AN INVESTIGATION ON THE EFFECTS OF TRANSLANGUAGING PRACTICES IN A GRADE 11 BILINGUAL CLASSROOM: A CASE OF KAUPUMHOTE NGHITUWAMHATA COMBINED SCHOOL

BY

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I, **Maria Hashoongo**, hereby declare that the work contained in the thesis, entitled: **An Investigation on the Effects of Translanguaging Practices in a Grade 11 Bilingual Classroom: A case of Kaupumhote Nghituwamhata Combined School,** is my own original work and that I have not previously, in its entirety or in part, submitted it at any university or other higher education institution for the award of a degree.

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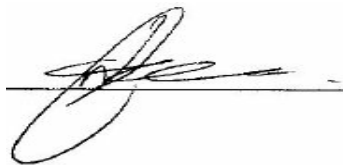
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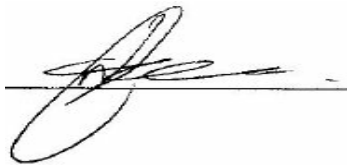
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Dedication

This thesis is dedicated to my grandmother, Elizabeth Rebeus-Haikali, who has been by my side since the beginning. Granny, thank you very much for everything.

Acknowledgements

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Keywords

*Translanguaging: Csillik and Golubeva (2019) defined translanguaging as the act of employing different languages interchangeably to overcome language barriers, effectively deliver spoken or written statements, and ultimately achieve successful communication.

*Code –switching: Cook (2008) defined code-switching as the process of moving from one language to another in the middle of a conversation when both speakers speak the same language.

*Mother tongue: Nordquist (2019) referred mother tongue to a person's native language.

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Abstract

This study sought to investigate the effects of translanguaging practices in a Grade 11 bilingual classroom: a case of Kaupumhote Nghituwamhata Combined School. There were three specific objectives that guided this study, firstly to examine the causes of translanguaging practices, secondly, to identify the effects of translanguaging, and thirdly to establish when to translanguage during lessons in order to benefit from the phenomenon. The significance of the study was to create awareness about the causes, pros and cons, and when to use translanguage to help both teachers and learners to manage the language conflict between their first and second language. The study employed translanguaging theory by the main theorist, William (2006) to answer all the research objectives. Translanguaging is both a practice and a process—a dynamic and functionally integrated use of several languages and language varieties, but more importantly, a knowledge building process that extends beyond language(s). It pulls us away from system and speaker linguistics and toward linguistics of participation (Wei, 2017). The sample comprised of six teachers from a population of 30 and in-depth interviews were conducted, while all 42 learners were administered through participant observations. The study used a qualitative research approach, because it sought to discover the learners' and teachers' perceptions, opinions, and feelings about translanguaging practice in a bilingual classroom. Two instruments for data collection were used namely, in-depth interviews and participant observations. Data were analysed using a thematic analysis, as well as interpretative methodologies, such as interpretative phenomenological analysis. The results of the study discovered that teachers translanguage when they are teaching vocabulary, terminologies, and complex sentences to the learners and translanguaging helps learners to understand difficult educational texts and contents. The following recommendations were made to help the Grade 11 learners at Kaupumhote Nghituwamhata to perform well in English Second language. Translanguaging should not be banned from schools, because it helps learners who struggle to comprehend the subject content and also know some sets of vocabulary. Furthermore, translanguaging should be used when necessary, especially when explaining difficult words or terminologies, but should only be done when all meanings of explanations are exhausted.

CHAPTER 1

INTRODUCTION

1.1. Background of the study

Language is very important in every civilisation for talking with one another, since it allows a speaker to expand their knowledge and express their ideas, views, and feelings in a society. English, being an international language, provides a platform for people who speak the language to communicate and meet their needs. Multilingualism has become a fairly prevalent phenomenon in today's world, as a result of the growing trend of linguistic globalisation. Speakers in multilingual societies around the world frequently transition between languages to attain and meet their communication goals. Translanguaging is the term used to describe the exchange of languages (Bhatti, Shamsudin & Said, 2018: 93). Translanguaging was defined by Csillik & Golubeva (2019) as the act of employing different languages interchangeably to overcome language barriers, to successfully present spoken or written statements, and, as a result, to achieve successful communication.

English is a required subject in Namibia, and it is used as the medium of teaching in schools and universities. The Language in Education Policy (LEP) was developed by the Ministry of Education, Arts and Culture in 2003 and states that English should be the medium of instruction in all Namibian schools, particularly government institutions, from Grade 4 to 12. Yet, some teachers ignore the policy and continue to use Oshiwambo dialects, which has become a trend to some teachers and learners communicating in Oshiwambo dialects during lessons, while the medium of instruction is supposed to be English.

1.2. Statement of the problem

Speakers in a multilingual culture frequently move from one language to another to overcome linguistic barriers or effectively expressing ideas (Bhatti, Shamsudin & Said 2018: 93). This is very widespread in Namibia's Northern regions, particularly in rural schools where both teachers and learners speak the same language. They both speak Oshiwambo dialects and English. It has been observed that some Grade 11 teachers at Kaupumhote Nghituwamhata Combined School feel comfortable using Oshiwambo dialects when delivering their lessons, because some have lower English proficiency and, to avoid this constraint, choose to use their vernacular language during their teaching. Some believe it is not necessary to teach in English, because they all belong to one speech community and this has generated difficulties for learners learning English as a second language and as a subject (Tabatabaei, 2020).

Despite the fact that English is the medium of instruction in Namibian schools, the country has a significant failure rate in Grade 11 when it comes to English as a second language. According to EMIS (2019), learners in Grades 10 to 12 performed with an average below 40% in English, and they continue to struggle in a recently redesigned curriculum for Grade 11 in English Second Language. This has an academic impact on learners, particularly Grade 11 and 12 learners who write the national examination, because they are denied access to various universities to further their education.

1.3. Research objectives

The main aim of this study was to investigate the effects of translanguaging on learners learning English as a Second Language subject to Grade 11 learners at Kaupumhote Nghituwamhata Combined School.

Several specific objectives are explored as follow:

a) To examine the causes of translanguaging practices in the Grade 11 bilingual classroom at Kaupumhote Nghituwamhata Combined School.

b) To identify the effects of translanguaging on Grade 11 learners learning English as a second language at Kaupumhote Nghituwamhata Combined School.

c) To establish when to translanguage during lessons in order to benefit from the phenomenon.

1.4. Significance of the study

The importance of this study was to create awareness about the causes, pros and cons, and when to use translanguage to help both teachers and learners manage the language conflict between their first and second language.

The findings that emerged from this study are likely to be transferable to other schools and can be fully understood by teachers. Thus, it is expected that teachers from other schools experiencing similar circumstances will be able to make comparisons with the study and use translanguaging in the classroom, instead of conducting the whole lesson in Oshiwambo. The results of this study can be similarly used by other researchers as a baseline study for future studies in this area.

1.5. Limitations of the study

This study was only limited to Kaupumhote Nghituwamhata Combined School as the target population was 1041, and the population of this study was the Grade 11 learners and the six teachers who teach Grade 11. The researcher chose the Grade 11 learners at Kaupumhote Nghituwamhata Combined School, because it is the grade that writes the national examination at this school. The researcher did not go beyond the study population, which means that the study was only conducted with the Grade 11 learners and six teachers who teach Grade 11. The study did not review any other studies apart from translanguaging, because it only focused on translanguaging. The researcher chose this research title because she wanted to help teachers at Kaupumhote Nghituwamhata Combined School to be aware of the effects of translanguaging. Furthermore, the study did not focus on any quantitative research methods, because the researcher chose a constructivism research paradigm, which is under qualitative study. This means that the study is qualitative.

1.6. Definition of terms

Translanguaging: Csillik and Golubeva (2019) defined translanguaging as the act of employing different languages interchangeably to overcome language barriers, effectively deliver spoken or written statements, and ultimately achieve successful communication.

Code-switching: Cook (2008) defined code-switching as the process of moving from one language to another in the middle of a conversation when both speakers speak the same language.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to this study. This chapter firstly discussed the possible causes of translanguaging, such as linguistic ability, psychological level, teaching vocabulary, showing identification with a group, classroom management, and when giving instruction; and secondly, the effects of translanguaging, which include the positive and negative effects of translanguaging on learners learning English as a second language; and lastly, it tackled the topic of when translanguaging can be used during class lessons.

2.2 Possible causes of translanguaging in a bilingual classroom

According to Ticheloven, Blom, Leseman, McMonagle (2019), recent studies have highlighted the motivations for translanguaging and the extent to which learning progress was impacted. The following are some of the circumstances that are thought to be the origins of translanguaging:

Linguistic ability

To overcome linguistic challenges known as "lack of facility," many pupils engage in translanguaging. When they are unable to discover adequate terms or similar words in the second language to match the words in their original language, then they frequently switch (Azlan & Narasuman, 2013: 459). Furthermore, according to Ticheloven et al. (2019: 2), translanguaging can occur when a language lacks one or more words. To put it another way, bilinguals say that they switch when they cannot think of the correct term to use and when the target language lacks the specific word needed to continue the dialogue.

Psychological level

On a psychological level, according to Ticheloven et al. (2019), learners regularly switch when they are tired or annoyed. According to Azlan and Narasuman (2013: 46), the type of language to use is determined by the speaker's mood. When a speaker is emotionally hurt, translanguaging is elicited and when a person is calm, he or she can think of the right word(s) to use in the target language. When a speaker feels ecstatic, for example, the correct term or expression in their second language can quickly be recognised. However, if the speaker is disturbed or agitated in any way, he or she may have difficulty finding the correct term in the second language and may be able to express the word in the first language (Ticheloven et al., 2019: 2).

Teaching vocabulary

Ahmad (2009: 49) stated that teachers move between languages when they discover that the level of English used in the textbook is beyond the capabilities of the learners, and that if the teacher continues to use that level of English in the textbook, learners will be unable to comprehend anything. Furthermore, teachers' translanguage occurs when they have exhausted all means of conveying something to the students and still have not gotten it right. This may push the teacher to use language that the learner understands. In addition, when communicating difficult concepts to learners, such as "grammar, new vocabulary, and textbook content," they frequently use their vernacular language (Puspawati, 2018: 44).

To show identity with a group

According to Crystal (1987), cited in Azlan and Narasuman (2013: 460), a person can switch to show solidarity with a certain social group. When all members of a group respond in the same language, a bond is formed. When teachers switch in the classroom, their goal is to foster solidarity and establish good relationships with the pupils. Translanguaging offers a loving and helpful language environment in the classroom, because learners always try to behave and listen attentively to what the teacher says or teaches without producing conflict in the classroom, seeing that they all belong to one language community.

Classroom management

When organising duties and providing commands in the classroom, teachers use vernacular language (Cook, 2008). When it comes to control and discipline in the classroom, using vernacular language is the best tool to use, because it works as a distinct discourse in the classroom (Palsson, 2016: 10). According to Cook (2008: 415-416), children pay greater attention if the teacher tells them to do something in their first language. For example, if the teacher says "shut up" in the first language, they respond more swiftly than if it is said in the second language.

Give instructions

Chu (2019: 106) described how teachers use translanguage when giving pupils instructions and continuing activities. They control and facilitate their teaching process and methods using their first language. Furthermore, when a speaker wishes to make a certain statement, he or she shifts to the other language in order to clarify the point being made and to ensure that it was understood. Some teachers make a statement in English and repeat it in the second language to emphasise the content of the remark, or to ensure that every learner understands the lesson and follows it exactly (Andreson, 2006: 341 as cited in Azlan & Narasuman, 2013: 460).

2.3. Effects of translanguaging on learners learning English as a second language

Some teachers advocate the use of the mother tongue in the classroom, because they believe it is effective, useful, and facilitates the learning of the second language, as it is an important component of the process. Others, particularly those who teach languages, disagree with the statement, and have decided to avoid using any form of mother tongue during classroom instruction, as it is perceived as a source of interference and an obstacle to learning the second language (Nino, 2018: 3). Considering the thoughts and opinions of those employing translanguaging in the classroom, it must be critically evaluated in terms of its strengths and weaknesses (Cavusoglure & Bensen, 2013: 72).

2.3.1. Positive effects of translanguaging

Improve understanding of the subject

Cavusoglure and Bensen (2013: 72) supported the idea that when learners are unsure about something, teachers use their first language to clarify it. Ahmad (2009), as cited in Naha, Nkengbeza & Liswaniso (2018: 57-58), supported the theory of translanguaging, claiming that it aids learners with low performance in following lessons better than when they are taught solely in English. Some learners with weaker performance may find English to be a barrier, therefore, if they ask in their mother tongue, they can do so freely and without fear of being wrong. It also lessens learners' stress since they do not have to worry about what to say in English, because they know how to say it in their native tongue, which helps them if they do not know how to say it in English.

Furthermore, Ticheloven et al. (2019), indicated that students have said that translanguaging has a significant impact on the learning process, because it aids in the understanding of difficult linguistic features in the second language. It can also help with translation from their first language to the target language, allowing the teacher to establish a bridge between what they know and what they do not know. Only when used correctly and successfully, because it is a highly significant part of teaching (Sert, 2005: 4). Simasiku (2016: 163) added that translanguaging improves learners' performance in both subject and language learning, since it allows them to comprehend and grasp their lessons, hence enhancing their examination results because they have grasped them well.

Improve the cognitive and linguistic knowledge of learners

Nambisan (2014: 1) said that it is critical and helpful for students to use their mother tongue, and the one they are studying, to build on their existing linguistic skills in order to become excellent English speakers. Rajedram (2019: 35) added that learning occurs when learners use a language which they already know to increase their previous knowledge. Nino (2018) backed this theory up by stating that the second language is employed as a moderator for new learning and as a basis in a connection of interdependence across languages that

provides factual support for learning the new language. It also demonstrates that the higher one's proficiency in the second language, the more language transfer is possible.

According to Martin-Beltrain (2014), translanguaging establishes and widens learning areas where students can access their broader linguistic repertoire and use their multilingual knowledge resources as learning tools.

Maximisation of participation

Beres (2015: 37) argued that translanguaging allows learners to fully participate in lessons, because they are not hampered by the disproportionate gap between the two languages. Park (2013) as cited in Beres (2015: 38) argued that translanguaging allows students to choose components that work for them at the time, allowing them to engage in situations from which they would otherwise be excluded. As a result, it enhances their confidence, while also reducing their feelings of alienation. Translanguaging can provide "voice to the voiceless" (Garcia, 2014: 115). According to Arthur and Martin's (2006) research, which was cited by Stravou (2016: 81), translanguaging allows for greater participation in the lesson by allowing "silent" or "passive" students to become active in the learning process, as well as interpret and access necessary texts to meet the lesson's objectives.

Improve learners' language skills and overall language proficiency

Rajendram (2019) mentioned that studies on translanguaging have highlighted the benefits of using a learner's entire multilingual collection as a fund to expand their learning. Many of these studies, according to Carroll and Sambolin Morales (2016: 153), revolve around the idea that the main goal of using a translanguaging pedagogy should be "to develop skills in their weaker language or use one language to reinforce the other". Translanguaging is viewed as a resource that facilitates the transmission of linguistic skills and information from learners' first to second language, as well as the acquisition of academic material and language abilities in their second language. Learners can use translanguaging to attain and complete organisational functions that will aid them in coordinating collaborative efforts, planning how to finish tasks, allocating roles, and taking on projects that are appropriate for their talents and expertise (Rajendram, 2019: 152-153).

Create a positive environment

Rajendram (2019: 153) said that translanguaging establishes a social environment in which social functions may be developed, allowing learners to form relationships with other learners and teachers, resolve conflicts, and resolve misunderstandings rapidly, because there are no language barriers. It allows students to communicate about their personal lives with one another and offer advises when things are not going well with others. It enables students to collaborate in a more cooperative and socially supportive setting.

Facilitate school-home interaction

Since parents can support and assist their children with academics at home in their vernacular language, translanguaging improves school-home engagement (Beres, 2015: 32). Parents, for example, may teach their children to read and assist them with their homework, because the language is familiar to them. According to studies, students who are taught in their original language have less difficulty learning because they have a better comprehension of the topic and can discuss what they have learned in the second language with their parents at home in their native language (Strauss, 2016: 18-19).

2.3.2. Negative effects of translanguaging

According to Mafuruga and Moremi (2017), translanguaging has caused more harm than good in the teaching and learning of English and other subjects in general. Learners who are translanguaging never truly become specialists and skilled in the target language, because they are exposed to a mix of English and their native tongue. Teachers continually change the language instructions from English to the first language, and learners are not provided enough opportunities to practice the English language in the classroom when teaching other subjects (Anyiendah, 2017). Tabatabaei (2020: 17) backed up this claim, stating that using the first language in a second language class prevents students from learning English, because they only have a few opportunities to do so in English classes. This indicates that if both learners and teachers continue to use their native language in class, learners will not improve their ability to learn the second language.

Ticheloven et al. (2019), argued that learners with stronger language talents and competency in English have regarded translanguaging as a barrier to learning and a distraction to the learning environment. According to the study, learners viewed translanguaging as a barrier to becoming proficient and fluent in a second language. Learners' vocabulary is limited as a result of translanguaging, making it difficult for them to express themselves in English, indicating that they have "linguistic insufficiency". Linguistic insufficiency is visible in learners' evaluations, such as tests and examinations, where they do poorly since there is little room for translanguaging, because tests and examinations are written solely by students without the input of teachers and are written in English. Hamid (2016) argued that lessons should be delivered in English, because translanguaging does not help learners enhance their English skills and it hinders the development of their second language. This has an academic impact on students, especially those who want to continue their education, as they denied admission to several colleges and universities due to their poor English scores, and it also contribute to poor performance in English as a subject (Mafurunga & Morem, 2017: 422).

The usage of the first language might divert students' attention away from the target language and cause confusion (Ticheloven et al., 2019). Ticheloven et al. (2019) stated that even though code-switching is ubiquitous in multilingual societies' writings and speaking, especially with English as a second language, it is disliked by multilingual speakers who are learning English as a second language, since it confuses them. When teachers flip between languages, students can become confused. They may not know which language to use in the classroom and rely on both languages, because they are used simultaneously.

Ticheloven et al. (2019), argued that teachers who translanguage during lessons are considered linguistically deficient, not just because they are poor in the English language but also because they are unable to express themselves adequately in English. This, too, has a negative influence on learners learning English, because they are unable to expand their vocabulary in English, which they can use in speaking and writing. Their vocabulary is limited due to translanguaging.

2.4. When to use translanguaging during lessons

Regarding language classroom education, Namibia has a specific language policy named: "The Language in Education Policy (LEP)" from Grade 4 to 12, which says English should be used as a medium of teaching, with the exception of the first language (Mafurunga & Moremi, 2017: 415). Translanguaging is not prohibited in the classroom, but it should be used whenever it is essential with a group of students in a specific context. For example, if a learner does not understand what the teacher is teaching, the teacher can explain it thoroughly to the learner in the language that she or he understands. Similarly, if a learner is known to have learning difficulties or is a slow learner, a teacher can use translanguaging to ensure that the learning objectives are met. When a teacher is communicating complicated terms to students, such as vocabulary and grammar, translanguaging might be helpful. Teachers must explain topics in their own language to ensure that students fully comprehend the concepts and syntax (Puspawati, 2018: 44).

Translanguaging can be used when teachers are instructing pupils to ensure that each student completely understands to avoid misinterpretation of information presented to them. Translanguaging should not be employed as a teaching strategy; rather, it should be viewed as a method of supporting learners in comprehending rather than a teaching technique. This is done to help students understand the content very well (Puspawati, 2018: 44).

Naha, Nkengbeza, and Liswaniso (2018: 58-65) argued that translanguaging should be used at the end of a lesson, because it helps students remember what they learned and realise what they missed when the teacher was teaching. This should not be done word for word because it consumes time; instead, it should be done to highlight the most key elements of the lesson and provide clarity on the most challenging sections of the lesson.

2.5. Research gap

A research gap is described as a topic or area for which there is a lack of or insufficient knowledge to answer the research questions and objectives. The requirement for research is characterised as a gap in decision-makers' ability to make decisions (Robinson, Saldanha & Mockoy, 2011). A lot has been researched on translanguaging in consultation with teachers, policymakers, and language development policies. However, little consultation has been done on the learners' views and opinions about translanguaging. This study aimed to find out about the learner's attitudes concerning translanguaging in the classroom.

2.6. Theoretical Framework

Cen Williams and his colleague Daffydd Whittal created the word translanguaging in the 1980s during in-service training for deputy head teachers in Llandudno, North Wales (Lewis, Jones, & Baker 2012: 643, cited in Mwinda & Van der Walt, 2015). NALDIC (2016), Cen and Daffydd were also studying techniques for learners to use two languages (Welsh and English) in the same course. To explain reading and hearing input in one language (for example, English) while writing or speaking in another and they coined the term "trawsieithu" (Welsh or vice versa). Baker (2001) colleague translated the concept into English and popularised it as "translanguaging." According to Wei (2017: 15), William saw in Welsh revitalisation programmes when the teacher tried to teach in Welsh, but the students mostly responded in English. When students read something in Welsh and the teacher explained it in English, the language option was sometimes altered. These behaviours were not limited to the Welsh environment. Linguists have become increasingly uncomfortable with the term "code-switching" since the turn of the century, and instead advocate the term "translanguaging." They contend that code-switching regards the languages involved as discrete entities, whereas translanguaging refers to learning both languages simultaneously and without distinction. This is how the words "code-switching" and "code-mixing" were replaced with "translanguaging". Thus, translanguaging can be defined as an approach that allows and incorporates the written and oral use of different languages in the classroom (Neokleus, Krulatz, & Farrelly, 2020: 19), whereas Csillik and Golubeva (2019: 2) defined translanguaging as the act of using different languages interchangeably to overcome language constraints,

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effectively deliver verbal utterances or written statements, and ultimately achieve successful communication.

There are various viewpoints on this subject; some have favourable views, while others hold negative views. Cen William believes that translanguaging benefits learners and teachers in problem-solving and knowledge production by expanding their linguistic resources (Mwinda & Van der Walt, 2015: 15). This is in keeping with Cen William's belief, and Mwinda and Van der Walt (2015: 103) point out that translanguaging can help to alleviate the linguistic barrier that can form between English and the dominant language. If students do not grasp a concept in English, for example, teachers might describe it in vernacular language to help them understand. Cen William believed that translanguaging empowers both learners and teachers by changing power dynamics and focusing the teaching and learning process on producing meaning, increasing experience, and growing identity.

Certain academics view the translanguaging hypothesis with suspicion. They feel that translanguaging is an issue, since it employs many languages in the classroom leads to confusion and cognitive deficits (Anyiendah, 2017). Learners may be perplexed in the sense that they are unsure which language to use when interacting with other classes. For example, in English classes, some students mistakenly use the second language, which is incorrect. Some theorists believed that translanguaging causes learners to have a low proficiency level in English, because it limits students' potential for academic achievement in English as a second language. This has an academic impact on many secondary learners, as it leads to a high failure rate in English as a second language as a subject, and as a result, these learners are denied access to various universities (Mwinda & Van der Walt, 2015: 104). This study believed that translanguaging is the best theory because it helps teachers understand how translanguaging affects students learning English as a second language and when translanguaging can be used to avoid unnecessary translanguaging in the classroom and improve students' academic performance in English. According to Puspawati (2018) translanguaging should only be performed when it is absolutely necessary for a specific group of learners in a certain context. For example, if a learner does not grasp what the teacher is teaching or if the learner has learning challenges, the teacher can clearly explain it in the language that the learner knows. It can also be used when explaining difficult terms to

students, such as vocabulary, grammar, and textbook content, to ensure that they fully comprehend the concepts and meet the lesson's learning objectives. Puspawati (2018) went on to say that when a teacher is teaching learners, translanguaging can be used to ensure that each learner fully comprehends the message, avoiding misunderstandings and misinterpretations. Naha, Nkengbeza and Liswaniso (2018: 58) felt that translanguaging should only be conducted when a teacher is wrapping up a lesson since it helps students remember what they learned and also realise what they missed when the teacher was teaching.

According to the study, translanguaging does not allow teachers to use their native language excessively when they want to, but it should be viewed as a technique rather than a teaching approach (Ahmad, 2009: 50).

CHAPTER 3

RESEARCH METHODS AND PROCEDURES

Research methodology

3.1 Introduction

This chapter explored and analysed the different research methods that were used in conducting the study. Research design, paradigm, and approaches selected are determined by the purpose of the study, which was to identify the effects of translanguaging on learners learning English as a second language. This chapter covered the research design, paradigm, approach, setting, study population, sampling procedures and sample size, research instruments and data collection, data analysis and ethical considerations.

3.2. Research design

Explanatory research was used in this study. According to George (2021), it is defined as an attempt to link disparate ideas and comprehend their various origins, effects and reasons. This study required explanatory research, since it is the most effective way to determine the scope and type of the causes and effects relationship in translanguaging. Explanatory research plays an important part in discovering and analysing the motivations underlying a wide spectrum of translanguaging. It is linked to higher levels of internal validity as a result of the methical selection of subjects for translanguaging (George, 2021).

3.3. Research paradigm

The researcher wanted to ensure a form of qualitative study that involves relatively small-scale studies for in-depth investigations, to understand social phenomena from participants' perspectives, and to use interactive strategies in the real-life situation of translanguaging practice during lessons. The study's baseline was a constructivist paradigm, because it was

based on the observation. People develop their own knowledge and understanding of the world by experiencing things and commenting on them (Workshop, 2004).

The research goal was based, as much as possible, on the participants' perspectives on the translanguaging activity in the classroom under investigation. Instead of looking at the issue through the eyes of the researcher, it was necessary to look at it through the eyes of the participants. This approach takes into an account of society's dynamic, evolving nature and recognises that various interpretations of an event may exist (Cohen, Manion & Morrison, 2011).

3.4. Research approach

According to Creswell & Creswell (2018: 43), qualitative research is a method for examining and comprehending the meaning that individuals or groups attach to a social or human situation. Emerging questions and techniques are part of the research process. The qualitative research approach was employed in this study, since the goal was to learn about the learners' and teachers' perspectives, views, and feelings concerning translanguaging practice. In qualitative research, researchers collect data holistically, and participants contribute data in a much freer and less controlled way, with most of it occurring organically (Henning, Van Rensburg & Smit, 2004). This method is thought to be the most appropriate for this type of research, because it aids in comprehending the value and complexity of viewpoints from the perspectives of the teachers and learners who were the study's responders.

3.5. Research settings

The study was carried out at Kaupaumhote Nghituwamhata Combined School in the Eenhana circuit in the Ohangwena region.

3.6. Study population

In any study, the population is the wider group to which the researcher wishes to generalise the findings (Gay, Mills, & Arasian, 2009). The population targets for this research were the Grade 11 learners at Kaupumhote Nghituwamhata Combined School, in the Ohangwena region. The interview targeted six teachers, who teach Grade 11 and Head of Department for languages. The participant observation targeted the entire Grade 11 group, which consisted of 42 learners. The reason for selecting six teachers is that they all teach Grade 11, and they were in a good position to provide the relevant data. The researcher chose the whole Grade 11 group to be part of the study, since it was an observation and observed the whole Grade 11 group.

3.7. Sampling procedures and sampling size

The researcher used a non-probability sampling procedure to choose the sample that represented the purpose sampling technique. According to Powell and Connaway (2004), non-probability increases the likelihood of achieving the research goals while also providing a mechanism for assessing the degree of likely success.

This study used purposive sampling, because it was the best strategy for this research to remain within its specific purpose in a specific situation. Purposive sampling is defined by Saunders, Lewis and Thornhill (2012) as a technique widely used in qualitative research for identifying and selecting information-rich cases for the most effective use of limited resources while Sigh (2018) defined it as a technique used in special circumstances where sampling is done with a specific purpose in mind. Creswell and Plano Clark (2011) added that purposive sampling locate and choose individuals or groups of individuals who are educated about or have first-hand experience with a topic of interest.

The main purpose was to investigate the effects of translanguaging practices in Grade 11's at Kaupumhote Nghituwamhata Combined School. Due to the nature of the research design, aims and objectives, the purposive sampling approach appears to be useful when just a small number of people serve as primary data sources (Saunders, Lewis & Thornhill, 2012). The

benefit is that the researcher does not control the sample size—the researcher only study the specific population in their settings. The researcher targeted six specific teachers and the entire Grade 11 group, which consisted of 42 learners, giving this study a total number of 48 participants.

3.8 Research instruments / data collection

In any research effort, data collection tools are critical; they determine the research's success, validity, and reliability (Alshenqeeti, 2014). The researcher employed two qualitative research instruments: interviews and participant observations, in order to gain a broader perspective on the subject.

Data collection procedures are in line with COVID-19 guidelines and protocols.

Since the number of Covid-19 cases were increasing every day, and schools had resumed face-to-face teaching and learning, the researcher made sure that both the interviewees and participant observations adhered to the Covid-19 regulations and protocols. Social gathering was increased to a maximum of 200 (Ngatjiheue, 2021). The researcher made sure that the participants were adhering to social distancing, compulsory handwashing, sanitising, and wearing face masks for all people. The researcher interviewed on a one-to-one basis in an isolated, arranged room with a 1.5 meter distance. All participants were advised to wear their masks during the interview sessions, and the researcher sanitised all of the participants hands. The researcher prepared five face masks in the event if some teachers did not have one due to unforeseen circumstance, so that the interviews could go as planned. On participant observation, the researcher made sure that social distancing of 1.5 meters was exercised and adhered to in the classroom. Hand washing or sanitising before entering the classroom and wearing masks was compulsory for everyone.

Interviews

An interview is a qualitative research approach in which the researcher obtains data directly from the participant. Interviews are useful for eliciting the opinions, experiences, values, and other characteristics of the population being studied. Interviews are always focused on achieving a specific purpose (Showkat, 2017). The study used in-depth interviews, which is defined as an open-ended, discovery-oriented method for gathering information from interviewees about a topic. It emphasises delving into the depths of a respondent's thoughts, feelings, and viewpoints (Wallace Foundation, n.d.). According to Boyce and Neale (2006: 142), in-depth interviews are acceptable when a researcher wants to study an individual's thoughts and behaviour in depth. Individual in-depth interviews allow the researcher to delve into highly personal and social issues. Face-to-face in-depth interviews with six teachers were conducted in order to establish a link with the target demographic. Firstly, the teachers provided information regarding the causes, positive and negative, and when to translate during lessons. The researcher probed the respondents face-to-face so that they could give key information, because this study wanted personalised information. Interviews took place privately in a quiet room of the school where teachers felt comfortable and focused and well aware that their responses were recorded.

Participant observation

Participant observation is a technique that allows researchers to learn about the activities of the people whom they are studying in a natural setting by watching and engaging them (Kawulich, 2005). The most appropriate style of observation for this study was participant observation, because one of its fundamental characteristics was that the observer strived to become a member of the group under examination and provided inside knowledge (Wei & Moyer, 2008 as cited in Strauss, 2016. This method was appropriate for this study, because it allowed the researcher to assess non-verbal expressions of emotion, determine who interacts with whom, understand how participants engage with one another, and evaluate how much time was spent on the activity. Participant observation improves the study's validity, since it allows the researcher to have a better grasp of the setting and phenomenon under investigation (Kawulich, 2005). Participant observation, according to DeMunck & Sobo, 1998,

as cited in Kawulich, 2005), provided a highly detailed description, which can be interpreted as reflecting "behaviour, intents, circumstances, and events as understood by one's informants". It gave the researcher access to a variety of data that would otherwise be unavailable to the general public. The researcher observed the entire class of Grade 11's and continued to do so during their lessons.

3.9. Data analysis

Data analysis, according to Noble and Smith (2016), is an interactive process in which data is methodically sought and analysed to produce an enlightening account of phenomena. Thematic analysis was used to analyse the data, as well as interpretative methodologies, such as interpretative phenomenological analysis. Thematic analyses, according to Bernard (2010), "focus on detecting and defining both implicit and explicit ideas within the data."

Data analysis normally consist of the three most significant aspects such as: cleaning and organising the data, presenting the data and research questions, or hypotheses testing and modelling (Noble & Smith 2016). In this study, all stages were used, but further emphasis was set on research questions testing and modelling of data, as the study linked analyses of the data to specific research questions that were presented and documented, as well as any models that were tested and developed as part of the analysis. The outcomes of this study could not make logical sense if not analysed and interpreted.

3.10. Ethical considerations

The researcher ensured that ethics were followed in this study. The researcher asked permission from the school principal and teachers of Kaupumhote Nghituwamhata Combined School to conduct the study and informed them that this study was purely academic, and confidentiality was assured to all the participants.

Ethics refers to the application of moral norms and professional code of behaviours in gathering, analysing, reporting and publication of information concerning the research

subject (Resnik, 2020). The basic goal is to protect human subjects by assessing the potential for harm against the potential for benefit, to ensure that research participation is completely voluntary and that potential participants get all of the information they require to make an informed decision about whether or not to participate in the study (Blessing & Nierbuhr, 2008 as cited in Connelly, 2014). Participants were informed about the contact study on a regular basis. Participants were aware of what was expected of them, as well as capable and willing to participate. Participants were informed and given the choice to withdraw from the study at any time without prejudice. It aids in ensuring that people who were really interested in participating and willing to openly provide data were included in the data collection (Shenton, 2004). They were assured that this study was for research purposes only.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings and analysis of the study. The purpose of the study was to develop and improve the performance of learners in English as a second language for the Grade 11 learners at Kaupumhote Nghituwamhata Combined School.

4.2. Data Findings, Presentation, and Analysis

Interviews were conducted with six teachers aged 23–40 to investigate the performance of learners in English as a Second Language for the Grade 11 learners between 22 and 23 September, 2021. On the other hand, observations were administered to the Grade 11 learners to gather data related to the performance of learners in English as a second language for Grade 11. The findings of this paper are presented with reference to the three sections of improving the performance of the learners in English as a Second Language for Grade 11. These sections are about the causes of translanguaging, the effects of translanguaging, and establishing when to translanguage during lessons to benefit from the phenomenon.

4.2.1 Causes of translanguaging

In the interviews with teachers, they were asked why they use first language while teaching and in what situations do they use the first language when teaching and why? (See Appendix B for questions 7 and 10) and in the learners' observations, the researcher observed whether learners switch to first language (Oshikwanyama) when they were unable to find an appropriate term, and whether learners used English when communicating with other learners or asking questions in the classroom (See Appendix A). Both the findings from interviews and the learners' observations are written below.

Teaching vocabulary

According to Ahmad (2009), teachers move between languages when they discover that the level of English used in the textbook is beyond the capabilities of the learners and that if teachers use the English in the book, learners may not understand the content. In this study, teaching of vocabulary is strongly believed to be the cause of translanguaging, because all six teachers who were interviewed responded that "*most of the teachers switch when they are teaching vocabulary or terminologies to learners and when they are teaching difficult sentences".* One of the six participants stated that "*teachers translanguage to help learners know and grasp the word(s) in their vernacular language, because some concepts or terminologies are difficult to express in English, words like "ambiguous," "abscond," "elegy," etc.*" Furthermore, participant three stated that "*when teachers are unable to find an appropriate vocabulary in English to clarify the topic, they occasionally switch".* Observations showed that learners switch from English to Oshikwanyama when they do not know the word(s) or terminologies in English, or when they cannot find a suitable word in English.

During the class observations, the researcher picked up on a few words that learners used. For example, when the learner wanted to inform the teacher that some learners make noise on purpose, she said "*owina*" in Oshiwambo, indicating that she did not know the English word and thus said it in Oshiwambo. On the observation sheets, it was also noted that the learners had limited vocabulary in English. The learners' observation sheet included the following question: "If learners are strong at English vocabulary, and the answer was no", implying that learners struggle with English vocabulary. As a result, they always switch to Oshikwanyama (first language) when they don't know the English word. These findings support those of Puspawati (2018: 9), who found that teachers communicate challenging ideas to students, such as grammar, new vocabulary, and difficult terminology in their vernacular language.

Better understanding and giving instructions

The ability to communicate knowledge to learners in a clear and well-structured manner is the most important aspect of teaching. When presenting directions to pupils, translanguaging is a useful technique in the classroom, because it aids comprehension (Bista, 2010: 12). According to the findings from the teachers' interviews, they all indicated plainly that another reason of translanguaging in the classrooms during teaching and learning was to make sure that the learners understand and know, without doubt, what they were instructed to do by the teacher. During the interviews held, participant six clearly elucidated that *"I switch to Oshikwanyama to make sure that learners understand the lesson content very well, in order to assist them to perform better in the assessment activities and examination, otherwise they will fail, and I shall be blamed".* These two findings are consistent with Bista (2010: 10), who stated that translanguaging aids learners in understanding instructions and performing tasks precisely.

Teachers and learners find it unnecessary to communicate in English

Another cause of translanguaging during teaching and learning is believed to be the ignorance of the English language, because both teachers and learners belong to one language community and they both speak Oshiwambo dialects (Bhatti, Shamsudin & Said, 2018: 6). Participants one and three felt that: *"since the school environment is mostly dominated by Oshiwambo speakers and everyone speaks and understands the language perfectly, it is not necessary to teach in English, since they all belong to one language that the community understands".* In addition to that, two other participants, four and six, stated that: *"they feel more comfortable expressing themselves in Oshiwambo than in English, because Oshikwanyama is the mother tongue of most of the learners and they understand it better compared to English".* On the other hand, through the learners' observation, it was found that even learners ignore the English second language, because they use Oshikwanyama (mother tongue) when communicating with other learners or asking questions, and some of them do it purposefully because they know that everyone understands the language and it is easy to communicate and transmit the message. In addition, the findings from observations were that learners mostly communicate in Oshikwanyama (first language) in only some lessons, such as Mathematics, Entrepreneurship, Agricultural Science, and Biology. Therefore, in

English, the teacher pretended not to understand when learners were speaking Oshikwanyama and then they immediately switched to English. Sometimes the teacher reminded the learners that they are in an English lesson, and they have to communicate in English. This finding is supported by Mwinda and Van der Walt (2015: 5), who said that some teachers think that it is not necessary to teach in English, since they all belong to one language community.

Poor participation in classrooms

Classroom participation, according to Petress (2019), is an important interactional and educational stage in which students demonstrate their involvement. He went on to say that minimal learner participation in the classroom is bad and hinders teachers' ability to assess students' development efficiently. It is believed that learning should be a learner-centered approach whereby learners are expected to actively participate in the class/lesson discussions by bringing their ideas and knowledge about the topic being discussed. However, Kaupumhote Combined School is different, especially when teachers are using only English during teaching. Most of the learners did not participate during the lesson presentation, as was observed by the researcher. In addition to that, participant four during the interviews said that: "*teachers experience poor participation during the classroom discussion, and sometimes if they ask a question in the classroom, learners do not respond, because they cannot express themselves in English, and this forces them to switch to Oshikwanyama for the learners to actively participate in the classroom discussions".* Participant six stated that: *"as a teacher, I have observed many learners abstaining from classroom discussion, and whenever I observe that only few learners are participating during the lesson, I switch and re-explain everything in the vernacular".* Participant one responded that: *"learners only participate in classroom discussions when it is in Oshikwanyama, but when they are told to communicate in English, only few learners participate, and the majority do not participate and go mute".* This finding is supported by Parks (2013) as cited in Beres (2015: 14), who argued that translanguaging allows students to choose aspects that work for them at the time, which allows them to participate in situations they otherwise would be omitted from. Therefore, it uplifts their confidence as well as their self-esteem and reduces their feelings of isolation.

Participation is extremely important in classrooms since it enhances concentration and independent decision-making in the learning and teaching process.

4.2.2. Summary

The above findings confirm that the reason why teachers translanguage during teaching and learning, is when they find out that the level of English used in the textbooks is beyond the learners' ability. In order for the learners to have a better understanding of the subject content and to do what they were instructed to do by the teachers, translanguaging has to take place. Furthermore, teachers translanguage because of language ignorance. Since they belong to one language community, both teachers and learners think that there is no need to communicate in English, because they are all fluent in Oshikwanyama compared to English. Poor participation in classrooms were also found as another reason for translanguaging. Learners feel constrained and excluded from class discussions, because they cannot express themselves well in English. In order for the teachers to avoid this and accommodate everyone, the discussions have to be both in English and Oshikwanyama.

4.2.3. Effects of translanguaging

This part of the discussion is devoted to analysing and discussing the data related to the second research objective: to identify the effects of translanguaging on Grade 11 learners learning English as a second language at Kaupumhote Nghituwamhata Combined School. In the interviews with six teachers, this question was asked to all teachers: "If they think using their mother tongue during lessons has an effect on the learners' learning English as a second language and a subject" (see Appendix B). This objective looked at two sides, both positive and negative effects.

Positive effects

A better *understanding of the subject matter*

According to Garcia (2009), cited in Rajedram (2019: 12), the tactical use of translanguaging in the classroom supports the learners in understanding difficult educational text and content and constructing a good understanding of their second language. In addition, Ahmad (2009: 49) stated that translanguaging has been seen as a means of providing learners with a chance and liberty to communicate with other learners and teachers to improve learners' understanding.

Better understanding is portrayed as one of the positive effects of translanguaging during class lessons. Participant one responded that "*teachers' translanguage in order to help learners understand the subject content".* He further highlighted that: "*it is sometimes learners who request them to explain some of the concepts in their mother tongue because they do not understand them"* and "*we explain the challenging parts that learners find it difficult to comprehend"*. To add to the findings from learners' observations, it was noted that learners switch to their mother tongue when they want to ask something but are unable to say it in English. Learners do this in order for a teacher to get the question correctly, and the teacher will respond in their mother tongue, because he or she noticed that learners did not comprehend the lesson content. This is in line with Bista (2010: 8) when he stated that translanguaging can be a useful and valuable tool in the classroom for both teachers and students, because it aids learners in accurately comprehending subject information, he was referring to the fact that some students have limited comprehension of the English language.

Maximise learners' participation

Beres (2015: 37) believed that learners' confidence is boosted by translanguaging and the voiceless are given a voice. In the interviews with teachers, participant one stated that: "*learners feel included when the teacher is using the first language and this increases the learners' participation during the class discussion. I have observed that when using English during teaching, learners do not participate in class discussions. Only few learners participate and sometimes if you ask questions, they just stare at you without saying anything*". It has been observed by the researcher during the class observations that when the discussion is in the mother tongue, every learner participates, because they feel more comfortable when discussing in their mother tongue than in English. Teaching and learning supposed to be learner-centered, and that is why teachers translanguage to accommodate all the learners so

they can participate in class discussions. This finding concurs with Beres (2015: 14), who said that translanguaging permits learners to partake in situations that they would be left out from.

Negative effects of translanguaging

Makes learners mix languages

Learners can be confused when teachers are switching between languages and learners end up not knowing which language to communicate in during lessons, because both languages are used concurrently (Simasiku, Kasanda & Smith, 2015). From the interviews with six teachers, all six teachers mentioned that: "*translanguaging causes confusion amongst the learners. They respond to an English activity in their vernacular language. For instance, if the learner does not know the word in English, he might write it in Oshiwambo, which is very wrong, and this might cause the learner to fail the assessment given".* Participant three stated that: "*learners sometimes try to mix languages whereby they are given an English activity and write some words in Oshikwanyama, because they think is not wrong since teachers also do the same thing".* During the class observations, the researcher observed that learners frequently switched between languages when they did not know the word, either in Oshikwanyama or English. This was noted in a Mathematic lesson when the learner switched between two languages. The learners asked the teacher in Oshikwanyama *"sir okagraph aka ohaka u fanwa shike".* The learner used the word *"graph",* maybe because he does not know the word in Oshiwambo, or perhaps he thinks it is Oshiwambo by adding "*oka*" before the word. This finding is in line with Simasiku, Kasanda and Smith (2015: 16) Using the first language might divert students' attention away from studying the target language and confuse students since they don't know when to use English and when to use Oshiwambo, even when writing examinations.

Poor performance

Ticheloven et al. (2019: 16), stated that translanguaging is seen as a barrier to learning and a distraction in the learning environment. For example, learners perform poorly in assessments

such as tests and examinations because there is no room for translanguaging during tests and examinations.

According to the findings from the teachers' interviews, poor performance was another negative effect of translanguaging. All six participants in the interviews said that: "*if teachers continue teaching in their mother tongue while they are supposed to teach in English, learners will not develop their skills such as writing, speaking, listening, and reading well and this may cause failure*". Tabatabaei (2020: 16) supported the finding when she said that if teachers keep on using their vernacular language during lessons, learners will not develop their skills in English. Participant three added that: "*learners will not be able to express themselves well in English, because it is a problem for them since both teachers and learners rely more on their mother tongue than English".* Participant one added that: "*translanguaging limits learners' ability to learn English effectively and efficiently. It also hinders learners' progress, and this can affect learners academically by causing them to perform poorly in English subject".* In the learners' observation sheet, there was a question about whether learners could express themselves well in English, and the answer was no. This means that learners cannot express themselves, because their vocabulary is limited, and this can contribute to failure because even if a learner knows the answer but cannot write it or say it in English, they fail. This finding is similar to that of Ticheloven (2019), who said that translanguaging is perceived as a hindrance in becoming skilful and fluent in a second language. Mafurunga and Moremi (2017: 15) added that poor performance affects learners academically, especially those who want to further their studies, are denied access to enter different universities because of their poor marks in English, and it also contributes to a high failure rate in English as a subject.

Laziness and a loss of motivation to learn English

Based on the interviews with the teachers, participant three pointed out that: "*translanguaging makes learners indolent to practice and learn English. Learners lose motivation, because nothing is motivating them or pushing them to speak or learn English and become competent in English if teachers are comfortable teaching the whole lesson in Oshiwambo".* Teaching in the mother tongue makes learners reluctant and lose motivation to learn and develop their language (English). This has also been observed by the researcher during the class observations that learners communicate freely and comfortably in

Oshiwambo, because some teachers also communicate in Oshiwambo, seeing that there is nothing motivating them to communicate in English. This finding is not supported by the literature review of this study, because none of the scholars researched how to improve learners' performance in English as a second language for the Grade 11 learners at Kaupumhote Nghituwamhata Combined School.

Lack of English vocabulary

Ticheloven (2019: 16) argued that translanguaging prevents students from learning vocabulary and has a detrimental influence on students learning English, since they are unable to expand their vocabulary in the language. On the contrary, participant two and six responded that: "*translanguaging can sometimes improve learners' vocabulary, because we have observed learners noting down some of the vocabulary that they did not know in their mother tongue to know their meanings*", while participant two and five opposed the statement, saying that: "*translanguage causes learners to lose some sets of vocabulary, because learners are not exposed to English most of the time and will not develop their English vocabulary*". During the class observations, the researcher observed that learners lacked vocabulary, because they do not know the meaning of some vocabulary in Oshiwambo, and the teachers have to explain them in Oshiwambo. For instance, words such as "*conference,*" "*fragile", and "franchise."* This finding is in line with Ticheloven (2019: 16) when he said that learners find it difficult to express themselves in English, because their vocabulary is limited due to translanguaging.

Time-consuming

From the interviews with the teacher, participant six mentioned that: "*translanguaging is time-consuming, as the time allocated per lesson is only forty minutes. Some teachers use English when teaching, and they translate everything they have said into Oshiwambo for the better understanding of the learners, and this consumes more time".* To add to this, the researcher observed in the Entrepreneurship lesson that the teacher read the notes in the hand-out and explained in simple English, but when she asked if the learners understood, they said no, and she had to re-explain in Oshiwambo. The teacher told the class that she had prepared an activity to be done in class, but due to time constraints, they would just do it

tomorrow, because the lesson was over. This finding is not supported by the literature review of this study, because none of the scholars researched how to improve the performance of learners in English as a second language for the Grade 11 learners at Kaupumhote Nghituwamhata Combined School.

4.2.4. Summary

It is brought to light that translanguaging has both negative and positive effects when being practised in classrooms. The positive effects of translanguaging are to deepen learners' understanding and to maximise learners' participation during class discussion. The negative effect of translanguaging is that it causes confusion amongst learners. Another negative effect is that it causes laziness and learners to lose motivation in learning English vocabulary due to translanguaging. It is also time consuming when teachers are translating.

4.2.5. When to use translanguaging

In the in-depth interviews with the teachers, they were asked in what situations they use their first language when teaching and why and another question was when do teachers think they can use their first language when teaching and why (Question 10 and 11, see Appendix B)?

Based on the findings from both teachers and learners, participant one plainly stated that: "*translanguaging should only be used in some cases and when it is necessary". For example, if a teacher notices that learners do not understand or comprehend the subject matter or instructions given to them, they can translate to avoid misunderstanding".* Participant two responded that: "*sometimes learners request the teachers to translanguage if they do not understand, but teachers should do it when it is convenient and understandable; otherwise, teachers should try to use simple English that can be understood by everyone*". This finding had also been noticed by the researcher during a classroom observation in a Biology lesson where a learner requested a teacher to explain something in Oshiwambo. The Biology teacher was explaining the diagram about the female reproductive system (its parts and their functions) and the learner asked him what the uterus and oviduct is, in Oshiwambo, he confuses these two in Oshiwambo and the teacher explained them to him in Oshiwambo and their functions too. Participant three added that: "*teachers are expected to translanguage during teaching and learning when asking something or conveying a message in the class*

when learners are not responding due to the inability of understanding the language. In this situation, teachers can translanguage to help the learners understand so that they can respond to the question posed to them or say something about what is being asked by the teacher". This finding is in line with Puspawati (2018: 17), suggested that teachers can use translanguage to help students with learning disabilities or who are slow learners understand the subject matter and achieve the learning objectives. Translanguaging can be used for clarification when a teacher feels it is important to convey the message in the vernacular language for the learners to understand the intended message.

Furthermore, participants three and six responded that: "*translanguage should also be practiced when explaining difficult terms, vocabulary, and complex sentences to the learners or when an alternative meaning or word(s) is lacking or when the teacher sees that it fits to explain certain content in the first language to help the learners comprehend the subject content".* According to the learners' observations, the researcher discovered that when learners do not know the word(s) or terminologies in English, they translanguage. Teachers can use this chance to tell learners the word in English.

Participant one said that: *"translanguaging should not be banned from schools, but should be strictly used, because it is of no use to teach the content but learners do not comprehend anything. Teachers must encourage learners to respect such privilege because it is all in their best interest".* Participant four added that: "*translanguaging is sometimes necessary to practice for the benefit of the learners' progress".* Puspawati (2018: 17) stated that translanguaging can also be employed in the classroom when a teacher is explaining complex terminologies to students, such as vocabulary and grammar. Teachers need to explain these in their vernacular language to help learners understand the concepts and grammar very well. Some teachers who were interviewed had mixed feelings towards translanguaging, because participant five stated that: "*Oshikwanyama should only be used during Oshikwanyama lessons to avoid confusion amongst the learners and because is the appropriate lesson to use it".* Ticheloven et al. (2019: 16) said that using the first language might cause learners to become distracted from studying the target language and confuses them.

4.2.6. Summary

Through the interviews with teachers and observations with the Grade 11 learners, it was suggested that translanguaging should not be banned from schools, but rather be used when necessary. It can only be used when learners do not understand the subject content, when learners request it themselves, and when explaining difficult, complex, or vocabulary to learners but not teaching the whole lesson in the first language.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This study was aimed at improving the performance of learners in English as a Second Language for the Grade 11 learners at Kaupumhote Nghituwamhata Combined School. This chapter covers the conclusions of the major findings discovered on the causes, effects, establish when to translanguage, and finally, the recommendations.

5.2. Conclusions

5.2.1. Causes of translanguaging

Data analysis showed that teachers translanguage when they are teaching vocabulary, terminologies, and complex sentences to the learners. This means that if teachers find out that the words or vocabulary used in the book are beyond the learners' ability, they switch to their mother tongue to make sure that the learners have understood the content. Learners also switch to their mother tongue when they do not know the word(s) in English. Another purpose of translanguaging during teaching is to make sure that the learners understand and know, without doubt, what they are instructed to do by the teacher. Furthermore, ignorance of the English language is another cause of translanguaging, because both teachers and learners belong to one language community and they both speak and understand Oshiwambo dialects. They do not see the point of communicating in English if they both understand Oshiwambo. Another reason why teachers translanguage is because learners cannot express themselves in English, and this makes learners not participate in class discussion, so teachers switch to Oshikwanyama in order to accommodate every learner.

5.2.2. Effects of translanguaging

The study found that translanguaging has both positive and negative effects when being used in classrooms. The positive effect of translanguaging is that it helps learners understand difficult educational texts and contents. In order for the teachers to help learners understand the subject content, they have to explain some of the concepts in their mother tongue. Another positive effect of translanguaging is that it maximises learners' participation during class discussion. This means that it gives a voice to the voiceless during class discussion, so that they would not be left out. The disadvantage of translanguaging is that it causes confusion with the learner. Learners use both languages, even in assessments when they do not know a word in English and this might cause failure. Another negative effect that translanguaging causes is laziness and a loss of motivation in learning English. Learners become lazy in practicing English, because there is nothing that motivates them to learn the language, seeing that even teachers teach and communicate in their first language. Learners lack English vocabulary due to translanguaging. Translanguaging limits learners from learning vocabulary, and this has an impact on the learners learning English since they cannot develop their vocabulary in English. Time consuming is also a negative effect of translanguaging, because teachers spend more time translating the content in their mother tongue, which consumes time.

5.2.3. When to use translanguaging

The study found that teachers had mixed feelings towards the use of translanguaging. Some suggested that the mother tongue should also be used in the first language lessons only to avoid confusion amongst the learners. Some are saying that translanguaging should not be banned from school, but should only be used when necessary in situations when learners do not understand the subject content, when explaining difficult words and vocabulary, or when learners request it themselves.

5.3. Recommendations

Based on the results obtained in this study and the discussions, analysis, and findings of the study, the following recommendations have been suggested to help learners at Kaupumhote Nghituwamhata perform well in English as a second language.

5.3.1. First recommendation:

Translanguaging should not be banned from schools, because it helps slow learners comprehend the subject content and also know some sets of vocabulary.

5.3.2. Second recommendation:

Translanguaging should be used when necessary, especially when explaining difficult words or terminologies, but should only be done when all meanings of explanations are exhausted.

5.3.3. Third recommendation:

Teachers should encourage learners to speak English during class lessons and outside the classrooms because, by doing so, they become fluent in the language.

5.3.4. **Fourth recommendation:**

English teachers should initiate different English clubs to help learners develop their vocabulary and self-confidence in speaking English.

5.3.5. Fifth recommendation:

Teachers should avoid teaching and communicating in Oshiwambo with the learners and use the medium of instructions as stipulated in The Language in Education policy (LEP).

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APPENDIX A

Participants' observation sheet, to be used during the lesson observation for the learners

The classroom participants' observation sheet

Date……………………………………………

Grade…………

Subject …………………………………………………………..

Time………………………….

Lesson observation No…………………………

In the table below, indicated a 'yes / no' based on what will be observed during the lesson and elaborations on the choice according what will be observed, plus any other related observation aspect in the comments section.

	Yes /No	Comments
Do learners use more than one language during lessons?		
Do learners switch from English to Oshikwanyama during English lessons?		
Do learners switch to Oshikwanyama when are unable to find an appropriate term, or showing their identity with a group?		
Do learners use English when communicating with other learners or asking questions in class?		

Do they rely more on Oshikwanyama than English during English lessons and in other subjects' lessons?		
Do they participate in English discussions during English lessons?		
Are learners good in English vocabulary?		
Can they express themselves in English?		
Do they feel comfortable communicating in Oshikwanyama?		

APPENDIX B

Teachers' interviews

1. What is the main language used at your school by other teachers and learners?

2. Which language do you prefer to use as a teacher when teaching and communicating to your learners and why?

3. In which language do you feel comfortable expressing yourself clearly to the learners and why?

4. Do you think is essential for the learners to be taught in English instead of Oshikwanyama and why?

5. What challenges do you encounter when teaching in English only?

6. How do you overcome these challenges?

7. Why do you think teachers use their mother tongue while teaching?

8. Do you think using mother tongue during class lesson has an effect on the learners especially those who are learning English as language and a subject?

9. What are the consequences of using more than one language during teaching?

10. In what situation do you use first language when teaching and why?

11. When do you think teachers can use their first language when teaching and how?

12. How are the learners managing with English as a language of learning and teaching?

13. Any additional comments you would like to make regarding the use of translanguaging practice during class lessons?

APPENDIX C

FACULTY RESEARCH ETHICS COMMITTEE (F-REC)

DECISION: ETHICS APPROVAL

RESEARCH TOPIC

Title: An Investigation on the Effects of Translanguaging Practices in a Grade 11 Bilingual Classroom: A case of Kaupumhote Nghituwamhata Combined School

Researcher: Maria Hashoongo

Tel: +264 81 788 2572 / +264 81 140 6610

E-mail: hashoongomaria@gmail.com

Supervisor: Dr Niklaas Fredericks
E-mail: nfredericks@nust.na

Dear Ms Hashoongo,

The Faculty of Human Sciences Research Ethics Committee (F-REC) of the Namibia University of Science and Technology reviewed your application for the above-mentioned research. The research as set out in the application has been approved.

We would like to point out that you, as principal investigator, are obliged to:

- maintain the ethical integrity of your research,

- adhere to the Research policy and ethical guidelines of NUST, and

- remain within the scope of your research proposal and supporting evidence as submitted to the F-REC.

Should any aspect of your research change from the information as presented to the F-REC, which could have an effect on the possibility of harm to any research subject, you are under the obligation to report it immediately to F-REC as applicable in writing.

We wish you success with your research, and trust that it will make a positive contribution to the quest for knowledge at NUST.

Sincerely,

_____

Dr Godfrey Tubaundule
Acting Associate Dean: Research and Innovation
Tel: +264 61 207-2932 / 2325

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_____

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APPENDIX D

LANGUAGE PROOFREADING AND EDITING LETTER

CHANÉ SMITH
PROOFREADING AND EDITING

Member of the Professional Editors' Guild

CERTIFICATE OF EDITING

To Whom It May Concern,

This letter serves to confirm that in July 2022, I completed the proofreading and language editing for the dissertation of

MARIA HASHOONGO

Student number: 22O106800

Title of thesis: AN INVESTIGATION ON THE EFFECTS OF TRANSLANGUAGING PRACTICES IN A GRADE 11 BILINGUAL CLASSROOM: A CASE OF KAUPUMHOTE NGHITUWAMHATA COMBINED SCHOOL

This document is being submitted in the fulfilment of the requirements for the degree

Masters Degree

in

English and Applied Linguistics

at

Namibia University of Science and Technology

I have proofread and edited the entire dissertation, including the introductory pages, the list of references and the appendices. This editing involved proofreading, language, style, grammar, and technical editing. I used track changes in WORD to make comments and note changes. The document was returned to the author, who was responsible for making the necessary changes. Please note that this confirmation refers only to editing of work done up to the date of this letter and does not include any changes which the author or the supervisor may make later.

Sincerely,

Chané Smith
BEd, Hons. (Ed.), MEd, Dip. Proofedit
20 July 2022

071 440 6154   **csproofreading.editing@gmail.com**