1225  
Walvis Bay

Dear Mr/Mrs. XXXXX

### **Re: Permission to participate in ELT Master's study research at XXXXXXXXX**

I am a registered Masters student at the Education Department of Rhodes University, Grahamstown, South Africa. I am currently busy conducting research on English Language teaching in Namibia, under the title: ***The role of Translanguaging as a Pedagogic tool in a multilingual intermediate ESL grade XXXX classroom.***

I would like to carry out a study with your grade XXX teachers on how Translanguaging as a pedagogic tool could enhance learning when learners transition from Mother Tongue Instruction (MTI) to English as the Language of Learning and Teaching (LoLT). If granted permission to conduct my research at your school, data collection will start first week in June until November 2021. My research will involve lesson observations through an audio-visual recorder and conducting interviews with teacher participants once lessons have been delivered. Audio-Visual recordings will endeavour to record the learners from behind, wherever their faces show up, I will shade the faces during the editing process of the video recordings. Interviews will not be conducted during teaching time and Lesson Observations will be done on a weekly basis during

the school day for a period of 36 weeks. I will be a passive participant who will take field notes while teachers and their learners are busy in class. I will strictly adhere to the ethical principles of the Rhodes University. The teachers and learner's privacy will be protected and no identities will be revealed. Their participation is completely voluntarily and they may withdraw from the research at any time without any consequences. No harm will be inflicted on any person in any way.

It is envisaged that this study will reveal and contribute to pedagogical and non-pedagogical practices that could enhance teaching and learning outcomes in Grade XXX at a National scale, transitioning from MT to English only instruction as LoLT in Grade 4. I trust that you will embark fully on this endeavour and regard this as an opportunity for professional development. Data will be collected, analysed and verified with both the teacher participants and the principal. I undertake to disclose the findings of my research with the stakeholders involved.

Your co-operation will be highly appreciated. Should you have any questions regarding this research please feel free to contact me at [vmgrheeder@gmail.com](mailto:vmgrheeder@gmail.com) or my supervisor at [r.mawela@ru.ac.za](mailto:r.mawela@ru.ac.za)

Yours sincerely

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Ms. V.M. Rheeder (Cell: 0818811799)

## **Appendix D: PARTICIPANT INFORMED CONSENT**



P O Box 429  
Walvis Bay  
01<sup>st</sup> of May 2021

INTERMEDIATE PHASE TEACHERS: PUBLIC/PRIVATE SCHOOL  
P.O Box 1225  
Walvis Bay

Dear Mr/Mrs. XXXXXXX

### **Re: Permission to participate in ELT Master's study research at (The sampled School)**

I am a registered Masters student at the Education Department of Rhodes University, Grahamstown, South Africa. I am currently busy conducting research on English Language teaching in Namibia, under the title: ***The role of Translanguaging as a Pedagogic tool in a multilingual intermediate ESL classroom.***

I would like to carry out a study on how Translanguaging as a pedagogic tool could enhance teaching and learning when learners transition from Mother Tongue Instruction (MTI) to English as the Language of Learning and Teaching (LoLT). If granted permission to conduct my research at your school, data collection will start first week in June until November 2021. My research will involve lesson observations through an audio-visual recorder and conducting interviews with teacher participants once lessons have been delivered. Audio-Visual recordings will endeavour to record the learners from behind, wherever their faces show up, I will shade the faces during the editing process of the video recordings. Interviews will not be conducted during teaching time



and Lesson Observations will be done on a weekly basis during the school day for a period of 36 weeks. I will be a passive participant who will take field notes while you and your learners are busy in class. I will strictly adhere to the ethical principles of the Rhodes University. You and your learner's privacy will be protected and no identities will be revealed. Your participation is completely voluntarily and you may withdraw from the research at any time without any consequences. No harm will be inflicted on any person in any way.

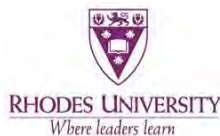
It is envisaged that this study will reveal and contribute to pedagogical and non-pedagogical practices that could enhance learning outcomes in the intermediate phase at a National scale, transitioning from MT to English only instruction as LoLT in Grade 4. I trust that you will embark fully on this endeavour and regard this as an opportunity for professional development. Data will be collected, analysed and verified with you and the school director. I undertake to disclose the findings of my research with the stakeholders involved.

Your co-operation will be highly appreciated. Should you have any questions regarding this research please feel free to contact me at [vmgrheeder@gmail.com](mailto:vmgrheeder@gmail.com) or my supervisor at [r.mawela@ru.ac.za](mailto:r.mawela@ru.ac.za)

Yours sincerely

---

Ms. V.M. Rheeder (Cell: 0818811799)



## INFORMED CONSENT DECLARATION

(Participating Teacher.....)

**Project Title:** *The role of Translanguaging as a Pedagogic tool in a multilingual intermediate*

**Researcher:** Ms. V.M. Rheeder from the Department of Education, Rhodes University has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

**I am aware that:**

1. The purpose of the research project is to investigate the role of translanguaging in an intermediate multilingual classroom transitioning from mother tongue instruction to English Second Language as LoLT
2. The Rhodes University has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project, I will be contributing towards an envisaged pedagogical and non-pedagogical practice that could enhance learning outcomes in Grade 4 at a National scale, transitioning from MT to English only instruction as LoLT in Grade 4.
4. I will participate in the project by being observed using a comprehensive audio-visual recording device during my lesson presentations and being interviewed after the lessons observed on the lesson.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that
  - a. the following risks are associated with my participation: anxiety; time pressure; stress; distraction due to my presence.
  - b. the following steps have been taken to prevent the risks: Informed consent; nature of study; participants potential role; objective of the research; and how results will be published and used
  - c. there is a 0 % chance of the risk materializing
8. The researcher intends publishing the research results in the form of Thesis. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.
9. I will receive feedback in the form of sharing transcriptions before analyzing data regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by the researcher.
11. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

**I, ..... have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these**

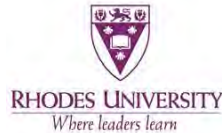
have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....  
**Participants signature                      Witness                      Date**

Rhodes University, Research Office, Ethics  
Ethics Coordinator: [ethics-committee@ru.ac.za](mailto:ethics-committee@ru.ac.za)  
t: +27 (0) 46 603 7727 f: +27 (0) 86 616 7707  
Room 220, Main Admin Building, Drostdy Road, Grahamstown, 6139

## **Appendix E: PARENT/GUARDIAN'S INFORMED CONSENT**



### **INFORMED CONSENT DECLARATION**

**(Parent / Guardian)**

**Project Title:** An investigation of the role of *Translanguaging as a pedagogical tool in the intermediate English Second Language classroom.*

***I,.....Parent/Guardian of ..... declare that Ms. V.M. Rheeder from the Department of Education, Rhodes University has requested my permission to allow my child to participate in the above-mentioned research project.***

**The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.**

**I am aware that:**

1. The purpose of the research project is to investigate the impact of translanguaging on teaching and learning.
2. The Rhodes University has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate. [Approval number: **2021-0883-6071**]
3. By participating in this research project my child will be contributing towards an envisaged pedagogical and non-pedagogical practice that could enhance learning outcomes in Grade X at a National scale, transitioning from Mother Tongue to English only instruction as Language of Learning and Teaching in Grade X.
4. My child will participate in the project by being observed using a comprehensive Audio-Visual device during class interactions with the teacher.
5. My child's participation is entirely voluntary and if my child is older than seven (7) years, s/he must also agree to participate.
6. Should I or my child at any stage wish to withdraw my child from participating further, we may do so without any negative consequences.
7. My child may be asked to withdraw from the research before it has finished if the researcher or any other appropriate person feels it is in my child's best interests, or if my child does not follow instructions.
8. Neither my child nor I will be compensated for participating in the research.



## **Appendix F: CHILD PARTICIPANT'S ASSENT FORM**



### **CHILD PARTICIPANT'S ASSENT FORM**



Dear Friend

Ms. Rheeder



is also learning at a school. This school is very big.



Its name is Rhodes University, Grahamstown, South Africa.

Will you and your Friends



please help me? May I see



how your teacher is teaching you to work and learn in class?

You can tell me  
help me



or your teacher  
anymore.



if you don't want to

I will not be cross.



Your parents know you are helping me.

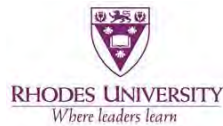


No one else will know you are helping me.

Thank you very much.



Ms. Rheeder



## INFORMED CONSENT DECLARATION

(Child participant)



**Project Title:** *An investigation of the role of Translanguaging as a Teaching method in a Multilingual grade XXX classroom.*

**Researcher's name:** Ms. Rheeder



**Name**

**of**

**participant:**

.....

1. Has the researcher explained what s/he will be doing and wants you to do?

YES

NO

2. Has the researcher explained why s/he wants you to take part?

YES

NO

3. Do you understand what the research wants to do

YES

NO

4. Do you know if anything good or bad can happen to you during the research?

YES

NO

5. Do you know that your name and what you say will be kept a secret from other people?

YES

NO

6. Did you ask the researcher any questions about the research?

YES

NO

7. Has the researcher answered all your questions?

YES

NO

8. Do you understand that you can refuse to participate if you do not want to take part and that nothing will happen



to you if you refuse?

YES

NO

9. Do you understand that you may pull out of the study at any time if you no longer want to continue?

YES

NO

10. Do you know who to talk to if you are worried or have any other questions to ask?

YES

NO

11. Has anyone forced or put pressure on you to take part in this research?

YES

NO

12. Are you willing to take part in the research?

YES

NO

---

**Signature of Child**

**Date**



Rhodes University, Research Office, Ethics

Ethics Coordinator: [ethics-committee@ru.ac.za](mailto:ethics-committee@ru.ac.za)

t: +27 (0) 46 603 7727 f: +27 (0) 86 616 7707

Room 220, Main Admin Building, Drostdy Road, Grahamstown, 6139

## **Appendix G: INTERVIEW SCHEDULE**

## **Interview Schedule**

### **A. Establish Rapport**

Interviewer:

- 1) Introduce myself;
- 2) Shares sentiment of my passion for ESL teaching and Quality education in Namibia;
- 3) Expresses appreciation, thanking interviewee for their time, reassuring that by participating they are helping gain findings that will be used to improve education in Namibia

### **B. Purpose**

Interviewer explains that the purpose of the interview is to learn about their school's LoLT and how teachers find Translanguaging as a pedagogical tool that enhances learning in the transitional grade 4 ESL classroom.

### **C. Confidentiality**

Interviewer:

- 1) Explains that the interview is conducted in confidentiality and that the interviewee's identity and school, is to remain anonymous, that their name as well as the name of the school where they work will remain confidential and will never appear in any thesis or report resulting from this study.

- 2) Explains that the interview will be recorded for the purpose of documenting what is said but that the recording will never be listened to by anyone except the interviewer, but with their permission anonymous quotations may be used
- 3) Explains that the interview will be transcribed and sent to the interviewee for them to confirm accuracy and clarify any points that they wish
- 4) Explains that if at any time the interviewee would like to stop the interview, they may do so, and that they are not obligated to continue with it a later stage
- 5) Refers to Research Participant Letter and Consent Form signed beforehand, explaining that it gives the interviewer consent to continue with the interview but is also the interviewer's legal promise to honour the terms of confidentiality mentioned above

#### **D. Motivation**

Explains to the interviewee that by talking about these questions in the interview they will be helping develop knowledge to be used in future amelioration of the language policy and broad curriculum of learning and teaching which may be conducive to learners' optimal performance in literacy. Interviewer commits to share a copy of the completed thesis, should the interviewee be interested in receiving it.

#### **E. Timeline**

The interviewer informs the interviewee that the interview will take approximately 15-20 minutes to complete.

## F. Questions

The interviewer asks the interviewee if they understand all of the above, and if they have any questions regarding what has been explained. Before continuing with the interview, the interviewer addresses any questions that the interviewee may have.

<u>Research Questions</u>	<u>Interview Questions</u>
1) What influence does Translanguaging have in pedagogic practices in two socio-economically diverse schools?	<p>1. You are teaching Grade... Social Sciences/Natural Science/English/Mathematics, correct? Do you enjoy teaching Grade 4? Why? Why not? How long have you taught Grade 4 learners?</p> <p>2. You are using English as the LoLT to teach grade 4,5,6 learners? Are all your learners Afr/KKG MT speakers? And the rest?</p> <p>3. What is your Home Language? Are you comfortable teaching in a language other than your home language? Are you experiencing any challenges in this regard?</p>
2) What role does Translanguaging play in enhancing learning when transitioning from Mother Tongue to ESL?	<p>4. What is your view on MTI? Do you sometimes switch over to MTI in your classroom although it is not clearly supported by the Language policy?</p> <p>5. Do you allow your learners to use MT during your lesson delivery?</p>

	<p>6. Do you think the learners were well prepared in Gr 3 for transitioning from MTI to English only instruction? How are the learners coping with using English as the only LoLT in Grade 4?</p> <p>7. What is your view regarding Translanguaging as a pedagogic tool in the ESL intermediate classroom transitioning from MTI to English only as the LoLT in our schooling system?</p> <p>8. Is there anything else you would like to share or add that could give me a better understanding of Translanguaging in the intermediate phase/classroom?</p>
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***Thank you for your time and effort!!!***

## **Appendix H: OBSERVATION SCHEDULE**

### **Observation Schedule**

**School:** 1 / 2

**Date:**

.....

**Teacher:** .....

**Subject:**

.....

**Lesson Objective:** .....

**Topic:**

.....

**Research Topic:** Translanguaging occurrences in the intermediate classroom

The following Translanguaging occurrences were observed in the grade ..... classes throughout the Lesson Delivery.

<b><u>A. Language usage in class</u></b>	<b><u>Teacher</u></b>	<b><u>Learners</u></b>
<ul style="list-style-type: none"><li>- General communication</li><li>- Explaining Concepts</li><li>- Orders/Commands</li><li>- Establishing rapport</li><li>- Proficiency</li><li>- Questioning</li><li>- Responding</li></ul>		

<p><b>B. <u>Lesson presentation</u></b></p> <ul style="list-style-type: none"> <li>-Lesson Introduction</li> <li>-Lesson presentation</li> <li>-Concept clarification</li> <li>-Translanguaging</li> <li>-Code-Switching</li> <li>-Homework instructions</li> <li>-Corrections</li> </ul>		
<p><b>C. <u>Classroom management and discipline</u></b></p> <ul style="list-style-type: none"> <li>-Orders/ Commands</li> <li>-Instructions</li> </ul>		
<p><b>D. <u>Learning Support/Inclusive Practices</u></b></p> <ul style="list-style-type: none"> <li>-Scaffolding</li> <li>-Mediation</li> <li>-Concept clarification</li> <li>-Consolidation of learning content</li> </ul>		

## Appendix I: PILOT STUDY LESSON OBSERVATION TRANSCRIPTS

### **!Nara Primary School**

**Medium of Instruction in the JP (Pre-Grade 3) phase: Eng L1 and Afr L2**

#### **GRADE 4: Ms. Gee\* (English)**

Topic: Literature (Poetry)

Translanguaging occurrences: Afrikaans/KKG/Oshiwambo

T	Literature in Gr 3... you were not taught about literature. Wat word dit in Afrikaans genoem?	1
T	You heard Ms. Shinavene speak about “gedigte” ... and in English we call it a “poem”.	2
T	en reëls “it has no rule girl”	3
T	On the 12 <sup>th</sup> of August “12de Augustus”. We have paste it there, we have a poem a “gedigge” home from school... It’s a title ..... titel ne?	4
T	Het juffrou Shinavene daarvan ook gepraat?	5
L	Ja, juffrou	6
T	When you respond to me, even when you say “ja juffrou”, respond to me in English ne.	7
T	I will speak two languages because I want you to understand at... , home or even in the location ,where you use mostly your mother tongue or Afrikaans isn’t it?	8
L	Yes teacher	9
T	We are all familiar with two words: <i>Home</i> and <i>School</i> . “Die huis waar jy woon, isn’t it? en die skool waar jy skool gaan.... Isn’t it?	10
L	Ja juffrou	11
T	Beweeg bietjie, beweeg bietjie, In Afrikaans se jy huis ne, spreek bietjie uit.	12
	In your own language, which is mother tongue or your vernacular, say home ....( <i>made steps</i> )In my language Damara nama I will say //gaus of “oms” . What would you say in Otjiherero? ( <i>teacher laugh</i> )	13
L	( <i>Learner giggle</i> ) “ah, okay”	14
T	...and in Oshiwambo? ( <i>Leaners giggle</i> )	15
L	“Ombo “	16
T	Now you understand it much better if you do it in two languages, isn’t girls?	17
L	Yes teacher	18
T	Is it not girls ( <i>Emphasised</i> )	19
L	Yes teacher	20



T	So far today we will leave the MT or HL, and we will stick to Afrikaans and English. So die titel... "Sit maar girls" So, the poem does not have paragraphs ... "paragraaf in Afrikaans ne", maar it has...we call "Stanzas" Say it girls	21
L	Stanzas	22
T	Now in Afrikaans, we say "versreels"	23
L	Versreels	24

T	Versreels in Afrikaans ne (clap hands). Now in Afrikaans we speak of the Digter and in English we speak of the poet... it's a man, English has a distinction	25
L	(Listen intrigued)	26
T	(Gestures, make lip movements with mask removed for learners to do lipreading)	27
	Interesting part here is that in Afrikaans we only speak about the Digter "so dis n Digter"	28
	Now we have three components of parts of the rule of a poem, what is it girls? You are playing with your nails (Points to the learner)	29
	So now you are not listening to us and you are sitting like this? (show the gesture of how girl seated) Sit up straight (stern voice) "Sit regop!"	30
	You should actually remove your beanies so that you have fresh air in your ears as well (Demonstrate with hands showing the hands in a circular motion on the ears).	31
L	Yes teacher (not in agreement)	32
T	So every poem has a title "elke gedig het n titel" "Titel, title, title titel... (three times repeat)"	33
L	(Repeated phrase) Titel, title, titel, title, titel, title.... (repeat four times)	34
T	Every poem has stanzas and not paragraphs ne "Verse... have you heard about it"	35
L	Yes	36
T	Ja nie n paragraaf nie	37
L	Yes	38
T	Now let's look at this poem, How many stanzas do we have here?	39
L	Four	40
T	You are very smart ne! So, you have four stanzas, hoeveel verse?	41
L	Vier	42
T	Vier verse, now one interesting thing about a poem which I personally love is that, it has a sound, rhyming words.	43
L	(raise hand) Teacher, I don't have a paper...	44
T	I have an extra one ... Line up quickly girls (Girls get up to collect papers. Page 56)	45
	Wat sal jy se is die bladsy nommer in Afrikaans?	46
L	"Vyf en sestig"	47
T	The titel... die titel, die Digter, the poet and the verse that it doesn't have paragraphs but stanzas (reinforcement) ( Learning support given by consolidating content taught ).	48
	It also does not have sentences in Afrikaans, wat se jy? Hoe se jy hoe noem jy dit?	49
	In English we call it lines.	50

L	Lyne	51
T	Ha a dis nie Lyne nie (Teacher <i>giggles</i> ) It is nie lyne nie, Ndeshipanda jy is amper reg, because what she did now is showing direct translated it to Afrikaans, so she is not entirely wrong.	52
L	Yes	53
T	Lyne kan jy se because you say lines in English but the correct word in Afrikaans is reels .... Versreels, isn't	54
L	Yes	55
T	So now you understand you don't have sentences, you have lines, In Afrikaans you don't have stanzas, wat noem jy dit? "die sinne"	56
L	"Die sinne"	57
T	Ndeshipanda you are very right ( <i>Clap hands for her, I thought you were very much English speaking</i> )	58
	Julle het nie sinnetjies nie, Julle het versreels, ne, reels, versreels	59
	Now give me the title of the poem in your books...	60
L	Fireboy	61
T	No, the ones in your book? In the textbook that I hand out Sydney clads	62
	Recognize two things for me there ..... the title and name of poet .... Now in hierdie gedig...	63
	Proceed with lessons presentation, learners are actively engaged in the lesson	64
	As African people we have accents, maar in Afrikaans moet jy nou se "dans"	65
	So, in English you have to say "dance"	66
L	Yes	67
T	Dancing ( <i>show how to dance</i> )	68
L	( <i>Giggle</i> )	69
T	Dance a bit...	70
L	( <i>Dance in their seats, giggling, enjoying the lesson ...Read along silently</i> )	71
T	.... ( <i>Came across a phrase with dance, ask girls to dance a bit again....</i> )	72
L	( <i>Girls dance without hesitation</i> )	73
T	In Afrikaans, Digter...	74
L	Digter	75
T	In English ...	76
L	Poet	77
T	Poet, never forget it because you need it also in grade 5,6,7 upwards	78
	Lesson proceeds with sound, gestures, senses used...)	79

## **GRADE 5: Ms. Meme\* (Afrikaans L2)**

Topic: Grammar (Werkwoorde)

Translanguaging: KKG/ Eng

L	Poet	1
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T	Poet, never forget it because you need it also in grade 5,6,7 upwards	2
T	Waar was julle gister?	3
L1	Ons was by die kerk juffrou...	4
T	Vertel wat het julle in die naweek gedoen?	5
L2	<i>(hesitates.... unsure) hand lifted and withdrawn</i>	6
T	Mire Khoekhoegowab! na tae ets gara disa	7
	<i>(Say in your MT what you were doing over the weekend?)</i>	8
L3	"Yar hana takaro! anu juffrou"	9
	<i>(I was cleaning our Garden miss)</i>	10
T	So Reinhard se hy het die yards, skoongemaak, wat het jy gemaak?	11
L4	Gespeel	12
T	Hy het Gespeel <i>(points to another learner)</i> ...	13
L5	Huiswerk gedoen, kerk toe gegaan	14
T	Okay ... Huiswerk gedoen, kerk toe gegaan, okay <i>(Point to the next learner)</i>	15
L6	Afrikaans Huiswerk gedoen	16
L7	Gespeel	17
T	Okay, nou wat noem ons dit wat ons gister gedoen het? Al die werk wat julle gister gedoen het? Wat noem ons dit?	18
L5	Werkwoorde	19
T	Is werkwoorde ne... alles wat ons met ons liggaamsdele doen <i>(Show gestures and actions with hands and body movement)</i>	20
L 1-10	<i>(Responds with spoken words on actions carried through...)</i>	21
T	Santiago, what are we doing did we say?	22
L6	"Quiet" <i>(sits muted)</i>	23
T	Taenats ta di //nats #noa-o ha? What are you doing as you are seated there? Are you standing Santiago? What are you doing?	24
L6	<i>(Santiago is mute)</i>	25
T	What is Santiago doing?	26
L7	He is seating	27
T	What is Ms. Rheeder doing?	28

L7	She is sitting also	29
T	Santiago, //nau! a its ta tae eta ra misa?	30
	(Sandigo, do you understand what we are saying?)	31
L6	(Just stares no response)	32
T	Netse ta ge sisen mi di xa ra! hoa –amae... today we are going to talk about verbs don't you understand? Do you all understand?	33
	So, do you all understand what verbs are?... werkwoorde?	34
L8	Kom ons kyk na die werkwoorde...Dit word ook geken as aksiewoorde.	35
	(Show gestures and movements and learners guess what action teacher is carrying through...)	36
T	So, I am going to paste... (paste of the picture on the board)	37
	Ek sal die prente op die bord neersit en julle gaan vir my se wat daai, wat in daai prente gedoen word.	38
	Is on saam seuns?	39
L1-10	(Ja juffrou)	40
T	Do we all understand what we are going to do next?	41
L1-10	Yes teacher	42
T	I'm going to paste these pictures on the board, julle gaan my vertel wat in die prente gedoen word... ne seuns?	43
L	Ja juffrou	44
T	(Paste picture on the chalkboard) Okay kan julle vir my vertel wat in die prent gedoen word	45
L9	Groet, hulle Groet mekaar	46
T	Groet hulle mekaar?	47
L10	... hulle Koop	48
T	(Teacher holds picture for them to see clearly) Santiago are we together?	49
L6	Yes	50
T	Elia kan jy vir my se wat word hier gedoen. What are they doing here?	51
L	Shouting	52
T	Ekskuus?	53
L 11	I want to say it in English ...	54
T	Ha okay he wants to say / try it in English ...What are they doing here?	55

L11	Shouting	56
T	<b>The lady is shouting on the boy,</b> Sy skree op die seun ...Wat doen die vrou?	57
L	Sy skree op die seun	58
	<i>(Lesson proceeds in Afrikaans)</i>	59
T	Wat word hier gedoen, wie kan vir ons vertel in English	60
L	The baby is sleeping	61
T	Okay the baby is sleeping ... In Afrikaans se ons die baba slaap maar in English se ons the baby is sleeping	62
L 1-11	<i>(mumbles together)</i>	63
T	Klap vir ons self hande	64
L	<i>(Clap hands)</i>	65
	<i>(Lesson continue in Afrikaans)</i>	66
T	Wat gebeur hier? <i>(show the picture)</i>	67
	Wie wil vir my in Damara of in Engels vertel? Brendel?	68
L12	Hulle sêi (cook)	69
T	<b>Brendel se kaikhoe gera sêi amae?</b>	70
	<i>(Brendel is saying the lady is cooking)</i>	71
	<b>'Sai e i gera' (Its cooked) #u i ke neba ra sêi e (Food is cooked here in this picture)</b>	72
	<i>Who wants to answer me in English? Who want to say it in English or in a language that you are comfortable with?</i>	73
L 11	<b>The woman is cooking with the grandmother.</b>	74
T	Stem ons almal saam?	75
L	<b>The woman is cooking with her grandmother</b>	76
T	Klap vir julle hande	77
L1-12	<i>(clap hands)</i>	78
T	<i>(Illustrate picture)</i> Wie wil vir my die keer probeer?	79
L	Ek juffrou	80
T	<b>Okay he said he want to answer it in English</b>	81
L11	<b>The child is crying</b>	82
T	<b>The child is crying</b>	83

	Die meisie huil...stem ons almal saam?	84
L 1-12	Die meisie huil ( <i>All learners respond</i> )	85
T	Wat is die werk wat hier gedoen word? ( <i>Point to the picture and ask learners to demonstrate / mimic actions</i> )	86
L	( <i>Laugh, scream, sleep, buying, burying, stand, talk, watching walking</i> )	87
T	(Consolidate in English)	88
T	( <i>Paste words on the board and give learners freedom to express themselves in any language they are familiar with</i> )	89
L 1-12	( <i>Shout words out</i> ) <i>Actively engaged in lesson</i>	90
T	Wat is skree in Engels?	91
L	Shout	92
T	Sandigo "hare, di tsa ha" ( <i>come</i> ) come try...	93
T	Next ... laugh for us?	94
T	Next.... laugh what is laugh in kkG	95
L6	âi ( <i>laugh</i> )	96
T	Who can laugh for us? Santiago lag vir ons bietjie.... Okay klas kom ons help vir Santiago om te lag ....	97
L6	( <i>laugh</i> )	98
T	Okay baie dankie klap vir julle hande?	99
	Okay, die volgende een?	100
	Volgende woord ( <i>Paste word on board</i> )	101

## **Appendix J: FIELD NOTES- PRIVATE SCHOOL**

### **Field Notes – Private School**

<b>Classroom lesson Observations</b>	Teachers and learners were more comfortable conversing in Afrikaans. Most of the teaching was done in Afrikaans English was just used as a supporting language
<b>Interviews</b>	Two of the three teachers translanguaged and answered in Afrikaans throughout the interview without being told it should be done, although I asked the questions in English. Teachers are all for translanguaging
<b>Research site</b>	Advanced buildings, infrastructure revamped Well resourced Clean classrooms and corridors Most notice boards and announcements are done in Afrikaans even though it supposed to be in English
<b>Classrooms</b>	Teaching aids in Afrikaans and English Learners have a closer bond with their teachers Discipline was not a problem, teachers could manage
<b>General Observations</b>	The school is an Afrikaans population school although the language policy constitutes otherwise Majority of learners and teachers are Afrikaans Mother tongue speakers Socioeconomic background of the learners good, all learners come to the intermediate phase with properly laid foundation and not transfer cases due to the promotion policy School well resourced, integrated technology in the classroom throughout.
<b>Parental involvement</b>	Learners pay school fees of N\$ 1800-00 per month Extra-curricular activities ongoing Parents drop and pick-up learners at school Teacher parent WhatsApp groups active, correspondence is clear and fast, teachers make parents accountable through engagement in all school activities.

## **Appendix K: INTERVIEW TRANSCRIPTS- PRIVATE SCHOOL**

### **Ms. Hope- English, Grade 4 teacher**

<b>Researcher</b>	Good day mam	<b>1</b>
<b>Participant:</b>	Good morning to you	<b>2</b>
<b>Researcher</b>	Thank you so much for availing yourself, I don't think I need to introduce myself; we already know each other and you know what is the purpose of this interview it is to learn about your school's language of learning and teaching and how you find translanguaging as an instructional method yeah so before we start with the actual question can you just briefly sketch or tell me more about you as a teacher years of teaching qualification in a nutshell	<b>3</b>
<b>Participant:</b>	Alright my name is Claasen, i have been teaching for about five years now i actually started teaching when I started studying when.... Laughing yes, I didn't originally study education I studied journalism and communication technology and then I made the switch so I have that diploma and now I'm currently you see I'm finishing my degree in education	<b>4</b>
<b>Researcher</b>	OK	<b>5</b>
<b>Participant:</b>	So that is my qualification I have been teaching for five years and most of that time I taught natural science only two years in those five years I taught.	<b>6</b>
<b>Researcher</b>	So, you are currently teaching:	<b>7</b>
<b>Participant:</b>	I'm teaching English grade four and five	<b>8</b>
<b>Researcher</b>	Grade 4 and five?	<b>9</b>
<b>Participant:</b>	Yes	<b>10</b>
<b>Researcher</b>	Do you enjoy teaching the grade 4s?	
<b>Participant:</b>	I do I do I feel grateful is a very important year especially in languages because we build up from grade one but as instruction changes in grade four I feel it is very important to draw an elite foundation even more so that they are that they can excel, If there's a bit of a gap in grade 4 in five that's when we see in grade six and seven and up to high school that those children just don't have the skills and they struggle to attain or acquire the skills later on.	<b>11</b>
<b>Researcher</b>	Yeah, you are using you are teaching English as a language or as a subject?	
<b>Participant:</b>	English second language	<b>12</b>
<b>Researcher</b>	English second language?	<b>13</b>
<b>Participant:</b>	Yes	<b>14</b>



<b>Researcher</b>	Alright your learners in a sample or in the great four classrooms are the English mother tongue speakers?	<b>15</b>
		<b>16</b>
<b>Participant:</b>	Most of them are African mother tongue	<b>17</b>
<b>Researcher</b>	Most of them?	<b>18</b>
<b>Participant:</b>	I think I have one letter that English mother tongue	<b>19</b>
<b>Researcher</b>	OK now your home language ma'am?	<b>20</b>
<b>Participant:</b>	It's actually Africans	<b>21</b>
<b>Researcher</b>	OK	<b>22</b>
<b>Participant:</b>	But I was enrolled in an English school actually at your school when it was still English high school	<b>23</b>
<b>Researcher</b>	Oh!	<b>24</b>
<b>Participant</b>	From tot lent	<b>25</b>
<b>Researcher</b>	[laughs]	<b>26</b>
<b>Participant</b>	[laughs] yes	<b>27</b>
<b>Researcher</b>	Oh OK	<b>28</b>
<b>Participant:</b>	I had a very strong English influence	<b>29</b>
<b>Researcher</b>	Foundation yes alright no I can see from the dialect and all that. Not us that came from occupy I'm So proud of always saying I'm coming from I'll come by, they did miss so much injustice [laughs]	<b>30</b>
<b>Participant:</b>	[laughs]	<b>31</b>
<b>Researcher</b>	And I had to cover all the loopholes created by my teachers. One day I even said OG I can't even recall who was my teachers in the JP Because when..... English I had no clue I only started English in grade 7[chuckles]	<b>32</b>
<b>Participant:</b>	[laughing]	<b>33</b>
<b>Researcher</b>	So, it's maybe a good thing there are no more because those people are just focused on KKG that Was it [chuckles] and imagine I was light in complexion when I came from okombahe I looked like the coloureds And I couldn't even speak Afrikaans. [both laughing] That's one of the yeah so that's why it's a revenge game with this English	<b>34</b>
<b>Participant:</b>	(chuckles)	<b>35</b>
<b>Researcher</b>	It's a revenge game, I have to get my PhD in this English thing because I (laughs)	<b>36</b>
<b>Researcher</b>	OK, now um since you said your home language is Afrikaans but you actually are quite familiar or comfortable with English	<b>37</b>

<b>Participant:</b>	yes	
<b>Researcher</b>	I don't know if this question is applicable because I wanted to ask you if you are comfortable teaching in English obviously which is not your mother tongue.	<b>38</b>
<b>Participant:</b>	Yeah, yes, I'm very comfortable	<b>39</b>
<b>Researcher</b>	You are comfortable. And when it comes to the learners especially grade 4 are you experiencing any challenges in that regard?	<b>40</b>
<b>Participant:</b>	No, really, I think um honestly junior primary does a really good job to prepare to switch over to the English. I also from beginning of the year I tried to expose them as you saw it in the videos you saw it's Mostly English so from beginning they have to speak English as much as possible and they so adaptable uh it two/three weeks and then they are in the flow, so I don't really experience any problems, there is here and there a child will ask you can I say this in Afrikaans and then I say it's fine, if they can express themselves better in Afrikaans that's fine but I encourage them to at least try in English.	<b>41</b>
<b>Researcher</b>	OK.now what is your view on mother tongue instruction uhm overall	<b>42</b>
<b>Participant:</b>	I'm all for mother tongue instruction	<b>43</b>
<b>Researcher</b>	You are all for	<b>44</b>
<b>Participant:</b>	All for mother tongue honestly, I feel a child that has had um be taught in their mother tongue, if you have mastered your mother tongue its much easier to acquire a second language and I saw this very early on when even before teaching, before I had children. We had to separate house my mother children and her brother's children and at our house my parents spoke Afrikaans but I was at an English and so the languages weren't a problem for me .at um the other house hold these children were raiser in English but it was broken English.	<b>45</b>
<b>Researcher</b>	Mmmm...	<b>46</b>
<b>Participant:</b>	And so, at the end of the day they had broken English and they had broken Afrikaans. So, I feel the mastering of the one before uh you acquire the next is very important.	<b>47</b>
<b>Researcher</b>	OK. I've seen in the videos uhm that you don't really like to switch over to mother tongue in your classroom, I know it is not clearly supported by the language policy is that the reason why you are very strict when it come to your classroom.	<b>48</b>
<b>Participant:</b>	Not really. I feel language is something that you need to practice so as I said when a child really can't express themselves they are allowed to switch.	<b>49</b>
<b>Researcher</b>	You are allowing them?	<b>50</b>
<b>Participant:</b>	Yes, but for the most part I want them to be exposed to the languages as much as possible. I don't want to give them the loopholes that I can switch over any time and then they get into that comfort zone and then they don't really pick up what they can pick up.	<b>51</b>

<b>Researcher</b>	I think we've already touched on this the transitioning from grade 3 from mother tongue to the English only. Do you think the learners were well prepared?	<b>52</b>
<b>Participant:</b>	Definitely they were definitely especially when it come to the English second language as a subject they were well prepared honestly they were well prepared um I think maybe the other teachers of the other subjects might have a bit of a problem there because as I've seen with my own daughter now, "ongewingsleer" (environmental studies) and next year she gonna have science and there are terms in 'ongewingsleer'(environmental studies) and Afrikaans is big terms ,yes it's the same as in science but just the change from those huge terms. In the languages that might be a problem but in English I think it's, they have this as a subject. They have English as a subject to so that's easier for them because they are already familiar with all this terms	<b>53</b>

### **Ms. Grace – Natural Science, Grade 4 teacher**

<b>Interviewer</b>	Okay Ms Fischer	<b>1</b>
<b>Participant</b>	Yes mam	<b>2</b>
<b>Participant</b>	Okay I am Amelia Fisher	<b>3</b>
<b>Interviewer</b>	Huh uh	<b>4</b>
<b>Participant</b>	And I've been at Laerskool Walvis Bay for the past, this is my fifth year now, fresh out college I started here.	<b>5</b>
<b>Interviewer</b>	Humm	<b>6</b>
<b>Participant</b>	I have an honours degree in senior primary, majored in Mathematics and science, so yuh and I've, I taught my first year I've taught math, math and science and as of 2019 I got both grade 4 and 5 natural science classes	<b>7</b>
<b>Interviewer</b>	So, you're teaching grade 4's for how long now?	<b>8</b>
<b>Participant</b>	Grade 4? this is my third year	<b>9</b>
<b>Interviewer</b>	Your third year?	<b>10</b>
<b>Participant</b>	This is my third year now	<b>11</b>
<b>Interviewer</b>	How do you find teaching them? Do you enjoy teaching the grade 4's?	<b>12</b>
<b>Participant</b>	It was a really in the beginning because I was used to the more naughty, naughty babatjies nie hulle is mos babatjies.	<b>13</b>
<b>Interviewer</b>	Mmm mmm baie aandag soekers	<b>14</b>
<b>Participant</b>	Yes, ohg anyways it's nice it's a lekker experience	<b>15</b>

<b>Interviewer</b>	And from the discipline now how's the discipline? Especially where they are coming from classroom teaching	<b>16</b>
<b>Participant</b>	Very, very no i don't have any disciplinary problems because i think, I believe the how you present yourself the first determines how the rest of the year will be in terms of discipline as well as jah	<b>17</b>
<b>Interviewer</b>	En die aandag soekerigheid?	<b>18</b>
<b>Participant</b>	Nee hulle, mevrou kan ek jou hare comb, mevrou kan ek jou mahseer	<b>19</b>
<b>Interviewer</b>	En die kossies word gebring van die huis af, daai toe Broodjies wat so kurk droog is dan moet jy maak as of jy eet[laughs]	<b>20</b>
<b>Participant</b>	Jah dan moet juffrou maar eet daar is nie ander keuse nie, jah um so dis actually baie lekker met die graad vierkies. jah van ek voel net met hulle is daar baie deurbraake van hulle hang aan die mond, wat juffrou se is reg	<b>21</b>
<b>Interviewer</b>	Is die waarhied	<b>22</b>
<b>Participant</b>	Is dit gaan	<b>23</b>
<b>Interviewer</b>	Dit gaan jah[laughs]jah so you ma'am, um this school is transitioning from Afrikaans mother tongue to English, only right?	<b>24</b>
<b>Participant</b>	Yes	<b>25</b>
<b>Interviewer</b>	So, you are currently teaching grade 4....	<b>26</b>
<b>Participant</b>	Science	<b>27</b>
<b>Interviewer</b>	Science alright, um are all your learners Afrikaans mother tongue speakers, how, what is the language um....	<b>28</b>
<b>Participant</b>	We have, I can say 70% of the learners are Afrikaans mother tongue speakers and the rest are non-Afrikaans so...	<b>29</b>
<b>Interviewer</b>	Non-Afrikaans	<b>30</b>
<b>Participant</b>	We have the Oshiwambo speakers, I have a Zimbabwean speaker two of them speakers and um like Ms Classen also mentioned there are kids that have English as, as their mother tongue	<b>31</b>
<b>Interviewer</b>	Um um	<b>32</b>
<b>Participant</b>	So umm	<b>33</b>
<b>Interviewer</b>	Okay and your home language ma'am? what is your mother tongue?	<b>34</b>
<b>Participant</b>	My mother tongue is Herero[chuckles]	<b>35</b>
<b>Interviewer</b>	Okay	<b>36</b>

<b>Participant</b>	Because I was raised in a Herero house so that's the language, I mastered	<b>37</b>
<b>Interviewer</b>	You can speak it fluently?	<b>38</b>
<b>Participant</b>	Fluently yes, yes i can speak Damara	<b>39</b>
<b>Interviewer</b>	Wow	<b>40</b>
<b>Participant</b>	I can speak Wambo as well as Afrikaans and english.so yeah(chuckle)	<b>41</b>
<b>Interviewer</b>	You are blessed	<b>42</b>
<b>Participant</b>	Linguistic(laughs)	<b>43</b>
<b>Interviewer</b>	Linguistic yeah, are you comfortable teaching in English which is obviously not your home language?	<b>44</b>
<b>Participant</b>	Yes very	<b>45</b>
<b>Interviewer</b>	Yes comfortable	<b>46</b>
<b>Participant</b>	Yes, very comfortable	<b>47</b>
<b>Interviewer</b>	You do not experience any challenges?	<b>48</b>
<b>Participant</b>	Well, there are because i am not a ...English is not my mother tongue especially with the pronunciation of the terms as well as you have to be prepared, meaning that because if you pronounce it incorrectly to the learners dis hoe hulle dit sal aanvat.	<b>49</b>
<b>Interviewer</b>	Let me just interrupt you there	<b>50</b>
<b>Participant</b>	Chuckles	<b>51</b>
<b>Interviewer</b>	That what i was telling huh. i started my schooling in okombahe (laughs)i am telling myself that only at 30 i went to college thinking it was right so um there was this song (singing)Jesus het um Jesus het my mooi gemaak neh and my teacher obviously Damara's has this strong dialect. Like Gesus het my mooi gemaak and i was like and jello, we are saying jello and i was like one day i don't know i was observing since i was the head of department i was observing a teacher, Afrikaans first language speaker and one child had this jellow or something man and this teacher was like not it's not gell its yell and i was like okay and then i immediately thirty years back and i was thinking about...	<b>52</b>
<b>Participant</b>	Went back(laughs)	<b>53</b>
<b>Interviewer</b>	Who was my foundation teacher and all this year when i was just gesus gesus ever since than	<b>54</b>
<b>Participant</b>	Yes	<b>55</b>
<b>Interviewer</b>	At 35 i have realized it's not gesus its Jesus. it's not gel okay i obviously knew gellow is too sharp, i knew it had to be yellow.	<b>56</b>
<b>Participant</b>	Yes	<b>57</b>

<b>Interviewer</b>	You know but it takes practice to do that	<b>58</b>
<b>Participant</b>	Practice yeah	<b>59</b>
<b>Interviewer</b>	So what really what you learn from your teacher is what you are taking with	<b>60</b>
<b>Participant</b>	Yes	<b>61</b>
<b>Interviewer</b>	Dit is n moeilike paaitjie	<b>62</b>
<b>Participant</b>	Ja waarlik dis moeilik so die enigste nadeel is jy moet vir die vir al terminologie you need, jy moet oefen self van jy dra dit oor	<b>63</b>
<b>Interviewer</b>	Baie baie	<b>64</b>
<b>Participant</b>	So as jy dit verkeerd oordra na die kinders toe dis hoe hulle aanvat	<b>65</b>
<b>Interviewer</b>	Dit is, dit is	<b>66</b>
<b>Participant</b>	En dit kom terug na jou (chuckles)	<b>67</b>
<b>Interviewer</b>	Soos ons Damaras it's the <b>she</b> and <b>see</b> said and i am like my goodness and i am so	<b>68</b>
<b>Participant</b>	Mother tongue effect(laughes)	<b>69</b>
<b>Interviewer</b>	Mother tongue the dialects ooh it's a big problem. And the learners are you experiencing any challenges since 70% of your learners are Afrikaans	<b>70</b>
<b>Participant</b>	Yes, the language barrier	<b>71</b>
<b>Interviewer</b>	Language barrier	<b>72</b>
<b>Participant</b>	Language barrier because like Ms Claasen mentioned it as well, they are, they have omgewing leer which is a combination as social studies and natural science in ongewingsleer, environmental studies is taught in Afrikaans so when they get to grade 4 its...	<b>73</b>
<b>Interviewer</b>	ITchanges	<b>74</b>
<b>Participant</b>	It changes	<b>75</b>
<b>Interviewer</b>	It flips	<b>76</b>
<b>Participant</b>	The change in language it has a really big effect because dit maak dit moeilike vir die kinders om content te verstaan way jy will oor dra so most of the time i have to go back to Afrikaans, i do it in English first then i go back to Afrikaans net om seker te maak hulle verstaan wat juffrou probeer se and change over so the language barrier is probleem vir me	<b>77</b>
<b>Interviewer</b>	Mmm...	<b>78</b>
<b>Participant</b>	That and I think that's what the first two months that's what we practice on, laat hulle net gemaaklik word met daai transition van omgewing leer na die science toe wat in engels	<b>79</b>

	aangebied word.so half way is like i force them to speak English in the classroom because that's the only way i can make them comfortable with English	
<b>Interviewer</b>	Yes so mother tongue instruction since it is one of the things that the school is really adopting your learners are having mother tongue foundation, which is Afrikaans at the school, what is your view on mother tongue instruction?	<b>80</b>
<b>Participant</b>	I'll go back to what miss Claasen said(chuckles)because i said	<b>81</b>
<b>Interviewer</b>	The same thing	<b>82</b>
<b>Participant</b>	Mmmh ja so, I think personally as well if as daar vasleging is in jou moedertaal it's easier to learn other languages because daar sal somewhere somehow the language that you learn as dit nie jou Moeder taal is nie daar iewers a gaping wees .it would be the broker part of it and not the mastered part of i.e. have a son as well .ek is n Herero en sy pa is Damara met Wambo gemix so we had that confusion watse taal sal ons hom groot maak en nou sit my kind hy praat nou engels op twee/drie .praat hy engels ,hy verstaan nie Afrikaans nie ,hy verstaan nie Herero taal maar dit sal later n confusion Maak, because now what does he so hy praat n sin in Engels maar 85vocabulary of dan word wat uit staan is in n ander taal .And that's what happens mo86st of the time, so if a child masters the mother tongue it's easier to change or learn a new language ja.	<b>83</b>
<b>Interviewer</b>	It's also true and I've realized in your ...in the lessons that i have observed you sometimes or most of the time you switch over to Afrikaans in your teachings even though you k9now it is clearly not supported by the language policy, um what could be the reason why you always switch over to Afrikaans even though you know you have to teach in English.	<b>84</b>
<b>Participant</b>	Ohm so Basically um what is the purpose is the teaching, ons wil vasleging doen with the content that we...	<b>85</b>
<b>Interviewer</b>	Give through?	<b>86</b>
<b>Participant</b>	Give through yeah so what happens is that it doesn't help me standing there speaking in English.	<b>87</b>
<b>Interviewer</b>	Whilst	<b>88</b>
<b>Participant</b>	Hulle verstaan nie die helfte van die goed wat ek se nie ,so what i always tried to do is i give through in English, maar jy sal sien Juffrou(referring to interviewer) op die kinders se gesigte hulle het nie n clue wat jy se nie so i always try to switch over to Afrikaans so that i can accommodate everyone in class because it's a holistic theme ,dit help nie ek praat in engels en my kinders wat nou nie Afrikaans moedertaal of nou engels mooi verstaan wat juffrou se .nou sit ons met 70% , maar hulle het nie n clue van wat juffrou se nie ,so i try to switch over to accommodate everyone in class and make sure that all understand the content.	<b>89</b>
<b>Interviewer</b>	Mmmh...	<b>90</b>

<b>Participant</b>	That i want to give through so that's why i do the switching over between the languages	<b>91</b>
<b>Interviewer</b>	And um obviously you also allow your learners to use Afrikaans even though you are teaching in English.	<b>92</b>
<b>Participant</b>	Yes i do because they express them self-better...	<b>93</b>
<b>Participant</b>	I would, for instance if a child says um ...i ask a question, dan sal die kind vir my se juffrou ek ken nie die antwoord in engels nie ek kan dit net in Afrikaans se>dan se ek vir hom of sy se nou vir juffrou in Afrikaans wat is die antwoord, dan is die sin in Afrikaans dan se ek nou ok.dan verduidelik ek in engels wat sy of wat hy gesê het. dan se ek se nou vir juffrou wat jy sou se in engels. so that also gives them umm...hoe moet ek se huh(thinking)hoe om hulle sinne bymekaar te bring in engels in om dit te kan verduidelik n conversation te kan begin in engel	<b>94</b>
<b>Interviewer</b>	(mmm in curiosity) It's true it actually help	<b>95</b>
<b>Participant</b>	Yes	<b>96</b>
<b>Interviewer</b>	Now your learners since this is a private school, do you think your learner had been well prepared in grade 3 for transitioning to English only?	<b>97</b>
<b>Participant</b>	Sighs loudly) nee .i would say no because of the...because i am a science teacher and the omgewing leer and science gaan saam omdat dit hulle .it's only in the last few month waar hulle so bietjie bietjie die engels in bring in die omgewing leer in and i mean I've put it on the table also somewhere somehow if we can amend our internal policy in the school internal policy regarding the omgewing leer , en vir ons mental just to expose the learners especially in the terminology .It's difficult because they are taught this terms in Afrikaans hierdie long woorde en nou kom ek met die engels en dan is weer vir hulle n ander word but it means exactly the same thing en dis wat so moontlik maak laat die kinders goed verstaan.so ek dink nie in terms of preparation for the science part. I don't think two months is not enough time because it takes me 4 months to prep them.	<b>98</b>
<b>Interviewer</b>	And your view ma'am regarding translanguage the switch that you are doing what is your view as a teacher, your personal view as a science teacher or as an intermediate phase teacher.	<b>99</b>
<b>Participant</b>	Um i support it because, soos ek gesê het ek maak so veel makliker dat die kinders die werk verstaan, aan die einde van die dag gaan verstaan die kinders wat jy se het nie het jyt nou geleer en die klaar you had a lesson plan you had to do that but do the kids understand what you are giving through .so dis hoekom ek support translanguageing	<b>100</b>
<b>Interviewer</b>	So when you are...just for interest sake when your head of departments are conducting class visits are you also. Since your school is also implementing or endorsing the broad curriculum, they are also making use of the koi instrument. There is no provision made for translanguageing so if you know this is what work for you switching between languages	<b>101</b>



	and that day you have a official class visit from your head of department.do you stick exclusively to English or do you still continue how you are doing it, switching	
<b>Participant</b>	I hate window dressing. That would be like window dress, because if...	<b>102</b>
<b>Interviewer</b>	If you are gonna stick to the English only.	<b>103</b>
<b>Participant</b>	Yes it would be window dressing because what am i doing now im failing my children because for that day why do i only want to speak English en dan beteken ek moet daai les weer oor gaan does	<b>104</b>
<b>Interviewer</b>	Mmmh because they didn't grasp anything	<b>105</b>
<b>Participant</b>	Yes, they didn't grasp the content that you want to give through, I know it says the science should be given through in English for both say -senior phase	<b>106</b>
<b>Participant</b>	Yes i do that but i would always go back en vra verstaan almal vir juffrou	<b>107</b>
<b>Interviewer</b>	In Afrikaans	<b>108</b>
<b>Participant</b>	Yes, verstaan almal vir juffrou het jy gehoor wat juffrou gesê het dit en dit en dit en dit is precise wat juffrou vir jou ge se het in engels, that it means exactly the same thing so	<b>109</b>
<b>Interviewer</b>	Se the management doesn't discredit you for that	<b>110</b>
<b>Participant</b>	I don't think, juffrou?	<b>111</b>
<b>Interviewer</b>	When you get your reports back or your feedback	<b>112</b>
<b>Participant</b>	No i haven't Mr Tani he had a class visit with me and i haven't, dit was nie genoem nie	<b>113</b>
<b>Interviewer</b>	Dit was nie genoem nie?	<b>114</b>
<b>Participant</b>	Yes so i also think viral die graad 4s is ons baie kom ek of ek persoonlike is baie baie, hoe moet ek se, nie virsigtig nie maak	<b>115</b>
<b>Interviewer</b>	Protective	<b>116</b>
<b>Participant</b>	Yeah as dit by hulle kom with ek ne dit moet reg gedoen word want as jy nie fondasie in 4 nie dan is daar a n gab soos hulle op gaan veral met die translanguage	<b>117</b>
<b>Interviewer</b>	Yes but you are the subject head	<b>118</b>
<b>Participant</b>	Yes	<b>119</b>
<b>Interviewer</b>	How when you are having department you are having internal policy's at school, who's drafting usually the internal policy's the subjects head?	<b>120</b>
<b>Participant</b>	Nee ons HoD en die subject head maar ek het dit klaar in place	<b>121</b>
<b>Interviewer</b>	You have it in place	<b>122</b>
<b>Participant</b>	Yes	<b>123</b>

<b>Interviewer</b>	The you must just bring in the clause if that is what works and then from the internal policy's obviously it can be added	<b>124</b>
<b>Participant</b>	Yes i spoke to Mr Tron about it and he said if we can add	<b>125</b>
<b>Interviewer</b>	If that is the best way	<b>126</b>
<b>Participant</b>	Yeah internal policy's you can always amend	<b>127</b>
<b>Interviewer</b>	Yeah, internal ones most likely if might influence the national policy's also because that is what work especially when learners 70 is Afrikaans mother tongue speakers. it is just, a i mean we at the ground should actually in the policy makes at the end of the day what works	<b>128</b>
<b>Participant</b>	Yes	<b>129</b>
<b>Interviewer</b>	Yeah, i think um that is the most part of it .is there anything else that you would like to share that could give me a better understanding of translanguaging mother tongue instruction in the intermediate phase ma'as that might add value to our study since it is our study without you guys would never have to get this study done	<b>130</b>
<b>Participant</b>	Soos ons nou gepraat as daar net provision kan gemaak word en van graad 3 af, at least in the second term, laat hulle die kinders, ons het nou twee terms, so beginning af the second term, het meer exposure gee aan die environment especially the environment because it makes it so much easier for the and that's in English	<b>131</b>
<b>Interviewer</b>	dan is ons klaar, then we are done with the interview. thank you so much for your time and effort. i can't wait to share the thesis with you guys. Hopefully early next year still in the first semester, I heard we are having two semesters next year. I don't know how these little ones are gonna cope	<b>132</b>

### **Ms. Mercy- Mathematics, Grade 4 teacher**

<b>Researcher:</b>	Good morning, ma'am, thank you so much for allowing me to do this interview with you, I have already introduced myself, so I believe I don't need to start over, however for clarity can you just tell me more about yourself as a teacher?	<b>1</b>
<b>Participant:</b>	Okay Ek's Sunelle Venter eke het vier jaar geswat by CPUT Wellington...my hoofvakke was wiskunde gewees geografie en dan rekeningkunde wat ek nou tans wiskunde gee graad 4 en 5 en ek is al klaar 7 jaar by die skool	<b>2</b>
<b>R:</b>	Sewe jaar in totaal?	<b>3</b>
<b>P:</b>	Ja	<b>4</b>
<b>R:</b>	And how long have you taught grade 4 learners?	<b>5</b>
<b>P:</b>	It was the first four years of working here and now this year again so its five in total	<b>6</b>

R:	Five in total?	<b>7</b>
P:	Yes	<b>8</b>
R:	Okay now do you enjoy teaching grade 4?	<b>9</b>
P:	Baie...hulle is baie entoesiaties ja, so hulle is baie gullible so hulle glo alles wat jy se so hulle is net meer interessant, hulle neem meer deel, hulle geniet dit, waar die ander kinders bietjie meer challenging so ja graad 4 is baie opwindend en hulle geniet die inhoud wat hulle kry...	<b>10</b>
R:	Okay ma'am, now at this school you are using English as the medium of instruction from grade 4 onwards, now are all your learners English mother tongue speakers or are they more Afrikaans?	<b>11</b>
P:	They are Afrikaans but we have a few learners that are English?	<b>12</b>
R:	And other languages?	<b>13</b>
P:	No mostly Afrikaans but one or two that is English medium	<b>14</b>
R:	And other languages...indigenous languages?	<b>15</b>
P:	Nee baie min	<b>16</b>
R:	Okay...	<b>17</b>
R:	What is your home language?	<b>18</b>
P:	Afrikaans	<b>19</b>
R:	And are you comfortable teaching in English?	<b>20</b>
P:	Yeas after seven years you get used to it (giggles)	<b>21</b>
R:	Okay (smiles and nods)	<b>22</b>
P:	Yes, dit is maar een van daai dinge mense wissel maar baie af ook	<b>23</b>
R:	And you don't experience any challenges in this regard sometimes as a mother tongue speaker of Afrikaans do you experience challenges	<b>24</b>
P:	Nee glad nie	<b>25</b>
R:	Gladie? With the learners also?	<b>26</b>
P:	Kyk ooo vir kinders?	<b>27</b>
R:	Ja and your instructions as a mother tongue you are more eloquent in Afrikaans?	<b>28</b>
P:	Ek moet dit altyd I have to do my instructions in English and Afrikaans	<b>29</b>
R:	In both languages?	<b>30</b>

P:	Want dis asof hulle nie dadelik snap nie as jy dit in Engels vir hulle se en die tweede keer as jy in Afrikaans se dis asof hulle dan begin focus ook...so hulle sukkel maar baie met die Engels ek moet dit maar se...maar as jy vergelyk na begin van die jaar van graad 4 en waar ons nou is dit totale verandering 'n improvement	<b>31</b>
R:	Okay Ms. Sunelle what is your view on mother tongue instruction?	<b>32</b>
P:	Vir my is dit baie belangrik vir die kind om in sy huistaal veral van die grondslag fase want dit is die belangrikste deel van 'n kind se fondasie en as hy nie verstaan wat vir hom geleer word nie, dan gaan dai fondasie nooit gele word nie, so vir my is dit baie belangrik van graad 1 tot 3 of even van onder af graad R tot 3 Afrikaans en dan stelselmatig gaan jy oor na Engels toe	<b>33</b>
R:	Ja	<b>34</b>
P:	...maar jou engels wat in graad 3 en 2 en 1 gegee word moet ook baie goeie vaslegging wees vir hulle om maklik oor te skakels	<b>35</b>
R:	Mhhhh....so I have realised in the class observations that you sometimes switch over to Afrikaans even though the language policy does not make provision for the switching or translanguaging per say...so why do you prefer teaching them in both languages?	<b>36</b>
P:	Jah ek dink dis maar uit gewoonte in graad 4 omdat die kinders begin sukkel het met terminologie wat hulle, veral in wiskunde, want in graad 3 is als in Afrikaans nou ewe skielik moet hulle alles in Engels leer en hulle het geen ideee wat dit is nie. So, van begin van die jaar af gebruik ek altyd Engels, ek begin met die Engels en as ek sien die ogies snap nie lekker nie dan verduidelik ek sommer in Afrikaans en Engels. Maar as ek graad 5, want ek gee graad 5 ook, dan gebruik ek die Afrikaans baie minder	<b>37</b>
R:	Baie minder?	<b>38</b>
P:	So dis net in graad 4 waar ek ....	<b>39</b>
R:	Waar jy vir hulle scaffold?	<b>40</b>
P:	Yes...so in graad 5 gebruik ek glad nie meer Afrikaans nie want hulle moet gewoon raak daar aan want dan is hulle al redelik of dan het hulle dit redelik onder die knie...so dis net dai terminologie waarmee hulle 'n probleem het	<b>41</b>
R:	And especially in grade 4 where they are transitioning from mother tongue ....en die kinders say for instance when you are teaching or you are giving through information or content in English and they respond in Afrikaans you don't have a problem in grade 4?	<b>42</b>
P:	Kyk hulle antwoord nou baie in Afrikaans	<b>43</b>
R:	Ja ek het so agtergekom	<b>44</b>
P:	Ja ek weet nie of dit n natuurlike ding is nie. Ja van graad 4 af is ons nie so streng nie, maar van graad 5 af begin ons streng word...hulle sucker rerig baie met engels...engels	<b>45</b>

	is rerig baie moeilik vir hulle ...veral die lees ook so ons wil dit soos half...laat hulle dit verstaan hoe meer hulle dit praat, laat hulle net gemakliker raak	
R:	Now Sunelle, these learners <sup>54</sup> that are in grade 4 that come from grade 3 mother tongue instruction. Do <sup>55</sup> you think these learners were properly prepared for transitioning especially with the two years post pandemic?	<b>46</b>
P:	Ja ek dink hulle is goed voorbereid omdat hulle alreeds fokus op die engels as alleen as 'n subject want dit speel n baie belangrike rol veral met die lees en die praat so as n kind dit onder die knie het, makliker die engels met ander vakke kan snap. Ons graad 3 is rerig baie bevoorreg hulle doen rerig baie moeite en maak eintlik vir ons makliker...en wat ek ook agtergekom het is hulle bring al in graad 3 bietjie engelse terme veral in die wiskunde ook laat dit nie vreemd is as hulle hier aankom nie, want as ek hulle n term gee en in engels gee dan se hulle het dit al gehoor so hulle is ook al bietjie bekend met sekere goeders...	<b>47</b>
R:	I remember last year the schools were on lock down, but since you are private, you continued with teaching?	<b>48</b>
P:	yes, we continued with E learning with google classroom from grade 4 to 7 and die kleintjies hulle het vooraf werk gegee but they also made out videos	<b>49</b>
R:	So, there was no eminent learning backlog	<b>50</b>
P:	so, die kinders het nie rerig baie groot agterstand gehad in die leer nie	<b>51</b>
R:	Yeah, that's good the public schools really suffered	<b>52</b>
P:	Ja dis moeilik hulle het mos ook ander skole...	<b>53</b>
R:	Even till now, we have small groups, learners come in cohorts	<b>54</b>
P:	ons het ons opgedeel in bubbles	<b>55</b>
R:	As n grade 4 or as an intermediate phase teacher, what is your view on translanguaging?	<b>56</b>
P:	kyk ek voel nogals dis n baie gemaklike manier om altwee te doen omdat baie keer vergeet mens dat hulle klein is, omdat graad vier maar deel is van die senior Primêre is hulle eintlik babatjies so die Afrikaanse kindertjies kry baie swaar met engels so ons moet dit stelselmatig doen...en vir my persoonlike sien ek verbetering hulle snap hulle moet die werk kan vasle...stelselmatig kan die Afrikaans fade maar in graad 4 is dit baie belangrik	<b>57</b>
R:	I think the most important points had been captured anything also you would like to add or share to give me a better insight of translanguaging and mother tongue instruction in the intermediate phase...	<b>58</b>
P:	wat ek kan bysit en wat ek agtergekom het van die kinders is dat Afrikaanse kindertjies .... die lees van die Engels...so wat ons doen in die eksamen is as ons lees vir hulle die	<b>59</b>

	vrae omdat hulle daar is rerig van die kinders wat verskriklik sukkel met engels spesifieke so daar gebruik ons Afrikaans ook altwee...	
R:	Die vraestelle, sit julle nie in brackets die Afrikaans version nie?	<b>60</b>
P:	Nee glad nie...ons doen dit verbally so ons lees vir hulle en probeer in Afrikaans ook translate...	<b>61</b>
R:	Thank you so much for your time and effort and I can't wait to share the actual thesis with you guys	<b>62</b>
P:	Baie dankie!	<b>63</b>

## **Appendix J: INTERVIEW TRANSCRIPTS- PUBLIC SCHOOL**

## Mr. Buruxa- Mathematics, Grade 6 teacher

Researcher	(Laughs...mister...)	1
Participant	Mutago xu l /gui eta goro ke...but its fine...	2
Researcher	It's fine mos...	3
Participant	Mmmh	4
Researcher	okay...Mr...	5
Participant	.... sir	6
Researcher	(Laughs...mister...)	7
Participant	Mutago xu l /gui eta goro ke...but its fine...	8
Researcher	It's fine mos...	9
Participant	Mmmh	10
Researcher	okay...Mr...	11
Participant	.... sir	12
Researcher	sir jah...	13
Participant	Mr. sir	14
Researcher	Mr. sir	15
Participant	yes	16
Researcher	thank you so much... hmmm I believe by now we don't need to introduce ourselves ...each other...we already know we we are.....and without wasting much time...hmmm, we have to come to the last part of our journey...hmmm...just to get facts straight Mr. sir	17
Participant	sir	18
Researcher	Sir, yes...Mr. Buruxa	19
Participant	Yes, that's the name	20
Researcher	You are teaching grade 6 mathematics, right?	21
Participant	absolutely	22
Researcher	okay...do you enjoy teaching grade 6 maths?	23
Participant	yes...I do very much	24
Researcher	okay...how long have you taught the grade 6s	25
Participant	in total, since I started with my career or jus for this year or....	26

<b>Researcher</b>	in total...how long...I mean...	<b>27</b>
<b>Participant</b>	grade 6?	<b>28</b>
<b>Researcher</b>	yes	<b>29</b>
<b>Participant</b>	I don't have the statistics but I think plus minus 6 years	<b>30</b>
<b>Researcher</b>	oh	<b>31</b>
<b>Participant</b>	Other years ...I was teaching other grades	<b>32</b>
<b>Researcher</b>	oh okay	<b>33</b>
<b>Researcher</b>	Okay...so at this school the medium of instruction from grade 4 upwards is English right?	<b>34</b>
<b>Participant</b>	100% true	<b>35</b>
<b>Researcher</b>	Okay...mmmh...are you using English to teach mathematics grade 6?	<b>36</b>
<b>Participant</b>	Yes, as required by the language policy that's what I am doing, but sometimes I switch, but that's the main language I am using	<b>37</b>
<b>Researcher</b>	Okay ...now you said you switch...now when you switch, what languages do you usually use when you switch sir? Except English...	<b>37</b>
<b>Participant</b>	Afrikaans and Khoekhoegowab	<b>38</b>
<b>Researcher</b>	mmmh	<b>39</b>
<b>Participant</b>	The two languages that I know	<b>40</b>
<b>Researcher</b>	Mhhhhh...and your learners.... are all your learners English ...are they fluent in English?	<b>41</b>
<b>Participant</b>	I don't know what you mean by fluent?	<b>42</b>
<b>Researcher</b>	Can can they...are they literate enough in English?	<b>43</b>
<b>Participant</b>	Let me...yes let me say yes	<b>44</b>
<b>Researcher</b>	At this school...Mhhhhh...from the statistics, the school is actually having mother tongue, which is Khoekhoegowab and other indigenous languages in the junior primary phase?	<b>45</b>
<b>Participant</b>	Yes, it's Oshidonga, Khoekhoegowab and Afrikaans	<b>46</b>
<b>Researcher</b>	Khoekhoegowab and Afrikaans...okay...and they switch over to English in grade 4?	<b>47</b>
<b>Participant</b>	Yes, as a medium of instruction	<b>48</b>



<b>Researcher</b>	As a medium of instruction yes. Okay...okay...and now these specific learners...the sample that we had for the classroom observations, are these learners Khoekhoegowab mother tongue speakers?	<b>49</b>
<b>Participant</b>	100%	<b>50</b>
<b>Researcher</b>	That specific group?	<b>51</b>
<b>Participant</b>	Yes	<b>52</b>
<b>Researcher</b>	Okay so there is none that is Oshidonga or Afrikaans mother tongue speaker?	<b>53</b>
<b>Participant</b>	Absolutely true	<b>54</b>
<b>Researcher</b>	Okay...so your...I believe...or I understand...or I had observed that your mother tongue should be Khoekhoegowab as well?	<b>55</b>
<b>Participant</b>	Absolutely true...100%	<b>56</b>
<b>Researcher</b>	Mhhhh.... but yet you are teaching in English, obviously because of the expectations by the policy, right?	<b>57</b>
<b>Participant</b>	Yes...	<b>58</b>
<b>Researcher</b>	Okay...now are you comfortable teaching in a language other than your home language like teaching in English?	<b>59</b>
<b>Participant</b>	Very much...absolutely, I am ...I don't have a problem with it	<b>60</b>
<b>Researcher</b>	You personally don't have a problem with it...and are you experiencing any challenges? Mhhhhh...Mhhhhh...when you are only teaching in English? are you experiencing any challenges?	<b>61</b>
<b>Participant</b>	With me specifically or towards the learners?	<b>62</b>
<b>Researcher</b>	With you.... you know...your teaching methodologies and all those things to put through the content	<b>63</b>
<b>Participant</b>	Yes, of course there will be challenges because that's not my home language	<b>64</b>
<b>Researcher</b>	Mhhhh	<b>65</b>
<b>Participant</b>	.... it's a language that I acquired, some vocabularies like in my language, we don't have them, so it makes it abit. It's a challenge, but all in all, we are coping, or I am coping	<b>66</b>
<b>Researcher</b>	...and the learners?	<b>67</b>
<b>Participant</b>	Learners...its now a big hurdle...	<b>68</b>
<b>Researcher</b>	Mhhhh	<b>69</b>

Participant	...because of the fact that especially grade 6B the fact that they only start with English as a medium of instruction in grade four, which means its grade 4 and grade 5, only three classes, or three grades, that they had been introduced to English, so it makes it very difficult especially, the terminology, jah, it's a difficult concept	70
Researcher	Now what do you do in that regard?	71
Participant	Then I switch to my language...yes to my mother tongue...I switch to Khoekhoegowab	72
Researcher	...and they understand? They are more actively engaged	73
Participant	Okay...let let let me say they are engaged but there are now two sides of the story. It's the language and the competency. It's totally two different things	74
Researcher	Mhhhhh...	75
Participant	You speak in their vernacular...their mother tongue, the engagement, they are active, but they are active, but the understanding maybe, the foundation was not laid, so its two different things	76
Researcher	Mhhhhh...	77
Participant	.... they understand it and the participation, they are very active because of the mother tongue, but the understanding, is still, to get the concept, is a challenge...	78
Researcher	Mhhhh...	79
Participant	...maybe because of how they were taught....in the previous grade	80
Researcher	Okay, now, Mhhhhh, sir, what is your view on mother tongue instruction	81
Participant	My view?	82
Researcher	Yeah...	83
Participant	My view, or what I could have opt for...or what I would suggest is, for learners if possible, to continue with their mother tongue from grade zero till grade 12, because it's a big challenge, really, for example, the learners there are even certain words that we don't have in our vernacular, now for them to understand, it's just...it's a big challenge...	84
Researcher	Mhhhhh...	85
Participant	So, it could have been better if the way they could have been introduced and continue with the same language up to grade 12 or if not, maybe to introduce or use a system, which will make them get used to unfamiliar words	86
Researcher	Mhhhhh...	87
Participant	Because the language plays a very important role	88
Researcher	Maybe in the language policy they can bring in a clause	89

<b>Participant</b>	Yes...	<b>90</b>
<b>Researcher</b>	A clause to recommend when they can maybe or obviously all the resources like the textbooks and all those things can have like maybe, the mother tongue version and or the home language version	<b>91</b>
<b>Participant</b>	Yes...	<b>92</b>
<b>Researcher</b>	Is it how you mean?	<b>93</b>
<b>Participant</b>	Yes, because the language it's a stumbling block	<b>94</b>
<b>Researcher</b>	Mhhhh...	<b>95</b>
<b>Participant</b>	Yeah...	<b>96</b>
<b>Researcher</b>	So, from what I understand or from what you told me, now, Mhhhhh...do you think, obviously you think that learners were not well prepared in grade 3, transitioning to English only? Ne, that is actually basically what you mean	<b>97</b>
<b>Participant</b>	In simple terms, yes	<b>98</b>
<b>Researcher</b>	Okay...and mmmh...I believe you already answered this as well, the coping of the learners with English? They are struggling	<b>99</b>
<b>Participant</b>	They are struggling...even just to express themselves, it's a struggle, they will rather do it...even sometimes although I will, what is it? Although I will teach them in medium of instruction, which is English, they will answer me back in their vernacular, which shows how confident they are in their mother tongue	<b>100</b>
<b>Researcher</b>	Now this switching is termed translanguaging, right?	<b>101</b>
<b>Participant</b>	Yes...	<b>102</b>
<b>Researcher</b>	So, in order to translanguage, in the class, especially in the intermediate phase, which is grade 4, to 7, Mhhhhh.... what is your view, how do you foresee that it...Mhhhhh...do you think...how do you perceive that translanguaging...? especially when you are doing class visits?	<b>103</b>
<b>Participant</b>	Yes yes...	<b>104</b>
<b>Researcher</b>	Those things don't make provision for switching in between languages, I believe you are also head of department, a teacher is switching between languages whilst you are teaching with the classroom observation instrument, and a person is continuously switching over...how are you gonna grade that teacher's competency in the language as it is portrayed in the language policy...is it acceptable since you are also part of the challenge now, how do you see that?	<b>105</b>
<b>Participant</b>	Okay, that's a tough one	<b>106</b>
<b>Researcher</b>	Mhhhh...	<b>107</b>

<b>Participant</b>	Very tough one, we have policies that must adhere to but on top of the policies that we have, the ultimate goal I believe of education is to give the learner what he or she is supposed to know that's what I believe ..as long as at the end of the day...learner has acquired the necessary or certain level of competency for me, with me its fine, that's what's what's actually our belief, as long as the learner has acquired the necessary skills, knowledge...im fine with it....i will not penalise a teacher because of switching, translanguaging, right?	<b>108</b>
<b>Researcher</b>	Yes...I will, I will really not penalise...	<b>109</b>
<b>Participant</b>	Okay, now is there anything else you would like to share or add that could give me a better understanding of switching in this phase and especially in a complex multilingual context such as your school that might add some value to future policies and proposals that might be tabled?	<b>110</b>
<b>Researcher</b>	What I have noticed, its Mhhhhh... i have tried, I did quick research and I realised that learners coming in grade 4 the switching it's it's a bit learner that was performing well from grade 1 up to grade 3 coming to grade 4, you will realise its either an average learner which makes me believe that mmmh, language is a big obstacle when it comes to learning...also. I also spoke to some of my friends in north what they do in most of their schools its they translanguage in many of their subjects, its evident, we know the results how, kids from the north are performing they are performing but its only when it comes to English that they struggle...yeah, that's what I have realised and maybe what I would suggest is that ...like because of diversity of our country to have schools which can run from grade zero up to grade 12 in the vernacular	<b>111</b>
<b>Participant</b>	Yeah...or in both languages?	<b>112</b>
<b>Researcher</b>	Yes, like south Africa... Xhosa from grade zero to...yeah...they have many official languages...yes	<b>113</b>
<b>Participant</b>	Mhhhhh	<b>114</b>
<b>Researcher</b>	Yeah, that will help	<b>115</b>
<b>Participant</b>	Thank you so much for that...there were some lessons we observed that obviously was interesting to listen to and to be part of mmmh the fractions and the decimal fractions and then there was the one lesson whereby your students, you know, are these learners open in all the classes like that , they open like that or is it only because they know...now what happens, my only concern was, when I was sitting and listening to your presentation and how engaged these students are...imagine there is a teacher not having the same vernacular like an Oshiwambo speaking teacher teaching them and same class group, and these students are taught for instance a subject like science or social studies that has terminology obviously the child is not acquainted with....so how...I wonder are they passive in such a class or because they cannot express themselves clearly, so what happens ....how are the learners progressing in the other	<b>116</b>

	subjects where the teacher is not having the same vernacular as them, especially this group that transitioned from mother tongue?	
<b>Researcher</b>	Mhhhh.... let me, besides the language, the participation from our learners is not that good its only specific learning maybe five to but in most cases many learners don't participate...	<b>117</b>
<b>Participant</b>	Mhhhh...	<b>118</b>
<b>Researcher</b>	But coming back to your initial question, it's very difficult, especially coming to science, because of the words, also for me as the head of department, that I don't know in my vernacular so it makes it very difficult for me to transfer the knowledge, the learners have to get it from the teachers they must understand so there are terminologies they don't understand than it becomes difficult, sometimes the word is there even with the pronunciation although it is English some words are not English...it is Greek or scientific names and that....so it's a struggle really if it's the learners and the teacher not speaking the same language but in simple terms, its very difficult very very difficult like numerator let me take a typical example of a numerator even as a native language or Khoekhoegowab, I don't know what it is in English so to take it and explain it although I will be able to say it is a number which is but the word itself numerator to translate it in my vernacular, I don't know how....so its very difficult so I don't know, that what I have noticed.	<b>119</b>
<b>Participant</b>	Thank you so much sir... for your time and effort and I hope it will add to the future amelioration of our policy...	<b>120</b>
<b>Researcher</b>	Future what? Say it again?	<b>121</b>
<b>Participant</b>	Future amelioration	<b>122</b>
<b>Researcher</b>	Can you say it in my vernacular?	<b>123</b>
<b>Participant</b>	Changing...#nui !huni...	<b>124</b>
<b>Researcher</b>	Jah...#nui !huni...	<b>125</b>
<b>Participant</b>	#nui !hunis van di e Vakbeleid	<b>126</b>
<b>Researcher</b>	No, I do get it	<b>127</b>
<b>Participant</b>	Subject policy and the language policy	<b>128</b>

### **Mr. Dantago, Grade 5 teacher**

<b>Researcher</b>	sir thank you so much for availing yourself for this interview before we start with anything else, I just want to confirm you are teaching grade 5 English, right?	<b>1</b>
<b>Participant</b>	yes, that's correct	<b>2</b>

<b>Researcher</b>	now Sir do you enjoy teaching grade 5 especially English?	<b>3</b>
<b>Participant</b>	I enjoy it very much	<b>4</b>
<b>Researcher</b>	you enjoy it very much. how long have you taught grade five English?	<b>5</b>
<b>Participant</b>	grade 5 English for the past 22-23 years	<b>6</b>
<b>Researcher</b>	wow, that's a long time. OK now you are teaching in English which is the language of learning and teaching as from grade 4 upwards OK all these learners in their specific class that we have observed sir those learners are coming from mother tongue instruction from the khoekhoegowab stream right	<b>7</b>
<b>Participant</b>	That's correct	<b>8</b>
<b>Researcher</b>	now these learners that you are teaching are all of them khoekhoegowab speakers in the grade /in the classroom	<b>9</b>
<b>Participant</b>	I should say that yeah, they are all...Khoekhoegowab speakers	<b>10</b>
<b>Researcher</b>	in new what is your home language mother tongue also	<b>11</b>
<b>Participant</b>	Also, khoekhoegowab	<b>12</b>
<b>Researcher</b>	now are you comfortable teaching in English instead of khoekhoegowab	<b>13</b>
<b>Participant</b>	yeah, I'm very much comfortable teaching English	<b>14</b>
<b>Researcher</b>	teaching English?	<b>15</b>
<b>Participant</b>	yeah	<b>16</b>
<b>Researcher</b>	and you don't experience any challenges in teaching English as a teacher now when you are	<b>17</b>
<b>Participant</b>	you referring to the...	<b>18</b>
<b>Researcher</b>	Instruction	<b>19</b>
<b>Participant</b>	in the specific grade that we have observed	<b>20</b>
<b>Researcher</b>	Yeah, in the specific grade yeah	<b>21</b>
<b>Participant</b>	yeah, there are challenges because most of those kids they are not well prepared in English especially with the corona issue so in grade three they did not get proper	<b>22</b>
<b>Researcher</b>	exiting	<b>23</b>
<b>Participant</b>	yeah, so that was 2020	<b>24</b>
<b>Researcher</b>	2020	<b>25</b>
<b>Participant</b>	yeah, so for them no when they were retrieved it was in 2019 yeah in in 2020, they were in grade four yeah, it's the grade four year that we are not	<b>26</b>

<b>Researcher</b>	prepared for transition now what is your view on on mother construction now your personal view as a teacher	<b>27</b>
<b>Participant</b>	my personal view according to what I've observed throughout the year's learners were taught in English mother tongue or should I say English medium of instruction they cope better in upper primary when it comes to English but the kkg learners they struggled a lot when it comes to English in the upper primary, I don't know is it to do with the preparation or do they get relaxed	<b>28</b>
<b>Researcher</b>	in the teachers	<b>29</b>
<b>Participant</b>	Or the teachers or I'm not quite sure what	<b>30</b>
<b>Researcher</b>	what could be the loopholes OK now I've realized when you taught even though you are teaching English as a subject you most of the times you communicated with your learners in khoekhoegowab and you switched over to khoekhoegowab when you also explain the terminology in all those things why did you do that	<b>31</b>
<b>Participant</b>	mostly for me I don't have the sufficient teaching material to show them this is the thing that I want to explain to you in English so for me it's quite easier to change over to their mother tongue as they are all comfortable in their language and we both can speak it soo and then mostly they understand what I'm trying to teach them	<b>32</b>
<b>Researcher</b>	and you don't have a problem when you are teaching in English in your learners responding in the mother tongue	<b>33</b>
<b>Participant</b>	sometimes it's a problem because at the end of the day they might stick to the mother tongue instead of thinking back English so answers that I receive from them should only be based in English but my explanations can go either way to English and back to kkg	<b>34</b>
<b>Researcher</b>	yeah, I wanted to ask you about the learner's preparation in grade 3 but I think you already told me that it's because of COVID-19, right? maybe the transitioning the learners will not well prepared in grade three when they had to crossover now to the English only according to our language policy	<b>35</b>
<b>Participant</b>	OK can I also get something new um our school when those leaners were in grade 3 did not cater for grade2 kkg classes so all the failures we just condoned as there were still going to be a grade3 kkg class so meaning that this group of all their failures there with weak performers and so on they came to grade 4 and then they were pushed by COVID-19 to grade 5	<b>36</b>
<b>Researcher</b>	oh	<b>37</b>
<b>Participant</b>	yeah, so now we are dealing with learners with a serious bedlock in grade five kkg class and still no they still cannot fail because you don't have a kkg grade 4 class otherwise they will have to move toward different school he	<b>38</b>

<b>Researcher</b>	That's news to my ear so the system is actually doing injustice to the Namibian child we have to put it that way. So, what could be the reason why you the school doesn't cater for kkg in Saturn grade whilst the policy ...	<b>39</b>
<b>Participant</b>	we did not keep applications for kkg teachers or something like that or where they tried to phase it out but there was a year that we did not have a kkg in one class and that is the thing that we start following so the learners that are now in grade four or the current grade 4 <sup>th</sup> there is no kkg only Afrikaans and Oshidonga as the second language	<b>40</b>
<b>Researcher</b>	no so your, this is the only group that is left with/ for kkg now	<b>41</b>
<b>Participant</b>	no there's a grade one grade two grade three no grade 4 then we have grade five grade 6 and grade seven kkg classes it's only that one group	<b>42</b>
<b>Researcher</b>	That's interesting	<b>43</b>
<b>Participant</b>	yeah, so for them to fall back to grade four is impossible or to repeat grade 5	<b>44</b>
<b>Researcher</b>	How do you think just for these learners that are now that are already taught in KKG what about other teachers that are not having kkg their mother tongue how are they coping in those classes like Oshidonga or osho...or other dialects	<b>45</b>
<b>Participant</b>	we have one such teacher should I say OK it's the natural science they the teacher learner respect is it's not so vibrant anymore learners most of the time don't understand the explanations and then it causes disruptions, teachers are getting agitated and all those types of things so only for us that can come down to their levels	<b>46</b>
<b>Researcher</b>	Can discipline them?	<b>47</b>
<b>Participant</b>	yeah, discipline them	<b>48</b>
<b>Researcher</b>	interesting enough now sir your view on switching between the languages now in English we call it now translanguaging what is your view your personal view on regarding translanguaging as an instructional tool in the in the intermediate phase like 4 to 7 do you think it's a good thing do you think it's a bad thing	<b>49</b>
<b>Participant</b>	I would say it will not benefit the child in the long run of the current situation the current grade 5s it will benefit the child	<b>50</b>
<b>Researcher</b>	The specific sample now?	<b>51</b>
<b>Participant</b>	yeah, the specific group the previous groups that I had in the previous years um I didn't have to translate there much yeah sometimes when we just have a normal topic on discussing home issues then for them to feel at home it's always better to come down on their levels if I speak kkg	<b>52</b>
<b>Researcher</b>	I've realized that you always like to start your lesson like that you always spoke or started you lessons in kkg asking them about their own you know how their weekend	<b>53</b>



	was before you would actually get to the so that is your way of how you were like arousing and directing them towards the lesson	
<b>Participant</b>	and also, to make them feel at home then they say Oh no this person he knows my background	<b>54</b>
<b>Researcher</b>	yeah	<b>55</b>
<b>Participant</b>	we are coming from the same type of families so I can say not all the time but there are times there are times that you have to translanguage. OK and even when it comes to the Afrikaans groups it's also good if you go back to Afrikaans and so on yeah	<b>56</b>
<b>Researcher</b>	But these learners even though you also sometimes use Afrikaans but not that much and they also even though they are the khoekhoegowab group they are also eloquent in Afrikaans	<b>57</b>
<b>Participant</b>	yeah, but mostly the street Africans no not the school Afrikaans	<b>58</b>
<b>Researcher</b>	OK	<b>59</b>
<b>Participant</b>	yeah, that's why you will find a "Gee" sound in Afrikaans like here they don't pronounce it like: gegee" that is not like here that is street Afrikaans and they are good in it	<b>60</b>
<b>Researcher</b>	so, they good in it	<b>61</b>
<b>Participant</b>	yeah so, they are spoken Afrikaans	<b>62</b>
<b>Researcher</b>	but they never had Afrikaans in this school	<b>63</b>
<b>Participant</b>	never never you will find even the kkg class they are fluent in Afrikaans.	<b>64</b>
<b>Researcher</b>	so, for walvis bay community Afrikaans it's like the community language?	<b>65</b>
<b>Participant</b>	yeah, yeah, it's a community even though the Oshidonga class in the beginning I did not understand why some teachers are speaking to them in Afrikaans and then I realize but these kids they can speak better than they can speak English.	<b>66</b>
<b>Researcher</b>	it's interesting yeah thank you so much Sir that is basically what we needed to hear or what I needed to know in order to add to my research study or to our research study because without you guys, I would never have been able to write up all these findings and all that is there anything else you would like to share or add that could give me a better understanding of this translanguaging in the educational context that might add value to the education system like this venture.	<b>67</b>
<b>Participant</b>	at this point of time, I think I have heard nothing more to add?	<b>68</b>
<b>Researcher</b>	you have got nothing more to add. Then all is well thank you so much for your time and effort it was really real it points that you have mentioned.	

**Mrs. Hatago- Khoekhoegowab, Grade 5 teacher**

<b>Researcher</b>	Good day mam. Thank you so much for availing yourself for this interview. We are almost at the end of the academic year. Yeah. You are teaching grade 5 kkg, right	<b>1</b>
<b>Participant</b>	(Nods)	<b>2</b>
<b>Researcher</b>	Do you enjoy Teaching Kkg in Grade 5.?	<b>3</b>
<b>Participant</b>	uh Yes. Good afternoon, miss Rheeder thanks for choosing me to take part in your programme.	<b>4</b>
<b>Researcher</b>	mmmm	<b>5</b>
<b>Participant</b>	yes, I'm really enjoying kkg	<b>6</b>
<b>Researcher</b>	You are really. No, I could tell I could see the learners also enjoyed your class so much. How long Have you taught kkg as a language?	<b>7</b>
<b>Participant</b>	I think more than 5 years	<b>8</b>
<b>Researcher</b>	more than 5 years?	<b>9</b>
<b>Participant</b>	yes	<b>10</b>
<b>Researcher</b>	OK um, now these learners the specific grade those learners came from junior primary to grade 4 which is now intermediate phase neh, The upper primary phase .so this learners where taught in their mother tongue kkg from grade 1 to3	<b>11</b>
<b>Participant</b>	yes	<b>12</b>
<b>Researcher</b>	supposedly, ok then grade 4 they started with English on intermediate so everything else changed to English except kkg that remained as a subject.	<b>13</b>
<b>Participant</b>	yes	<b>14</b>
<b>Researcher</b>	now uhm are all these learners that you are having in that specific Class are they all kkg mother tongue speakers	<b>15</b>
<b>Participant</b>	yes, they are all mother tongue speakers	<b>16</b>
<b>Researcher</b>	OK and your home language or mother tongue is also kkg	<b>17</b>
<b>Participant</b>	yes, I'm kkg	<b>18</b>
<b>Researcher</b>	now and you are qualified obviously, you qualified yourself in kkg and English as well?	<b>19</b>
<b>Participant</b>	and English well. I'm lower primary teacher my (minor) major is kkg	<b>20</b>
<b>Researcher</b>	Are you comfortable teaching sometimes for me kkg is my mother tongue but would never be comfortable teaching in kkg because I always use Afrikaans and I use the street kkg but in your case since it is your qualification are you comfortable teaching kkg	<b>21</b>
<b>Participant</b>	yes, I'm comfortable teaching it	<b>22</b>

<b>Researcher</b>	now as kkg teacher in this multicultural diverse school, are you experiencing any challenges in your classroom teaching especially when it come to kkg.?	<b>23</b>
<b>Participant</b>	mmm I don't think so	<b>24</b>
<b>Researcher</b>	the learners are engaged?	<b>25</b>
<b>Participant</b>	and they are enjoying it.	<b>26</b>
<b>Researcher</b>	and discipline, they don't really	<b>27</b>
<b>Participant</b>	they don't really	<b>28</b>
<b>Researcher</b>	you understand each other very well?	<b>29</b>
<b>Participant</b>	yes very well	<b>30</b>
<b>Researcher</b>	now mother tongue instruction, let's get back to that. Kkg now in this regard, what is your opinion on mother tongue instruction?	<b>31</b>
<b>Researcher</b>	mother tongue meaning the learners being taught in kkg instead of English especially if a child is a kkg speaker or a Damara child	<b>32</b>
<b>Participant</b>	I think they are more comfortable in kkg	<b>33</b>
<b>Researcher</b>	mmm...	<b>34</b>
<b>Participant</b>	and I think they are struggling somehow	<b>35</b>
<b>Researcher</b>	with English?	<b>36</b>
<b>Participant</b>	in English	<b>37</b>
<b>Researcher</b>	and in your class, I've realized that you tried to exclusive teach only kkg, you don't really like to switch between languages. Like I've observed with other instances but in your case, you are trying to teach pure kkg but there were instances whereby you would sometimes give instructions like 'Haal uit jou boeke' in Afrikaans you would use that 'take out your books', instead of kkg or English now how/why would you sometimes switch to Afrikaans or English, whilst you are suppose to teach kkg only. Does it happen naturally or?	<b>38</b>
<b>Participant</b>	I think that sometimes they will understand in Afrikaans some words	<b>39</b>
<b>Researcher</b>	mmm	<b>40</b>
<b>Participant</b>	I do it very few	<b>41</b>
<b>Researcher</b>	but these learners even though they are kkg speakers they also speak Afrikaans?	<b>42</b>
<b>Participant</b>	yes, I hope so	<b>43</b>
<b>Researcher</b>	mmmm	<b>44</b>

<b>Participant</b>	as they are playing in the streets with the other learners or friends, they also speaking Afrikaans.	<b>45</b>
<b>Researcher</b>	And your learners I've also realized there was um this one lesson whereby a child um they called a teacher “//gau!nâ-aos” ne and whenever they wanted to give you an answer they would always raise their hand and say “//gau!nâ-aos”, “//gau!nâ-aos ” but this one specific child said juffrou ,which is obviously the Afrikaans version of a teacher but you did not want that child to say juffrou in Afrikaans so uh and I was wondering um do you allow or you don't want them to mix the kkg . You don't want them to bring in other languages and learn the language purely and accurately. What could be your, because you made a hencing signal as if you disapprove and the child immediately knew because you used a Afrikaans word instead of a kkg word. he was not supposed to do that and the next child rather said “//nau!gaus” and raised their hand and you assisted that child answer. What could/is that a way how you are trying to encourage them to think and speak and act in kkg	<b>46</b>
<b>Participant</b>	yes, dear that is the way that they must know that they must only speak kkg () and they must not mix it.	<b>47</b>
<b>Researcher</b>	it is quite interesting and I depicted from that and I thought ok than that is how the teacher is doing it actually and they know it's a no-go zone. they are not supposed to come and mix because you are already telling them, this is it.	<b>48</b>
<b>Participant</b>	yes, they know it, they know it very well. We must do it in our mother tongue only in kkg	<b>49</b>
<b>Researcher</b>	your learner's ma'am that came from the mother tongue instruction to grade 4, with the pandemic and everything that happened in between. Do you think this learners, now not thinking about kkg as a language but do you think this learners were well prepared for transitioning from classroom teaching to the English only or to the intermediate or the senior primary phase? Do you think they were well prepared for independent learning?	<b>50</b>
<b>Participant</b>	I don't think so my dear. I see that they are suffering a lot, I can see that they are struggling really	<b>51</b>
<b>Researcher</b>	also, in kkg? <b>Participant: also, in kkg</b> <b>Researcher: not</b> only in English	<b>52</b>
<b>Participant</b>	in kkg they are also suffering, they will get few that are even not/they are poor in reading also	<b>53</b>
<b>Researcher</b>	mmmm	<b>54</b>
<b>Participant</b>	they are struggling	<b>55</b>
<b>Researcher</b>	and the parents? Are the parent assisting the learners, are they engaged in the learning since they are literate in the language	<b>56</b>
<b>Participant</b>	somehow, some parent are really helping bit some are not. Giving their...	<b>57</b>

<b>Researcher</b>	now as a educator ma'am as a teacher, what is your opinion or your view regarding translanguaging. Now switching between two languages especially in our multi lingual context like this school is having different languages and different you know cultural orientations. What is your personal view regarding translanguaging when it comes to teaching and learning, switching between languages?	<b>58</b>
<b>Participant</b>	I think a child which is teached in mother tongue will understand more better than...	<b>59</b>
<b>Researcher</b>	a child that is starting in a foreign language.	<b>60</b>
<b>Participant</b>	yes	<b>61</b>
<b>Researcher</b>	When it comes to a foreign language as a- if it happened that you with your kkg background have to teach another language in English. Will you help them with kkg, even though the subject is in English will you use kkg vocabulary or will you not be strict like the kkg class.	<b>62</b>
<b>Participant</b>	no, I will not be strict. I will help them try to understand also in English and then in kkg, both. I will use both to understand better.	<b>63</b>
<b>Researcher</b>	now that's quite interesting ma'am is there anything else you would like to share with me that you would want to add that could give me a better understanding using or translanguaging in the specific phase that can add value to our education system.	<b>64</b>
<b>Participant</b>	I hope we could keep continuing teaching in kkg and that kkg will not phase out and the learner will go up to grade 12 with his kkg	<b>65</b>
<b>Researcher</b>	mother tongue?	<b>66</b>
<b>Participant</b>	mother tongue yes	<b>67</b>
<b>Researcher</b>	language is culture they say language is culture so we should have our cultural identity and the pride. Which is in the language so that is...." we are the only ones that will preserve the language", they say.	<b>68</b>
<b>Participant</b>	yes	<b>69</b>
<b>Researcher</b>	thank you so much for your time and effort that is all from me.	<b>70</b>
<b>Participant</b>	ok	<b>71</b>
<b>Researcher</b>	alright	<b>72</b>
<b>Participant</b>	thank you miss Rheeder it was fun to help you, to be part of the study	<b>73</b>
<b>Researcher</b>	I'll definitely share the thesis once it's approved and all these with you guys. It's something interesting and I believe it's a eye opener for our education system to see it through our lenses what really works and what we want.	<b>74</b>
<b>Participant</b>	I enjoyed it and the learners (laughs)	<b>75</b>

<b>Researcher</b>	(laughing) so we must integrate technology in classroom more, that way they will also behave themselves when it comes to discipline.	<b>76</b>
<b>Participant</b>	dankie juffrou	<b>77</b>

### **Mrs. Khoetage- Social Studies, Grade 5 teacher**

<b>Researcher</b>	ok ma'am thanks you so much for making it to the interview before we start I ma'am just want to confirm you are teaching grade...um social Sciences	<b>1</b>
<b>Participant</b>	social studies	<b>2</b>
<b>Researcher</b>	social studies, grade 5	<b>3</b>
<b>Participant</b>	yes	<b>4</b>
<b>Researcher</b>	ok um how long has you taught grade 5 social studies?	<b>5</b>
<b>Participant</b>	for the past 6 years	<b>6</b>
<b>Researcher</b>	for the past 6 years?	<b>7</b>
<b>Participant</b>	yes	<b>8</b>
<b>Researcher</b>	now do you enjoy teaching the grade 5s especially social studies ma'am?	<b>9</b>
<b>Participant</b>	yeah, it fun to teach them although most the parts are history and when it comes to history, they don't respond but when its geographical part there they participate fully	<b>10</b>
<b>Researcher</b>	they participate fully? ok ma'am I've realized that the school is having kkg as a medium of instruction in the junior primary phase and they are transitioning to English only in grade 4, You are actually supposed in grade 5 according to the language policy You are supposed to teach these learners in English, strictly in English according to the policy. But what happens in your classroom Can you just briefly tell us, After the lessons I have observed What happens in the classes why you do it the way you are doing it.	<b>11</b>
<b>Participant</b>	ok Sometimes you teach the Lesson in English Then you realize that the kids don't Follow Even if you ask questions, they don't Answer but the moment you switch to Their mother tongue they start to Say oh and they start to Respond to your question and then They engage in the lesson after you explain to them In their mother tongue	<b>12</b>
<b>Researcher</b>	Mm	<b>13</b>
<b>Participant</b>	So, it only happens to those that Talk my mother tongue for the rest it's... Maybe Africans in between here to bring them to what you want to tell them yeah	<b>14</b>
<b>Researcher</b>	In your home language is Your mother tongue is CKG	<b>15</b>
<b>Participant</b>	yes	<b>16</b>

<b>Researcher</b>	So, do you all learners now in the specific Class that I have observed uhm you mostly switched to Khoekhoegowab and Afrikaans but mostly to Khoekhoegowab. You also teach other classes that are not khoekhoegowab speakers?	<b>17</b>
<b>Participant</b>	yes	<b>18</b>
<b>Researcher</b>	now what language do you use instead of English?	<b>19</b>
<b>Participant</b>	they have Afrikaans	<b>20</b>
<b>Researcher</b>	you mostly switch to Afrikaans?	<b>21</b>
<b>Participant</b>	sometimes I would ask a fellow learner to maybe say the word in their mother tongue so that the next learners can understand.	<b>22</b>
<b>Researcher</b>	yes, peer teaching	<b>23</b>
<b>Participant</b>	mmm, but in the kkg class ne there are also Otjiherero speaking learners its only because the environment that they were raise in was maybe kkg that's why continue with kkg here, so for them also Afrikaans helps	<b>24</b>
<b>Researcher</b>	and you ma'am you being a khoekhoegowab mother tongue speaker or khoekhoegowab being your home language are you comfortable teaching in English? As a teacher.	<b>25</b>
<b>Participant</b>	yeah, I would say yes but also not yes	<b>26</b>
<b>Researcher</b>	what would you prefer if the ball was in your court, if it was up to you what would you have preferred?	<b>27</b>
<b>Participant</b>	I would have love to teach the learners in their mother tongue which is kkg where they could understand it better and express themselves better and where they can get better marks uh I tests and examinations because there are those that cannot read in English very well although they have transitioned to English in grade4 they are still struggling so maybe after in grade 6,7 then they will be okay but in grade 5 I think mother tongue will be best to accommodate all the learners to reach everybody You know you want them to be .	<b>28</b>
<b>Researcher</b>	okay as a teacher ma'am you being a khoekhoegowab mother tongue speaker are you having specific, are you experiencing specific challenges in giving through or teaching in English., your personal challenges as somebody whose mother tongue is not English.	<b>29</b>
<b>Participant</b>	yeah, sometimes if you want to explain really something to the learners to understand you struggle to get the English words they are easier for them to understand.	<b>30</b>
<b>Researcher</b>	vocabular mmm	<b>31</b>
<b>Participant</b>	vocabulary yeah for them to understand what you are trying to say so really There I cannot	<b>32</b>

<b>Researcher</b>	say much?	<b>33</b>
<b>Participant</b>	yes	<b>34</b>
<b>Researcher</b>	But it's the policy that proposes you to do that	<b>35</b>
<b>Participant</b>	yes	<b>36</b>
<b>Researcher</b>	now I understand, now what is your personal view or opinion on mother tongue instruction?	<b>37</b>
<b>Participant</b>	yeah, I did mother tongue instruction when I started teaching junior primary phase And there e have seen that learners who are taught in mother tongue are performing better when they reach senior primary yeah and other teachers also at the school where I was attends to that children that are coming from the mother tongue stream are doing better than those that are coming from the English stream maybe because now from. The start they are taught the things in their language the things they can relate to back to their house. So really mother tongue helps	<b>38</b>
<b>Researcher</b>	it helps the learning?	<b>39</b>
<b>Participant</b>	it helps the learning it makes learning easier, it makes it fun and even the learners themselves are not shy.	<b>40</b>
<b>Researcher</b>	they are more engaged	<b>41</b>
<b>Participant</b>	they are more engaged in the lesson	<b>42</b>
<b>Researcher</b>	and I've also realized that you ask That you ask the learners a question in English and then they respond Back in their mother tongue.	<b>43</b>
<b>Participant</b>	(chuckles) yeah	<b>44</b>
<b>Researcher</b>	and you don't have a problem with that?	<b>45</b>
<b>Participant</b>	(chuckles) yeah When I don't find a word to explain then I'll switch to their mother tongue So maybe for them all they think that may be want to say but will she Really understand what I'm trying to say that maybe why they are changing/answering in their mother tongue. But for me it's ok because I understand.	<b>46</b>
<b>Researcher</b>	this is now off the wagon since you are also head of department ma'am we have this policy Documents that are guiding us in the teaching practice the query form they don't have any just for interest sake I want to find this out they don't have any provision made in the language policy like a clause whereby they allow like translanguaging and also on the query instrument there is a clause that exclusively says teacher uses English so is a head of department coming and doing conducting class visits how if a teacher is doing exactly what you're doing because you know it works best for the learner if a teacher is doing exactly what you're doing are you going to penalize the teacher or are	<b>47</b>



	you going to see it as a good instructional method that can be given attention in the near future because every five years we are changing or amending the policy	
<b>Participant</b>	So now we are moving to inclusive education so inclusive it means I must cater for everybody to bridge that gap the learning barrier of the learner so if the teacher can switch between the languages it will include the one that is struggling to understand English the one that is called the learning difficulty in something so if teacher really switches or a translanguaging when he's teaching for me is ahead of department I will not penalize the teacher because it to the advantage of the learner the learner at the end he should understand he should understand	<b>48</b>
<b>Researcher</b>	no it's good to know, one or two more questions These learners that are coming this specific grade 5s that you that that you were teaching the social studies they their mother tongue or their foundational phase was in kkg so in grade three there exiting the junior primary curriculum	<b>49</b>
<b>Participant</b>	yeah	<b>50</b>
<b>Researcher</b>	ok so do you think these learners were well prepared in grade three when they for English instruction when they transitioned to grade four or what is your opinion or when you because you know your learners best.	<b>51</b>
<b>Participant</b>	I would say that we're not maybe prepared in English otherwise they would have that thing of asking back or answering teachers in kkg if they had been prepared in the previous grade on English language so really they were not prepared that well.	<b>52</b>
<b>Researcher</b>	when they are crossing over to the English only stream. Ok Since you are also switching between the two languages what is your view in future maybe if policies are gonna be transformed or are gonna be changed what is your view regarding translanguaging as a instructional method in the Namibian curriculum would you go for that or would you would you go against that especially in the intermediate phase grade 4 to 7 where a child is coming from mother tongue how do you see this is it a good thing is it a bad thing can you tell us maybe how you perceive it?	<b>53</b>
<b>Participant</b>	For me I would say it's a good thing because it's all about learning so it's only we are saying English is a medium of instruction but our aim the purpose of education is to teach the Namibian child to understand and so that the child can be able to sustain himself in the near future so for me if we can be allowed by our language policy or if we can create that that room where the teacher can play around between the languages and the learners can understand I will very much appreciated and welcome it because then the teacher will feel free even if he prepares you will think of the possible words and things and you can bring into the lesson to accommodate everybody in the class and if you dealing with a multi-language class then you'll also find out from the other languages that are they exact words to bring to your lesson so that all the learner can engage in the lesson.	<b>54</b>

<b>Researcher</b>	and the resources also the textbooks also to be printed in that way	<b>55</b>
<b>Participant</b>	or maybe the textbooks after English are there maybe there's a few explanations in the brackets in the mother tongue it will also help the learner to understand.	<b>56</b>
<b>Researcher</b>	definitely	<b>57</b>
<b>Participant</b>	or by the glossary	<b>58</b>
<b>Researcher</b>	yeah, thank you so much ma'am .is there anything else you would like to share or add that would give me a better understanding on translanguaging uhm in the intermediate grade4 to 7 class that can add value to the stuby or that can give me a better understanding from your side as an educated, how many years of teaching experience do you have ma'am except now (grade 6)	<b>59</b>
<b>Participant</b>	21-22	<b>60</b>
<b>Researcher</b>	my goodness	<b>61</b>
<b>Participant</b>	but I'm new in senior primary only past 7 years, because all the time I've been in junior primary.	<b>62</b>
<b>Researcher</b>	teaching in the mother tongue	<b>63</b>
<b>Participant</b>	mmmh yeah	<b>64</b>
<b>Researcher</b>	wow. You said enough?	<b>65</b>
<b>Participant</b>	yeah	<b>66</b>
<b>Researcher</b>	Thank you so much ma'am for your time and effort and I believe whatever we have done is gonna add value to our education system.	<b>67</b>
<b>Participant</b>	yeah please	<b>68</b>
<b>Researcher</b>	I appreciate your willingness and all that	<b>69</b>
<b>Participant</b>	Thank you for your time also ma'am	<b>70</b>
<b>Researcher</b>	alright	<b>71</b>



## **Appendix K: LESSON OBSERVATION TRANSCRIPTS- PRIVATE SCHOOL**

### **Ms. HOPE, English Grade 4, Lesson 1: Prepositions**

	<p>Today we gonna learn about preposition, Now I wrote a little something on the board here that says Competent C. Now what does this mean? this tells us, what we should be able to do. When we are done with this lesson you understand? (Points on the board) We must be able to identify and use preposition correctly. Now in other classes. I 've had and raises grade 4's and so on. They have told me uhh miss.</p> <p>Can anyone tell me if this word looks familiar to you (points to board) preposition, Not! Not! Okay now the funny thing about this word is the word itself tells you exactly what it does, it's a type of word that is before another word. Now since it tells us the position already that its in and the position before pre, Uh pre usually means before. Who can think of another word that start with pre.</p>	<b>1</b>
<b>Learner 1</b>	Preschool	<b>2</b>
<b>Teacher</b>	Preschool .... to raises hand	<b>3</b>
<b>Leaner 2</b>	Preposition	<b>4</b>
<b>Teacher</b>	Precipitation!	<b>5</b>
<b>Learner 3</b>	Preclass	<b>6</b>
<b>Teacher</b>	Preclass okay.... leaner raises hand	<b>7</b>
<b>Learner 3</b>	(Leaner 3 I forgot what I wanted to say)	<b>8</b>
<b>Teacher</b>	It's alright Yes	<b>9</b>
<b>Learner 4</b>	(preprostina)	<b>10</b>
<b>Teacher</b>	PPre what?	<b>11</b>
<b>Learner 4</b>	(that word)	<b>12</b>
<b>Teacher</b>	Preposition, okay but another word. Yes	<b>13</b>
<b>Learner 5</b>	Um prepare	<b>14</b>

<b>Teacher</b>	Prepare, okay so all these words tell us it happens before. Yes	<b>15</b>
<b>Learner 6</b>	Preorder	<b>16</b>
<b>Teacher</b>	Preorder huh! I am not ordering it exact time that I am getting it, I already ordered it. So I know when I 'm gonna get it.	<b>17</b>
<b>Teacher</b>	Okay so what this word means it's a word that tell us the relationship of two nouns or pronouns okay so if we take a second ,lets take a second uhm , we have one noun ( writes on board ) and that is the rabbit ,We have a verb which tells us what the rabbits is doing (writes on board) and we have another noun over here a tree ,no a preposition must tell us what is the relationship between the rabbit and the tree, A rabbit is doing something and a tree is involved ,what word is going to show the relationship ?	<b>18</b>
<b>Learner 1</b>	Oo the rabbit sits on the tree, do rabbits climb tree? Rabbit sleeps by the tree (Learner raises hand) The rabbit sleeps in the tree (Learner: The Rabbit sleeps under the tree) () over hear, Under the tree.	<b>19</b>
<b>Leaners</b>	Ggiggles	<b>20</b>
<b>Teacher</b>	<p>Rabbit sleeps under the tree, So those words. In, on, under, next to okay. Those are all preposition. They tell us the relationship between these nouns or pronouns, okay what is the position, lets fill in my very dark orange. Where is my dark orange?</p> <p>The Rabbits sleeps under the tree it is before this noun okay, So the preposition comes before the nouns okay. Do we understand? Now we have a few types of preposition and we gonna play this video Now Alright So we said a preposition is a word that shows the relationship between a noun or a pronoun and some other words in a sentence, like our verb over there that says sleep. See the chipmunks talking a while I am talking.</p> <p>A preposition is placed before a noun or a pronoun Like I and you alright. Now we have different types of preposition just move that up (touches the laptop). We have preposition of place, we have preposition of time and we have preposition of direction, Now if we think of a preposition of a place, Uh then we think od words like ( point to board ) Class under here uh cause it tell us what?) It tells us where something is happening right! then Rabbits slept under the tree,</p>	<b>21</b>

	(claps hand) Is that correct, give me example of another sentence with preposition that tell us where something (leaners raise hand ).	
<b>Class</b>	Class yes teacher	<b>22</b>
<b>Learner 7</b>	At Laerskool Walvisbaai there will be a bazaar	<b>23</b>
<b>Teacher</b>	Okay, At Laerskool at Walvisbaai there will be a bazaar, Well done. Yes	<b>24</b>
<b>Learner 8</b>	the leopard sleeps on the tree. Okay the leopard sleeps on the tree or in the tree.	<b>25</b>
<b>Learner 8</b>	The bird flies over the tree) The bird flies over the tree preposition of the direction	<b>26</b>
<b>Teacher</b>	Yes	<b>27</b>
<b>Learner 9</b>	A shark swim in the sea) T A shark swim in the sea	<b>28</b>
<b>Teacher</b>	Yes, just a moment (Learner comes forth, and whispers to teacher	<b>29</b>
	Okay who can think of anything else? One more person No one? (Learner raises hand)	<b>30</b>
<b>Learner 10</b>	The squirrel lives in the tree	<b>31</b>

<b>Teacher</b>	The squirrel lives in the tree. That tell us were. So, preposition of place will tell us where, okay preposition of which type will tell us?	
<b>Learner 11</b>	When	<b>32</b>
<b>Teacher</b>	When what preposition of time tell us / (Class + T when) Okay so can you think of how that's gonna be used?	<b>33</b>
<b>Learners</b>	No	<b>34</b>
<b>Teacher</b>	How can I? (Learner raises hand) T: Yes	<b>35</b>
<b>Learner 12</b>	On Saturday at 9:00 in summer, during or in December uh. at the beaches place	<b>36</b>
<b>Teacher</b>	Okay so that tell us time, In on and at 9:00 specific time on Saturday, a day or date okay In will be longer period time, we can use in for months, in December in January, in March .my birth date is in October, Okay we can use it for seasons, I like to go swimming in Summer. Give me a sentence for winter. (..Learners raise hand) hmm	<b>37</b>
<b>Learner 13</b>	I drink hot chocolate in winter	<b>38</b>
<b>Teacher</b>	The flowers (stutter) abloom pretty in the spring, let's have one for autumn? Someone I haven't asked yet... (learners raise hands) hmm Yes Jay? (Learners speaks)	<b>39</b>
<b>Learner 14</b>	It is very windy in Autumn ...	<b>40</b>
<b>Teacher</b>	Then we have preposition of direction Fraku (claps hand) Miss Classen is walking down the hallway (learner talking) (Class+ T to Luciano)	<b>41</b>
<b>Teacher</b>	(points to leaner) To warn the back of the class mm  When we want to go from one side to the other side of the street to another, what we will use (point to leaners) Giggles and of direct translation, or die straat-over the street. When we say something else? (point to leaners) We can say down the street, but I want to go from one side to another	<b>42</b>
<b>Learners</b>	(raise hands)	<b>43</b>
<b>Teacher</b>	Kalie	<b>44</b>
<b>Leaner 15</b>	Across	<b>45</b>
<b>Teacher</b>	I am moving, but where am I going (moves toward the board) not to be confused with place that tell us where I am. Place tells where I am.	<b>46</b>

<b>Teacher</b>	Direction tells me where I am going (walking demonstrating), Okay do we understand that one? Alright, so the squirrel is talking again, we don't know what she's saying. But I am guessing she is explaining what are preposition of place ,that tell us where ,something ,someone ,or something is and she's gonna give us another example.as well with a picture .Awesome .Ouaa!	<b>47</b>
<b>Leaners 16</b>	Yes teacher.	<b>48</b>
<b>Teacher</b>	Nicki is standing against the wall, against is our preposition it tells us where Nicky is, then we have our preposition of time, when .... happens or happed that is preposition of time in at or on let's see what the squirrels gonna give us uh (Class +T) Ricky swims on Saturday so our preposition is on and it tells us when and where it happens, Okay then we have our preposition of direction as we said direction which someone or something come or you go you see. aia will move this way. Okay Nicky is throwing a ball at them which one is the preposition? (Class AT) okay and it tells us where is the Nicky throwing the ball at them, it shows us the direction, in which Nicky is throwing the ball, okay so if you all understand preposition. Do we understand that it shows the direction, not the direct relationship between the noun or pronoun and other words, do we understand that	<b>49</b>
<b>Learners</b>	Yes, we do	<b>50</b>
<b>Teacher</b>	Okay we understand the different types of preposition. It can show us where preposition of place . It can show us preposition of time, and it can show us where you going, Okay preposition of direction. (Clap hands) Lets catch if we can understand what we have just learned, take out your work books and your scissors. If you don't have a scissor put your hand up. I will bring you one.	<b>51</b>
<b>Learners</b>	Rise hand	<b>52</b>
<b>Teacher</b>	Starts handing out paper .... leaners name why do you still haave my scissors? (Kalie ai Katlyn) mmh? uhm (Those have to be returned (fridding, mammering) Teacher giggles: Ja .... (unclearly speaking from T) (T: giggles ...Ja)	<b>53</b>
<b>Learners</b>	Raise hand	<b>54</b>
<b>Teacher</b>	No ... not going (T do you have one, asking a leaner)  Okay cut them neatly and on the lines please handing out papers (There you go) Okay I will give you minutes to cut and paste and then we will explain. (Silence chattering, teacher from came view)	<b>55</b>



<b>Teacher</b>	Mmumming .....Excuse me .... Keep onto your cutting for now. We can throw it away after (Learner approaches teacher) T : mmh not now .Everyone just hold on are we ready [ fiddling] [ Teacher walks in between desk ] Okay lets read from the top basic competencies . Read with me number one.	<b>56</b>
<b>Learner 17</b>	Teacher?	<b>57</b>
<b>Teacher</b>	Mhmm	<b>58</b>
<b>Learners</b>	No response	<b>59</b>
<b>Teacher</b>	Okay (wait for L to finish pasting) okay , Everything down Put down your pencils down , and you follow along .[ Wait for everyone to settle down ] Alright Identify and use preposition correctly , use preposition to convey a variety of meaning . A preposition usually comes before a noun or a pronoun and its information about how [Class+T] How, when or where something has happened. So, use to show position, direction, and time okay. [High pitched voice] Number one, use the preposition, below to complete the sentences. Now over here we have in bold, we going to fill these in, during, at, into, across, towards. Those are the words we going to use to fill, complete the sentences, we going next to it [shows indicate on paper] you see there in italics says preposition of position, direction or time.	<b>60</b>
<b>Learner 18</b>	Raises paper	<b>61</b>
<b>Teacher</b>	Put it down for now, [continue] You must tell me what type of preposition is it ? Does that preposition tell you the time, tell you the place, does it tell you direction? okay and then you underline the correct one so we will do the first one together. Hideous drove his chariot into .... [giggles] Yeah teacher, teacher giving answers [class laughs] the sky	<b>62</b>
	There I gave you the answer but you guys are gonna tell me is this a preposition of position direction or time. Hands?	<b>63</b>
<b>Learners</b>	Learners raise hands	<b>64</b>
<b>Teacher</b>	Point at learner, while saying name	<b>65</b>
<b>Learners</b>	Direction	<b>66</b>
<b>Teacher</b>	Direction why / because he is moving [ high pitched voice demonstrating to a certain place okay now I'm just, I'm just gonna read the rest. The sun shone brightly mm the day the boys dived the water the wind blows hmm the clouds through the clouds the mountain. In the evening Zebra drink, hmm the dam. Okay	<b>67</b>

	so we choose the words only choose one words for one sentence. Don't reuse it and then tell me is it position, direction or time. number two use the words in the table to complete the story [ points to paper] Now one side uh table tell us that the preposition and the other side tell us the noun. Okay that we have to use to end the sentences and the story. So, we have to make sure this story make sense. Petrus use a stick to row ...then we chose a preposition for example is it into, is it into, is it on, is it down, is it up of into towards Which one do you think?	
<b>Leaners</b>	No response	<b>68</b>
<b>Teacher</b>	Petrus uses a stick to row umm, his stick, umm the leaf, umm rhe river, where would Petrus row?	<b>69</b>
<b>Learners</b>	No response. Learner raises hand: The river	<b>70</b>
<b>Teacher</b>	[high pitched voice] "Haidrow" row in the river, okay so how we Petrus gonna row into the river on the river, down the river, up the river? Into the river? Towards the river ... Yes	<b>71</b>
<b>Leaners</b>	Raises hand unclear answer	<b>72</b>
<b>Teacher</b>	Urrh [ sound indicating wrong answer] names leaners	<b>73</b>
<b>Learner 19</b>	[ answer unclear]	<b>74</b>
<b>Teacher</b>	Errh I think he rewed down the river, ever down or up uh Petrus uses a stick to row down the river that makes sense okay that's a story that makes sense point to leaner yes.	<b>75</b>
<b>Learner 20</b>	[unclear]	<b>76</b>
<b>Teacher</b>	OKAY, now we do the same for number two to eight, He is rowing, what would he rowing? a stick the leaf? The river, the head? The river or the boats what would he be rowing?	<b>77</b>
<b>Learners</b>	The stick	<b>78</b>
<b>Teacher</b>	Erh [ makes disagreeing sound] The boat, I think he is gonna row the boat is not he? He is rowing ... Is he on the boat?	<b>79</b>
<b>Learner 21</b>	Yes	<b>80</b>
<b>Teacher</b>	Are you sure?	<b>81</b>
<b>Learners</b>	Class Yes [smiling]	<b>82</b>

<b>Teacher</b>	[call learners name] He is in the boat, If he was on the boat, I think the boat would be turned around and had be sitting on it okay so do we understand what we need to do	<b>83</b>
<b>Learners</b>	Class yes teacher	<b>84</b>
<b>Teacher</b>	Good when you are done you can colour in the picture, you may start [start walking around]	<b>85</b>
<b>Learners</b>	Class [fiddling]	<b>86</b>
<b>Teacher</b>	Yes, underline the preposition	<b>87</b>

### MS. Grace, Natural Science, Grade 4; Lesson 1,2,3: Forms of Energy

Teacher	Alright, so you had to order the pictures that does not belong, is that so?  So, it changes from solar energy to into chemical energy, sien julle daar? And then the animals eat it and it is stored as chemical energy and once it starts to use the energy for different things, for movement, to breath and for their hearts to beat like we said neh, ok any question so far?	<b>1</b>
Learners	(Sshake hands indication no)	<b>2</b>
Teacher	Teachers –now there is energy in light, light is energy that helps us to see things most of our light come from the sunLight travels from the sun to the earth as waves. when we do not have sunlight, we get light from candles and lamps so those are other sources of light neh ander plekke waarvan of ons die luglig kan kry as dit nie van die son af is nie maak dit sim.	<b>3</b>
Learners	Some learners (ye /ja	<b>4</b>
Teacher	Teachers: some lamp electrical energy so give light. lamps burn different materials to give light, so some lamps use paraffin, others use electricity wat is nog daar?	<b>5</b>
Learner 2	Lamp olie	<b>6</b>
Teacher	Ok lamp olie is (selfs) paraffin ok now there is energy in wind also there is energy in the movement of air you can feel the energy in the wind when it blows against you. Wind is cause when the energy is use to generate – generate simply means produce electricity ne ok so wind turbines have blades that look like (propellers)	<b>7</b>

	of airplanes wind turn the blades and the generator change the wind energy to electric energy so wind energy is changed into	
Learner 1	Movement	8
Teacher	Into movement than into electrical kom ons sit die prentjie neer. So it's (oukies) moenie die board met die trap af vee nie ne. wind into movement, when the turbines spins or turns – (writing on board) so movement into electrical , maak dit sin	9
	Wind first, movement when the blades spins generate electricity which is electrical energy ok. Then there is energy in plant and animals, so plants get their energy for growth from the sun they use the sun's energy to make their own food in their leaves? Trees store some of their energy in their wood when we need heat..... Or light we use stores energy by burning the!  Whole class: wood!	10
Teacher	So stored energy inside the wood is also?	11
Learners	Some learners- chemical	12
Teacher	So, when it is burned it releases heat and light .do we all understand	13
Learners	Learners – ye teacher	14
Teacher	Ok so animals get their energy from the sun and from the food energy stored in plants is eaten by	15
Learners	Some learners – animals	16
Teachers	Ok and which gives them energy. Hunting animals eat their prey or other animals which also gives them energy. Ok any questions do we all understand, so like we said plants get their energy from the sun. the store energy in plants be after they have gotten their energy from the sun they make their own food. The store energy in plants is then used by	17
Learners	Ja Juffrou	18
Teacher	So, what teachers wants you now to quickly do is	19
Learners	Juffrou kan ek die vensters oop maak	20
Teacher	Die vensters is oop. ok so before us ..... I want us to redraw this (points to drawing on the chalk board) please make use of 80% of your paper / your page neh but before you draw, I quickly forgot I want you to rewrite this, gou vir juffrou. just underneath the activity, julle kan sommer tarys me kaarock skryf. Go to the	21

	activity. (point to the textbook of textbook of learner 4) hierdie activity 4.1 het jy nie plek nie	
Learner 4	Nee	<b>22</b>
Teacher	Okay are we all there, while writing on the board) forms of energy we have heat energy who can help me	<b>23</b>
Teacher	Jjuffrou is nou by julle	<b>24</b>
Learner	Eelectrical	<b>25</b>
Teacher	(avoid answer) and continue writing on the board movement? Solar and hydro means?	<b>26</b>
Learners	Some learners - water	<b>27</b>
Teacher	Ok quickly rewrite that (smacks thigh) telling learner 3 to start writing	<b>28</b>
Learner 3	Ek het nie spasie nie	<b>29</b>
Teacher	Ban begin jy op n skoon bladsy my skat! (referring to learner 5) maak skep die stomp potlood	<b>30</b>
Teacher	After you are done with that you can start with that (pointing to drawing on chalk board) kom ek skryf gou vir julle die opskrif (let me write the heading for you guys)	<b>31</b>
Teacher	Walking around picking through learner's book)	<b>32</b>
Teacher	Referring to learner) skryf in die l yen. veeuit!	<b>33</b>
Teacher	(Write in the lines) erase!	<b>34</b>
Teacher	Ponting learner 8 – skryf jy moet nog teken	<b>35</b>
Teacher	Teken gou mooi netjies en groot ne (draw neatly and big) and when you are done drawing you may colour it in	<b>36</b>
Learner 5	Jjuffrou as jy nog genoeg spasie het kan ek hier onder draw	<b>37</b>
Teacher	Yes, if you started to write the form of energy on a new page than just draw a line and you can use the space that left at the bottom to draw	<b>38</b>
Leaner	Juffrou ek het nie space nie	<b>39</b>
Teacher	Nee draai jou boek reg open ee or	<b>40</b>

## Lesson 2

Learner	Shifting 1 page	1
Teacher	Ok so we had to identify 3 examples of matter, what we say matter is anything that has .....	2
	Whole class- mass	3
Teacher	And occupies .....	4
	Whole class – space	5
Teacher	Alright so what are the example of matter in the picture?	6
	“ class goes mute “	7
Teacher	Alright so examples (point to learner) n one example?	8
Learner 1	Heat	9
Teacher	Ok heat from where?	10
Learner	Sunlight	11
Learner 2	Fire	12
Teacher	Ek praat met (Liam) learner 1	13
	Heat from? so het jy net gesling f heat from	14
Learner 1	(nods)	15
Teacher	So dit moet wees heat from ...nee examples of matter sorry	16
Learner 3	(raises hand) juffrou, juffrou	17
Teacher	Ignore) points to learner 4	18
Learner 4	A ball	19
Teacher	(writ answer on the board) what else	20
Learner	(raises hand) a tree	21
Teacher	Yes, what else (points to learner 5)	22
Learner 5	Leaves	23
Teacher	Leaves yes, what else (points to learner 5 again)	24
Learner 5	Shoes	25

Teacher	Shoes! shoes are part of who?	<b>26</b>
Learners	Some learners – humans	<b>27</b>
Teacher	The human he, so kan ons net se die groundsman neh (point to learner 6	<b>28</b>
Learner 6	House	<b>29</b>
Teacher	So, we say the buildings is maar nie windows and doors en wat nie daai/ daardie nele goed is deel van die buildings	<b>30</b>
Learner	Ash	<b>31</b>
Teacher	Ok ash what else (point to learners 3)	<b>32</b>
Learner3	Wood	<b>33</b>
Teacher	Waar is die wood. ok	<b>34</b>
Learner3	Juffrou dis deel von die tree example	<b>35</b>
Teacher	Ok ek skryf alles neer, ons almal het veskillende goed daar geskryf (pointing learner 2)	<b>36</b>
Learner 2	Ppeople	<b>37</b>
Teacher	So the children neh what else	<b>38</b>
Learner 2	The rain	<b>39</b>
Teacher	The rain is part of the groundsman	<b>40</b>
Learner 2	Um heat from the sun	<b>41</b>
Teacher	It's not matter	<b>42</b>
Learner2	Jjuffrou is on nog by 1	<b>43</b>
Teacher	Ons is nog by 1	<b>44</b>
Learner 2	Smoke	<b>45</b>
Teacher	Smoke well done, ok and what else something that we cannot see, lets wat ons nie sien nie.	<b>46</b>
Learner3	Jjuffrou!	<b>47</b>
Teacher	(ignores) (points to 14)	<b>48</b>
Learner4	Air	<b>49</b>

Teacher	So, if you wrote any of this, alright three examples of non-matter	<b>50</b>
Learner 5	Wind	<b>51</b>
Learner 7	Sunlight	<b>52</b>
Teacher	Yes, well done, what else (point to 14)	<b>53</b>
Learner14	Heat	<b>54</b>
Teacher	From where	<b>56</b>
Learner 14	Heat from the sun	<b>57</b>
Teacher	What else	<b>58</b>
Learner1	The fire	<b>59</b>
Teacher	The fire it self	<b>60</b>
Learner1	(Nods)	<b>61</b>
Teacher	No what do we get from the fire that energy	<b>62</b>
Learner 5	Light energy	<b>63</b>
Teacher	(While writing on the chalk board) light from the fire. kan juffrou dit so se. and what else do we get from the fire (referring to learner 6) jy het dit nou gesê, ek net dit op die keerdre plek geskryf. Heat from the	<b>64</b>
Learner 6	Fire	<b>65</b>
Teacher	So, remember teacher said anything that is (energy) are things that we cannot see or taste ne, alright – number – three why do we say the (energy) is non matter and not matter (pointing learner 4)	<b>66</b>
Learner 4	Because we cannot see it or taste	<b>67</b>
Teacher	Yes, but there is another reason, (calling to L6 for answer)	<b>68</b>
Learner 6	Eenergy is light and	<b>69</b>
Teacher	No what the question is asking hoekom se ons dat energy non matter is on nie matter nie, so why do we say that energy is non- matter or matter.	<b>70</b>
Learner 5	Because it does not taste or smell	<b>71</b>
Teacher	(Shakes hands indicating no)	<b>72</b>
Learner 2	It does not have matter, volume and mass	<b>73</b>



Teacher	Matter? not matter (pointing the learner)	<b>74</b>
Learner 7	It does not occupy space and has mass and volume	<b>75</b>
Teacher	It does not occupy space, mass or volume. Alright we can say that energy does not have mass or volume and we cannot see it	<b>76</b>
Learner 3	Juffrou ek ook geskryf matter is anything that occupies space	<b>77</b>
Teacher	Mmmh hoekom se ons energy is not matter dis wat ons vird ok so quickly do corrections than we continue	<b>78</b>
Learners	(Learners page talking among each other)	<b>79</b>
Teacher	Quickly finish your corrections remember vee die verkeerde antwoordrd dit en skryf die antwoord in ok (repeat herself)	<b>80</b>
Teacher	Grade 4 kyk vir juffrou, for number 2 you had to use things that you see in the picture so jy kan net nie skryf heat energy nie heat energy van waar af verstaan julle wat juffrou bedoel. light energy v8an waar of? ok	<b>81</b>
Teacher	ok die wat klaar is – quickly open your textbook at page 75, maak solang by page 75 ur juffrou	<b>82</b>
Learners	(paging)	<b>83</b>
Teacher	ok now that we know that energy is around us and we have learned that the universe is made up of matter and non-matter ok. And anything that is matter is alles that occupies space and has mass and volume and all the other things that are non-matter is the opposite of the definition of what matter is. is that so, now we are wondering what is the definition of energy than so what is energy we know that energy is non – matter so but now what is now energy. ok now if I have a cooldrink can and I want to open it what do I need to open it	<b>84</b>
Learners	Some learners – energy	<b>85</b>
Teacher	movement ne, alright is you kick a ball what do you require	<b>86</b>
	Some learner – energy!	<b>87</b>
Teacher	If you push a car what is needed?	<b>88</b>
Class	Whole class – energy	<b>89</b>
Teacher	now with all that questions asked we could actually come to a conclusion an we can now say that energy can be defined as one ability to do work or to move something, are you with me?	<b>90</b>

Learners	(silence)	<b>91</b>
Teacher	ok so we can say that energy has the ability to something or to move something so in other word what are we saying is energy is ability to do work. so, energy is net om werk te doen. neh because that's what is required to do the work. So, energy is the ability to do?	<b>92</b>
Learners	Some learners – work	<b>93</b>
Teacher	ok when look on page 75 it says (reading from the textbook) you cannot always see touch or hold energy but energy is all around us. Energy is the power to do work, to move things or give heat, let's look at a fire that burns it gives off?	<b>94</b>
Learners	Some learners – energy	<b>95</b>
Teacher	What type of energy?	<b>96</b>
Class	Whole class – heat energy	<b>97</b>
Teacher	And?	<b>98</b>
Class	Whole class – light energy	<b>99</b>
Teacher	Ok so we use energy to heat our homes and other buildings a motor that runs gives the car energy to?	<b>100</b>
Class	(Class goes move)	<b>101</b>
Teacher	move, so we use energy in electricity to power our radios and televisions as well as our house hold appliances, we also use energy to break down and digest food in our body – digest simply means to break down ne, so the food that we eat gives us energy to think, move and our bodies to do work.	<b>102</b>
	So, we het al prober plank, who has tried planking?	<b>103</b>
	Some learners – (raise hands)	<b>104</b>
Teacher	planking is that position that boy or girl is holding there (point pictures in the textbook) OK so when you plank some of the parts starts giving in your body ne watse gedeelde beginner faak eerste moeg	<b>105</b>
Learner 1	skouers	<b>106</b>
Teacher	ok some say their shoulders, some your arms, some would be your lower back ne, this means that this part start to run out of what	<b>107</b>
	Whole class- energy	<b>108</b>

Teacher	dis hoekom dit begin laan word ne ok so when you turn to page 76, now we have look, we know that energy is the ability to do work, se vir juffrou	<b>109</b>
Class	Whole class- energy is the ability to do work	<b>110</b>
Teacher	we have identified heat energy so far, we have identified light energy so far, so the next one that we are gonna look is, we also looked at it yesterday is?	<b>111</b>
Class	Whole class – sound energy	<b>112</b>
Teacher	Remember we said that sound energy is basically vibrations that moves in the form of waters ne ok. Sound energy that is made by vibrations (reading from the textbook) when an object vibrates is cause the air particles to move, this particle bump into each other next to them and make them vibrate too. This cause particles to bump into more air particles, some energy moves as sound waves ok so just as water nipples when you throw a stone into it sound waves nipple and keep on moving until they run out of energy, if your ear is within the range of the vibrator you will hear the sound, now let me ask this question, as ek in Naraville is en n kar ongeluk gebeur meersug, sal ek dit noor in Naraville?	<b>113</b>
Learners	Some learners- nee	<b>114</b>
Teacher	no because the vibrations would have run out of energy before it even reaches Naraville ne let's say an explosion happens at the army Kamp hier buitekand, soos in groot explosion happens, will we be able to hear it in walvis	<b>115</b>
Class	Whole class – yes	<b>116</b>
Teacher	We will because it means that those vibrations that come from there have enough energy actually to travel up to walvis and in your ear is withing the range up to where the vibrations have travelled dan sal jy dit kan hoor, is dit nie waar nie?	<b>117</b>
Learners	Some learners – yes	<b>118</b>
Teacher	Ok so that how sound energy works ok any question?	<b>119</b>
Class	(class goes mute) no respond	<b>120</b>
Teacher	so how do we know that sound give of vibrations let's do this take off your books from the table put your pencil on the table sit vir juffrou jou pot loots, mal alles of net jou potlood op jou tafel	<b>121</b>
Learners	(Shuffling, stamping books on the Floor)	<b>122</b>

Teacher	so, every time, moet nou nie aan gaan nie neh, I want to show you something. every time you bank on your desk see what happens to the pencil	<b>123</b>
Learners	(banking on the tables, pencils rabbling)	<b>124</b>
Teacher	every time you bank on the desk see what happens to the pencils, so los die potlood, sit die potlood neer en stamp die tafel	<b>125</b>
Learners	(more banking and rubbing)	<b>126</b>
Teacher	(teacher raise hand indicating stop)	<b>127</b>
Teacher	so, what happens every time the sound is created your pencil goes up neh so those are the vibrations that are given off by the sound causing the pencil to?	<b>128</b>
Learners	Some learners – move!	<b>129</b>
Teacher	so, can we say that sound energy is vibrat	<b>130</b>
Learners	Some learners – yes	<b>131</b>
Teacher	so, it only travels to our ear as sound waves, maar dit sin	<b>132</b>
Learners	Some learners – ja juffrou	<b>133</b>
Teacher	Ok so we have identified light energy, heat energy, and sound energy ok, and what did we say, what is energy	<b>134</b>
Teacher	The ability to do work	<b>135</b>
Teacher	Ok alright any question (no respond), so what happens ....	<b>136</b>
Learners	Learners talking among themselves	<b>137</b>
Teacher	Is now genoeg julle. Do get to excited	<b>138</b>
Learners	Learners continues talking to them selves	<b>139</b>
Teacher	(Passing out papers) ok quickly write the date en plak gou die vir juffrou in, skryf gou vandag se datum (teachers repeats herself)	<b>140</b>
Learners	(Learners cutting and pasting of papers)	<b>141</b>
Teacher	(Referring to learner 5) – write the date and paste in hoor nie, Kevin luister nie	<b>142</b>
Teacher	plak die hoeke mooi netjies vas! Underneath your picture where you have passed, I hope you have enough writing space for you	<b>143</b>
Learner 2	juffrou ek het heel bo geplak	<b>144</b>
Teacher	nou is daar nie plek order can nie	<b>145</b>

Learner 2	daar is so bietjie space	<b>146</b>
Teacher	maar kan jy skryf	<b>147</b>
Learners	Some learners- va	<b>148</b>
Teacher	ok I just quickly want us to write the definition of energy ok, skryf gou ur juffrou	<b>149</b>
Teacher	(talking to learner 3) – quickly rewrite the definition of energy underneath your picture.	<b>150</b>
Teacher	What I wrote in colour please write in colour for your self	<b>151</b>
Learners	(Learner moving around, shuffling	<b>152</b>
Teacher	ok now it says the activity says under the picture that does not belong, so we have the different forms energy remember we looked at sound energy, light energy and heat energy, so under sound energy circle the picture that does not belong, light energy	<b>153</b>
	Circle the picture that does not belong and heat energy, ok I want you to colour in than the others, so the one that you circle in don't colour it in and the rest of them that are examples of sound that are examples of light energy, example of heat energy, you colour than in, do you all understand?	<b>154</b>
Learners	Some learners – yes teachers	<b>155</b>
Teacher	<p>ok so wat juffrou nou se is (showing in the textbook) here you need to identify the one that does not .... that is not the example of sound energy, so if you have circle it, you don't colour in it, so you only colour in the other three, they are four so one does not belong, maak dit sine</p> <p>The same with light energy, die erene wat nie n voorbeeld van light energy is nie jy circle han jy kleur nie in, dan kleur jy die ander 3 googies in wat examples is van light energy</p>	<b>156</b>
		<b>157</b>
Learner 5	(raises hand and teacher points to L5)	<b>158</b>
Learner 5	Juffrou as jy niks by eene het nie moet ons maar net los	<b>159</b>
Teacher	Dan kleur jy alles in	<b>160</b>
Learner 5	OK	<b>161</b>
Teacher	Yes	<b>162</b>
Learner 5	Tteacher everything is grade work ... (teacher smile and walks away)	<b>163</b>

Learners	(learners paging, looking pencil cases) talking among themselves	<b>164</b>
Teacher	alright please take out your homework books, looking at learner 3 book what are you doing it will not work like that	<b>166</b>
Learners	(no responses)	<b>167</b>
Teacher	Wat maak jy nou	<b>168</b>
Learner 3	Ek kleur in die printer	<b>169</b>
Teacher	Nee wat se dit (reading) circle the picture that does not belong, so which one is not an example of sound energy	<b>170</b>
Learners	(no respond)	<b>171</b>
Teacher	Huh is alma sound energy	<b>172</b>
Learners	(still no respond)	<b>173</b>
Teacher	Dan weet ek nie as jou boek sound energy	<b>174</b>
Teacher	Is in boek sound energy in example van sound energy	<b>175</b>
Learner 3	(shakes head indicating no)	<b>176</b>
Teacher	Eexactly so circle ....so you colour in the other three in neh	<b>177</b>

### Lesson 3

Teacher	Page 74 please, 73 sorry. so new topic that we are going to start with energy and the first thing that we will look, at is the different types of energy ok, so what we want to com...by the end of weat I want us all to understand that energy is everywhere us all around us are you with me? and you will also know where we get energy from, where energy come from, so there are different places where energy comes from. so, as we all living organisms need energy. remember we said without energy we won't be able to do work, are you with me?	<b>1</b>
Learner	(NO RESPOND)	<b>2</b>
Teacher	Ok so it is what makes us sleep, alright it's what makes us grow, its make us eat, it's make us play. So, for all this activity to take place we need energy. as jy moeg is kan jy speel?	<b>3</b>
Learners	Some learners – nee	<b>4</b>

Teacher	kan jy huiswerk doen	<b>5</b>
Learners	Some learners - nee	<b>6</b>
Learners	Learners – ja	<b>7</b>
Teacher	Wie se ja as jy moeg is	<b>8</b>
Learner 1	Jjuffrou	<b>9</b>
Teacher	(Tteacher puts hand out indicating no)	<b>10</b>
Teacher	Ok so it is also what makes, think about animals in the savannah ecosystem like the lion chasing the zebra so a lion need energy to chase zebra are you with me	<b>11</b>
Learners	Some learners – yes	<b>12</b>
Teacher	Ok so that is why energy is so special it is everywhere and everyone needs energy ok so without it there would be no live on earth, is dit waar?	<b>13</b>
Learners	Some learners – ja juffrou	<b>14</b>
Teacher	Ok so I will be speaking about words like essentials, essentials mean it's important –dis belangrik ne than we will look at solar energy, we will look at what is kinetic energy, we will look at what is potential energy and I will explain all this terms as we go along alright, now remember all matter – do we all remember what is matter?	<b>15</b>
Learners	Some learners – yes	<b>16</b>
Teacher	What is matter	<b>17</b>
Learner 2	Matter is anything that occupies space and has mass	<b>18</b>
Teacher	Aanything that occupies space, volume and mass. How all of this matter also need energy are you with me but every energy itself is non matter, matter need energy but energy is .....	<b>19</b>
Learner	Non matter	<b>20</b>
Teacher	Neh so non- matter is the opposite of what matter is so it does not have volume, it also does not have volume, it also does not have mass ok now you can remember the different between non- matter and matter that's exactly what teacher just explain now to you, so matter has mass and volume and non- matter does not have mass and volume are you with me?	<b>21</b>
Learners	(No respond few L nod)	<b>22</b>

Teacher	Ok now when you turn your page, who will quickly read through this (referring to page in the textbook)	<b>23</b>
Learners	(No response from learners)	<b>24</b>
Teacher	So, we can see and feel the energy in matter	<b>25</b>
	Remember learner said all matter has energy, all matter has.?	<b>26</b>
Class	Whole class – energy!	<b>27</b>
Teacher	Now we can see and we can feel the energy that is in the matter. let's take wood for example wood is?	<b>28</b>
Learner 3	The...	<b>29</b>
Teacher	Matter because it occupies space and it has mass, but If I take a match and I lit this wood, if I take match en ek steek hierdie hound can die brand. what do see	<b>30</b>
Teacher	(points to the learner 3 for answer)	<b>31</b>
Learner 3	Heat	<b>32</b>
Teacher	You start to feel heat, what else what do you see?	<b>33</b>

#### Lesson 4

Teacher	Alright! So, you had to circle the pictures that does not belong, is that so.	<b>1</b>
Learners	Yes teacher	<b>2</b>
Teacher	Ok you had three forms of energy ( ) that sound energy, light energy and...	<b>3</b>
	(Whole class): heat energy	<b>4</b>
Teacher	Ok so underneath sound energy which does not belong (points learner1)	<b>5</b>
Learner 1	The boat	<b>6</b>
Teacher	The boat, ok alright than underneath light energy (points learner 2)	<b>7</b>
Learner 2	The paint brush	<b>8</b>
Teacher	The paint brush. Ok and heat energy. (points learner 3)	<b>9</b>
Learner 3	The lamp	<b>10</b>



Teacher	The lamp. So, the lamp its self is not an example of heat energy.so circle the lamp if you've coloured in the lamp just circle it. Ok s the lamp itself is not an example of heat energy.	<b>11</b>
Learner 4	Juffrou ek het net die iron gecircle	<b>12</b>
Teacher	Really ...ok so do you have it like that?	<b>13</b>
Learners	Yes teacher	<b>14</b>
Teacher	Julle ek weet nie ek kry nie my boek nie. Page 74	<b>15</b>
Learners	(paging)	<b>16</b>
Teacher	Page 74 please	<b>17</b>
Learners	(mumbling)	<b>18</b>
Learner 4	Juffrou kan ons nie kan ons nie...	<b>19</b>
Teacher	Page 78! Ok now today we will look at the energy that we have within us. Energy that is found in light, the energy in wind and the energy in animals and plants. ok so how do these energies change form is what we are actually looking at. ok so we have energy in us. our bodies store energy from the food we eat is that so?	<b>20</b>
Learners	Some learners(yes)	<b>21</b>
Teacher	So, what happens when you feel tired because you have run out of energy? Most of the time you have something to give you more energy. We eat plants and food that comes from plants to give us energy we also eat meat that comes from animals to give us energy. So, remember we said the two sources of energy for people is...	<b>22</b>
Class	Whole class plants and animals.	<b>23</b>
Teacher	Our bodies need energy to do work, energy keeps our hearts beating and we also need energy to breath, to think and for our muscles to work. Now there is also energy in nature. Now this is what happens lets quickly look back what plants need to grow?	<b>24</b>
Class	Whole class the sun!	<b>25</b>
Teacher	now which type of energy do plants get from the sun?	<b>26</b>
Class	Whole class light energy	<b>27</b>

Teacher	(while drawing on the chalk board) so we have our sun. so, what happens at the sun? So, the sun gives us?	<b>28</b>
Learners	Some learner's light energy	<b>29</b>
Learner 4	And heat energy	<b>30</b>
Teacher	Who uses this energy? (pointing to the sun drawn on the board)	<b>31</b>
Class	Whole class plants	<b>32</b>
Teacher	Juffrou gaan net gou grassietjie... net so what does it say there (referring to textbook)	<b>33</b>
Learner	Learner reading together: plants get their energy from the sun!	<b>34</b>
Teacher	Wat het ons gesê, what type of energy do they use from the sun	<b>35</b>
Class	Whole class light energy!	<b>36</b>
Teacher	(while writing on the chalk board) alright get their energy from the sun. who eats the plants?	<b>37</b>
Class	Whole class humans and animals	<b>38</b>
Teacher	Juffrou kan nie n koei teken nie so ek sal my bes probeer om n mooi koei te teken	<b>39</b>
Learner 5	Huh!	<b>40</b>
Class	Whole class(laugh)	<b>41</b>
Teacher	So, animals get their energy from	<b>42</b>
Learners	Some learners plant!	<b>43</b>
Teacher	(reading from the textbook) animals eat...	<b>44</b>
Learners	Some learner's plants	<b>45</b>
Class	Animals eat plants or other animals to get their energy	<b>46</b>
Teacher	Ok so do you see how the energy has flown from the sun to the animals. So, the sun gives plants light energy to grow, the plants use this light energy to make their own food. Is that so?	<b>47</b>
Class	Whole class (goes mute)	<b>48</b>
Teacher	Then the animals eat the plant so they get energy from the plants or from other animals that they eat. Maak dit sin?	<b>49</b>

Learners	Some learners Ja juffrou	<b>50</b>
Teacher	It's the same as when we eat food ok when we take in food that energy is first stored because the food needs to combine with what to release energy?	<b>51</b>
Class	Whole class (goes mute)	<b>52</b>
Learner 6	Air!	<b>53</b>
Teacher	Which type of air	<b>54</b>
Learners	Some learner's oxygen!	<b>55</b>
Teacher	So that stored energy in our body is called chemical energy because its not at work yet neh so it's called chemical energy. Once I start to walk () the chemical energy changes into...	<b>56</b>
Learners	Some learner movement energy	<b>57</b>
Teacher	Mooi! Ok let's say a battery inside the battery is the same, chemical energy	<b>58</b>
	Verstaan julle? Its chemical energy. when you switch the torch on what do you get from the torch	<b>59</b>
Class	Whole class light!	<b>60</b>
Teacher	It changes to light energy. Verstaan julle? So do you see the change, the same with a heater, its electrical to heat and light. energy well done, ok	<b>61</b>
Learner 7	(raises her hand and teacher points to learner7)	<b>62</b>
Learner 7	I cannot see well may I please stand up?	<b>63</b>
Teacher	No, you don't need to stand up just listen there's nothing see. what Im saying is exactly what im writing down. Ok so do we all understand this?	<b>64</b>
Learners	Some learners yes teacher	<b>65</b>
Teacher	So energy can changed from one form to another. Ok alright. So it changes from solar energy into chemical energy, sien julle daar? And then the animals eat it and it is stored as chemical energy. And once it starts to use the energy for different things, for movement, to breath and for their hearts to beat like we said ne. ok any questions so far?	<b>66</b>
Learners	(shakes their heads indicating no)	<b>67</b>
Teacher	Now there is energy in light, light is energy that helps us to see things. Most of our light comes from the sun-light travels in waves. When we do not have	<b>68</b>

	sunlight, we get light from candles and lamps so those are other sources of light neh ander plekke waarvan af ons die lug kan kry as dit nie van die son af is nie. Maak dit sin?	
Learners	Some learners ja	<b>69</b>
Teacher	Some lamps use electrical energy to give light, so some lamps use paraffin others use electricity. Wat is nog daar?	<b>70</b>
Learner 2	Lamp olie	<b>71</b>
Teacher	Ok lamp olie is selfs paraffin. Ok now there's energy	<b>72</b>