

**A QUAL-QUANTITATIVE EXPLORATION OF
TRANSLANGUAGING IMPACT ON ESL
TEACHERS AND LEARNERS' PERFORMANCE
IN THREE SELECTED PRIMARY SCHOOLS IN
QUTHING DISTRICT**

BY:

TŠEPO EMMANUEL TAPOLE

**DOCTOR OF PHILOSOPHY IN ENGLISH
LANGUAGE AND LINGUISTICS**

NUL

ROMA

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DOCTOR OF PHILOSOPHY

(IN ENGLISH LANGUAGE AND LINGUISTICS)

**A thesis submitted to the Department of English of the National University of
Lesotho in fulfillment of the requirements for the Doctor of Philosophy in
English Language and Linguistics.**

Supervisor: Professor 'Maboleba Agnes Kolobe

Co-Supervisor: Doctor Motlalepula Raphael Thuube

July, 2025

DEDICATION

To my entire Family

DECLARATION

I, the undersigned, declare that the research thesis which I herewith submit for the degree of Doctor of Philosophy in English Language and Linguistics at the National University of Lesotho is my independent work, and that I have not previously submitted it for a qualification at any other institute of higher learning. I also declare that all the references in the present study have been consulted by me.

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CERTIFICATE OF APPROVAL

This is to certify that this thesis has been examined and approved by the Examining Committee in fulfillment of the requirements for the degree of Doctor of Philosophy in English Language and Linguistics

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ALL GLORY BE TO GOD

LIST OF ABBREVIATIONS

LiEP- Language-in-Education Policy

MoET- Ministry of Education and Training

BICS-Basic Interpersonal Communicative Skills

CALP- Cognitive/Academic Language Proficiency

NCDC- National Curriculum Development Centre

MDG-Millennium Development Goal

TESOL-Teaching English to Speakers of Other Languages

ZPD- Zone of Proximal Development

TL-Target Language

L1-First Language

ESL- English as a Second Language

CS-Code-switching

NUL-National University of Lesotho

LECSA-Lesotho Evangelical Church of Southern Africa

L2-Second Language

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Abstract

This study offers insights into the impact of translanguaging on English Second Language (ESL) teaching and learning with the aim of enhancing performance in ESL. The impact of translanguaging is focused on teachers and on the learners in diverse bi-multilingual classroom contexts in Quthing district in Lesotho. Translanguaging strategies are explored to indicate the manner in which teachers and learners can employ them in enhancing ESL teaching and learning academic content, interactive skills and communicative competences. The study reports on the dimensions of translanguaging phenomenon, their impact on the teaching and learning of ESL and it also examines the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district. The reports are based on the motivation and urge to curb the problem of learners' poor performance in ESL in a diverse linguistic context in Quthing district.

Drawing upon traditions of social constructivist theory and ethnographic enquiry about a phenomenon such as translanguaging, this study adopts a qual-quantitative comparative case study approach. Through translanguaging lens, Cummins's (2000) Dual Iceberg theoretical framework is juxtaposed with translanguaging pedagogical strategies. This theoretical framework bears reference to Basic Interpersonal Communication Skills (BICS) in L1 and Cognitive/Academic Linguistic Proficiency (CALP) in L2. A total of 194 learners from the three selected schools participated in the study. Using purposive sampling, the researcher conducted a total of 24 interviews with 3 teachers and 18 learners who formed 3 focus groups. All classroom observations from three primary schools were video recorded. Qualitative and quantitative data were analysed thematically and numerically. Constant Comparative Method (CCM), Critical Discourse Analysis (CDA) as well as Conversational Analysis (CA) were used for data analysis.

The findings reveal that there are four dimensions of translanguaging phenomenon in three selected primary schools in the Quthing district. These are *instructional foundations*, *collaborative work*, *multilingual ecology* and *translanguaging resources*. However, *instructional foundations* ought to be planned strategically to enhance ESL teaching, learning and performance. Moreover, teachers and learners viewed translanguaging as a potential and alternative pedagogical strategy for ESL learning, teaching and improved performance for intermediate /emergent bi-multilingual learners in diverse educational classrooms. The study recommends for a contextualised, relevant, responsive and linguistically sensitive curriculum and syllabi that nurture “*Ubuntu translanguaging*” to enhance ESL performance in bi-multilingual settings. Specifically, the study recommends the implementation of the 10th amendment Act with regard to minority languages in Lesotho in line with Lesotho Education Language Policy (LELP) that is inclusive of indigenous languages such as IsiPhuthi and IsiXhosa in the Quthing district.

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 Introduction

Performance in English second language (ESL) has over the years been researched for how it is impacted on by different aspects. Seemly, translanguaging does not seem to have been as amply researched from this front. This study, therefore, explores the impact of translanguaging on ESL teaching, learning and performance of ESL in three selected primary schools in the Quthing district. The study also sets out to achieve the following objectives, namely to: (a) investigate the dimensions of translanguaging phenomenon (b) translanguaging impact on the teaching and learning of ESL and lastly (c) examine the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district. The components parts of this chapter include background to the study, language situation in Lesotho, code-switching and translanguaging, statement of the problem, research questions, aim and objectives of the study, hypotheses and significance of the study. The chapter, further, presents the scope of the study, definition of key terms and organization of the study.

1.2 Background to the study

Abrahamsson (2009) notes that in the late 1960's, using a mother-tongue to learn a new language was seen as a hindrance rather than a successful learning strategy. However, in today's society, diversity in language use is regarded as an advantage while the traditional way of perceiving language learning or acquisition is being scrutinised (Garcia & Selter, 2016:19). Garcia and Wei (2014) give an example of second language (L2) learners who read and discuss in their first language (L1) and have to subsequently write in another language. This process, according to the

authors, allows L2 learners to digest information and have a deeper understanding of the target language.

There are authors who also note language separation in education. Shoharmy (2006) observes that language teaching and learning in schools regards languages as separate and as bounded entities in order to avoid contamination of one language by another in many countries. Faltis (1990: 4) also states that through some strict separation of languages, teachers avoid cross-contamination, thus making it easier for a child to acquire/learn a new linguistic system as s/he internalises a given lesson. Besides the fear of language contamination, most schools use monolingual classrooms with the hope of supporting patriotism processes. This is when L2 learners use national languages in order to promote love for their culture, identity, heritage and country. Often, most monolingual classrooms emanate from the curricular that keep languages distinct and solitude, especially at elementary stages of learning at schools.

Cummins (2005: 588) brings to the fore a number of observations about traditional notion of language separation. In this regard, the author notes that others researchers' observations are as follows:

- Classroom instructions should be carried out exclusively in the target language without recourse to the student's first language L1,
- Translation between L1 and L2 has no place in teaching of language and literacy
- Within L2 immersion and bilingual/dual language programmes, the two languages should be kept separate.

Similarly, authors such as Greese and Blackledge (2010) use the phrase "separate bilingualism" to describe language separation in complementary schools where teachers insist on the use of one

language at a time. Heller (1999: 271) refers to the separation of languages in the learning and teaching in bilingual education as language “solitudes” or “parallel monolingualism.” This is because this approach to teaching and learning advocates for each language to conform to certain prescriptive norms which may not be merged with other languages.

However, studies show that some teachers regard mixing languages not as a wrong practice. This is because they admit that if they do not understand something in one language, they shifting from one language to the other. It is against this background that researchers investigate the effects of using one’s first language linguistic repertoires when teaching and learning a new language (Cummins, 2017: 103; Garcia & Wei, 2014; Carroll & Mazak, 2017). Hence, this background highlights the disparities between heteroglossic and monoglossic approaches in language use in classrooms. The next section reviews Lesotho’s language situation in order to contextualise its usage in classrooms.

1.3 Language situation in Lesotho

Within the constitutional framework, Lesotho recognises two official languages, namely, English and Sesotho amidst the presence of some minority languages (The constitution of Lesotho, 1993 sections 3 (1)). Sesotho is a Bantu and national language of Basotho in Southern Africa interior plateau that forms the Sotho-group. This group is made-up of Sesotho or Southern Sotho, Setswana and Sepedi or Northern Sotho cluster. Sesotho is a classified Zone S-33 as one of the 250 narrow Bantu languages which are divided into geographic Zones from A to S (Guthrie, 1971).

There are also Nguni languages from the eastern coastal plains of Southern Africa which are spoken in parts of Lesotho districts, such as Quthing, Qacha’s Nek, Thaba-Tseka, Mohale’s Hoek and Butha-Buthe. These minority languages include IsiNdebele (Zone S-407), IsiXhosa (Zone S-

41), IsiPhuthi (Zone S-404) and isiZulu (Zone S-42), from which the first three have a significant representation among the entire country (Lesotho).

Firstly, Ellenberger (1975:23-29) notes that the Phuthi (Baphuthi) people of Dlamini branch, were a Nguni ethnolinguistic group from the Tugela area (Natal) and one of the earliest inhabitants of Lesotho, besides the San (Bushmen) and their own kinsmen, (Bahalanga) Mapolane and (Amatshetza) the Maphetla, who were also the Matsitsi (Amazizi) group of the Nguni group. Under their chief Titi, the Baphuthi people crossed to Drakensburg around 1660 A.D. and settled in the National valley with the Maphuthing from whom they learned Sesotho. They later moved to the Southern side of the Senqu river up to Mount-Moorosi, which was the stronghold of Chief Moorosi. Phuti people are mostly populated in Quthing, Mohale's Hoek and Qacha's Nek districts. Their language IsiPhuthi (Zone S-404) could be said to have been transformed from its earlier Nguni form, and influenced by a lot Sesotho vocabulary.

Secondly, the IsiXhosa (Sethepu in Sesotho language) spoken in Lesotho is found mainly in the districts of Quthing, Qacha's Nek and Thaba-Tseka, in the southern and eastern Lesotho. It is assumed to be a localised Lesotho dialect of Seqhotsa (IsiXhosa) spoken in the Transkei/ Eastern Cape in South Africa. In the Quthing district, this language is mainly spoken as a mother-tongue (L1) in places that include Dilidili, Tele Pokane, Sixondondo, and others parts. In Thaba-Tseka IsiPhuthi (Zone S-41) Sephuthi is spoken in areas such as Lebakeng, Khohlong, Libobeng, and Sehonghong. In Qacha's Nek this language is spoken in 'Milikane and Upper Tsoelike valleys (Ellenberger, 1975).

Thirdly, the IsiNdebele (Setebele in Sesotho language) is a Nguni language of Zulu origin and it is concentrated in Butha-Buthe along the eastern/southern side of the Caledon river in a village

called Ha Mamazibuko). A large number of people are assumed to have integrated fully with Basotho communities so much that the only identifying elements remaining are their Setebele clans and their totem praises. These minority languages constitute part of language situation in Lesotho even though they are not official. IsiXhosa, IsiPhuthi and Sesotho (which is official) form part of languages to be investigated in order to explore their impact on ESL learning and teaching since they are present in Quthing district.

Lastly, ESL forms part of Lesotho language situation. In classrooms, Lesotho's formal learning and teaching of English as a second language (ESL) can be traced from the arrival of missionaries who built church schools during the British colonial government (Matlosa, 1998). Before that period, children acquired their L1 and were taught through song, riddles, and stories. L2 learners in Lesotho learn English as a second language for various reasons which include communicative reasons, such as in schools where it is used as a medium of instruction. English language is also learned because it is used in lingua franca and in commerce. These are some of the reasons why L2 learners learn English as a second language.

The Constitution of Lesotho (1993 Section 3 (1)) states that, "The official languages of Lesotho shall be Sesotho and English...." L2 learners are generally taught in Sesotho from Grade 1 to Grade 3; while they learn English as a subject. From Grade 4, English is gradually introduced as a medium of instruction. The earlier and official policy statement on the language situation in Lesotho is as documented in the Curriculum and Assessment Policy (2009: vii) of the ministry of education. The policy categorically states that:

The framework recognises the pluralism of the Basotho nation and the existence of other languages besides the two official languages of Sesotho and English. In that regard, the framework boldly asserts that mother tongue will be used as a medium of instruction up to class 3 (resources permitting), while English will be taught as a subject at this level and other levels.

Seemly, the above-cited policy could be deemed inclusive of other languages besides Sesotho and English. It however, merely makes a sweeping statement to refer to them as ethnic languages without according the important recognition they deserve as mother-tongue languages to other ethnic nationals of the country and therefore equally deserving to be used as medium of instruction at the foundation levels of basic education in Lesotho. Matsoso *et al.* (2017:15) provide and recommend clear objectives for Lesotho Education Language Policy (LELP) that main ethnic, minority and sign languages should have developed syllabi for implementation from Grades 1-3 and school subjects from Grade 4 up to higher education.

It is within this context that one concurs with Kolobe and Matsoso (2020) who note that Lesotho's language situation, particularly in access to education, is characterised by marginalisation of minority national groups. As such, the education system shows elements of a linguistically discriminative policy and curricular as well as teaching learning which are reasonably associated with poor performance by learners. It is also clear that linguistically diverse contexts affect performance in ESL. As such, the impact of translinguaging phenomenon in a district such as a Quthing needs to be explored.

Language performance and competence are always key to second language teaching and learning particularly to emergent bilingual ESL learners. In a book "Aspects of the theory of syntax," which was dealt with by linguists such as Chomsky in the late 60s, a distinction is made between terms competence and performance. Language competence is the speaker's or hearer's knowledge of his/her language while performance is the actual use of language in concrete situations (Chomsky, 2006). Distinction between competence and performance also alludes to the fact that theory translates into practice. Linguistically, writing and speaking skills, are by-products of critical

listening and intensive reading. L2 learners' competence in English language leads to a certain academic performance. ESL communicative competence and academic performance come from effective and strategic teaching and learning processes. At the centre of teaching and learning is effective communication. In this regard, classroom language use is crucial to L2 learners' linguistic and academic development in Lesotho and elsewhere.

The importance of language competence and performance is key for effective communication. Competence translates to performance (productive skills) through which effective communication is measured. Introducing L2 learners in primary school to ESL requires effective communication. That could hardly, if never, be done without language switch from L1 to L2, and vice-versa. A possibility of code-switch is highly possible in a bilingual classroom as a teacher and learners grapple with subject content while possibility of translanguaging is viable as pedagogy. The next section differentiates code-switching from translanguaging.

1.4 Code-switching and translanguaging

This section scrutinises two terms that are closely related, different and are often confused. The terms are code-switching and translanguaging. There is an overlap between them because they involve language use and interplay between more than one language. Shana (2004: 14) defines code-switching as one of the linguistic manifestations of language contact and mixing, which variously includes borrowing at the lexical and syntactic levels, language transfer, linguistic convergence, and interference. It is a phenomenon of code choice and it is a way of expressing something through language using a certain register, dialect, style or variety of language. The concept of code-switching connotes the practice of moving between variations of languages in different contexts. It is regarded as a linguistic tool and a sign of the participants' awareness of

alternative communicative convention as it may reflect culture and identity and promotes solidarity. Poplack (1980: 122) observes that there are three main types of code-switching namely; tag-switching, inter-sentential code-switching and intra-sentential code-switching.

On the other hand, a term translanguaging is a verb coined from a Welsh word ‘trawsieithu’ (Lewis *et al.*, 2012a). Translanguaging was created by an educationalist, Cen Williams in the 1980s for the planned and systematic use of two languages for teaching and learning inside the same lesson (Baker, 2011: 281). Before ‘trawsieithu’ was called translanguaging by Cen Williams, it was translated into English as ‘translinguifying.’ Baker (2011: 288) defines translanguaging as a process of making meaning, shaping experiences, understandings and knowledge through the use of two languages.

Translanguaging is also regarded as a superordinate term that is said to be a development from linguistic strategies such as translation, paraphrasing, interpretation, metalinguistic awareness, transliteration and code-switching (cf. Cook, 2001; Heugh, 2014: 281). It refers to the strategy that bilinguals use to make meaning, shape their experiences, gain knowledge and deeper understanding of their bilingual worlds (Garcia, 2009: 307-8).

Lewis *et al.* (2012a) carried out a study to trace the Welsh origins of “translanguaging” from the 1980s to the recent global use, analysing the development and extension of the term. The original pedagogic advantages of a planned use of translanguaging in pedagogy and dual literacy are joined by an extended conceptualization that perceives translanguaging as a spontaneous, everyday way of making meaning, shaping experiences and communication by bilinguals (Garcia & Wei, 2014). In this way, bilingualism and multilingualism have ideologically developed not only among academics, but in politics and public understandings about bilingualism. The study further brings

a new conceptualization that translanguaging is a cognitive activity. These bring about the tripartite distinction. The first distinction is classroom translanguaging which involves strategies for learning and teaching in classrooms. The second distinction is universal translanguaging which involves public use of translanguaging; while the last one is neurolinguistic translanguaging which involves the study of the mind and translanguaging. The importance of translanguaging for this study is based on its role in facilitating ESL learning, teaching and language development in the classroom. The tripartite distinction of translanguaging emanates from its historical development which includes: (1) classroom translanguaging, also called circular translanguaging, (2) dynamic translanguaging which is the extension of translanguaging from classrooms into linguistic, creative, communicative, ideological and socio-political contexts, (3) and, a recent development in the inquiry of translanguaging at the neural level. The most important dimension of translanguaging for the current study is the circular translanguaging which relates to bilingual classrooms. Baker (2011: 288) suggests the following four potential benefits that bilinguals may gain from translanguaging classrooms:

- it may help development of weaker languages,
- it may help facilitate home-school links and co-operation,
- it may promote a deeper and fuller understanding of the subject matter and
- it may help the integration of fluent speakers with early learners.

The background, language situation in Lesotho, code-switching and translanguaging are also related to the current study by virtue of the context they provide. Specifically, the study is an attempt to address the gaps resulting from lack of evidence-informed knowledge on (a) whether translanguaging takes place in selected ESL primary schools in Quthing, (b) translanguaging

strategically that teachers employ in teaching to enhance ESL learning and performance, and (c) teachers' and L2 learners' perceptions of strategies used in ESL classrooms. Each of the three knowledge gaps is elaborated on below.

The first knowledge gap concerns dimensions and presence of translanguaging strategies in organising and instructing ESL learners (Elashhab, 2020; Aktbar *et al.*, 2022). As most Grade 4 L2 learners in primary schools are in a transition period from their L1 to ESL, it is not clear whether their exchange of words amongst themselves and with their teachers may or may not amount to what is termed translanguaging. Therefore, this area calls for research to be conducted to establish the dimensions and functions of translanguaging used in classrooms (Papadopoulos, 2021). The information from the first knowledge gap would then form the basis for the researcher to find out how teachers and learners employ translanguaging in order to enhance ESL teaching, learning and performance.

Addressing the second knowledge gap would focus on teachers' use of translanguaging strategies to improve ESL learning and competence among L2 learners in classrooms. In the Lesotho context, it is unclear whether academic content may be deeper, teaching may be flexible, integrated, and simpler if teachers apply translanguaging strategies. It is also interesting to find out how minority 'weaker' languages are in-cooperated into mainstream teaching (Shifidi, 2014; Dougherty, 2021). The information from the second knowledge gap necessitates an enquiry into application of translanguaging strategies in classrooms. This knowledge gap forms the second phase of the study.

The last category of knowledge gap would call for the need to understand the views of teachers and learners on the effectiveness of translanguaging. It may be assumed that socio-cultural factors that affect ESL learning and competence might be brought to light. This knowledge gap also forms

the third phase of the study which is critical to the Lesotho's language-in-education policy discussions and enhancement of ESL teaching, learning and performance.

These knowledge gaps built a three-phase study that prompted exploration of translanguaging strategies in enhancing both the L2 learners' communicative and learning competences in English language in three selected schools in the Quthing district. The next section focuses on the statement of the problem.

1.5 Statement of the problem

This section presents statement of problem which is based on ideal situation, reality of the problem, normal situation and mitigation of the problem. In an ideal situation, learners ought to be afforded equal opportunities without favour or prejudice in order to have similar results in education. These opportunities include, among others, a right to be taught in a comprehensible language such as the learner's mother tongue in the elementary stages of education. The implication is that, for learners to perform well in ESL primary schools, their languages are to be recognized and be included, not only as national languages or in the language-in-education, but in teaching and learning as well.

The reality of the problem, which is deviation from the norm/ ideal situation mentioned above, concerns learners' poor performance in ESL in the Quthing district. Divergence from implementation of a new Lesotho Education Language Policy (LELP) which was approved by the parliament in around the year 2019 becomes an infringement of the rights of learners from minority speaking group. Matsoso *et al.* (2017:15) provide and recommend clear objectives for Lesotho Education Language Policy (LELP) that main ethnic, minority and sign languages should have developed syllabi for implementation from Grades 1-3 and as school subjects from Grade 4 up to higher education. By not implementing (LELP), the Ministry of Education and Training (MoET)

presupposes that all Grade 1-3 learners speak Sesotho as their L1. Arguably, this is not the case as some learners from ethnic minority language groups of Lesotho speak Sesotho for the first time upon enrolling in school.

The old (CAP 2009) policy guideline provided for the use of Sesotho as the mediums of instruction for all learners regardless of their ethnicity or language in the elementary stage. It further allowed for Sesotho and English languages as mediums of instruction instead of including other Nguni languages which are spoken by ethnic minority language learners from Grade 1-3 as their L1 throughout the country. It is further argued that stagnation unto the old (CAP 2009) policy guideline and failure to implement the current (LELP) and recognise ethnic language groups negatively affects the performance of ESL learners who are still in primary schools. It violates the most basic fundamental needs for minority languages speakers in general, but in particular emergent bilinguals in primary schools in the Quthing district. The district as a whole has the most alarming record of being the last in the national examination for over the years.

Under normal and ordinary situation, transition from L1 to L2 ought to be smooth, meaningful and collaborative because L2 learners transfer their knowledge from L1 into L2 in order to assimilate and generate concepts in ESL. As a way of mitigation, this study seeks to explore teaching and learning that advantages minority language learners who are learning ESL through inclusion of their own languages. The inclusion of learners' L1 to ESL teaching would among other, enhances L2 learners' communicative competence and ESL performance, encourage participation and understanding in English in the end. These four paragraphs highlight the statement of problem which is based on ideal situation, reality of the problem, normal situation and mitigation. The next section presents research questions.

1.6 Research questions

The present study addresses the main research question: What are the translanguaging dimensions that impact ESL teaching, learning and performance in three selected primary schools in the Quthing district?

Supplementary research questions are:

- 1.6.1 What are the dimensions of translanguaging phenomenon in three selected primary schools in the Quthing district?
- 1.6.2 How does translanguaging impact the teaching and learning of ESL in the selected primary schools of the Quthing district?
- 1.6.3 What are the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district?

1.7 Aim and objectives of the study

The aim of the study is to explore the impact of translanguaging dimensions on ESL teaching, learning and performance in ESL in three selected primary schools in the Quthing district. Based on research questions, the study also sets out to achieve the following objectives, namely to;

- 1.7.1 Investigate the dimensions of translanguaging phenomenon in three selected primary schools in the Quthing district.
- 1.7.2 Find out how translanguaging impacts the teaching and learning of ESL in the selected primary schools of the Quthing district.
- 1.7.3 Examine the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district.

1.8 Hypotheses

The hypotheses of this study are:

1.8.1 There are multiple dimensions of translanguaging phenomenon in all selected primary schools in the Quthing district; the private school being least translanguaged.

1.8.2 Translanguaging enhances ESL teaching and learners' performance in the three selected primary schools.

1.8.3 Teachers and learners are in support of translanguaging in classrooms; learners' performance being enhanced in all the selected primary schools of the Quthing district.

1.9 Significance of the study

The significance of this study is with regard to ESL learners as immediate beneficiaries (Setoi, 1997; Molapo, 2002). Furthermore, adherence to mono-glossic practice in classrooms is far from reality because of the evidence of code-switching in the Lesotho classrooms (Sebatana, Chabane & Lefoka, 1989). There are high possibilities that teachers do shift from Sesotho L1 to ESL when teaching. Studies conducted in Lesotho primary classrooms reveal that most teachers use their mother tongue (Sesotho) instead of English in order to facilitate teaching and learning (Khati, 1992; Sebatana *et al.*, 1989; Matsoso, 2012). However, such facilitation of teaching and learning has not been intentional, deliberate and systematic. In this context, some Lesotho teachers opt for a technique of code-switching in order to conduct their lessons.

Molapo's (2002) study also argues that there is no special preparation for teachers and pupils for the transition from mother tongue (Sesotho) to English as medium of instruction. The similar sentiments on transition from Sesotho to English as a medium of instruction are shared by Setoi

(1997). These studies reveal that the complete switch from mother tongue (Sesotho) to English in Grade 4 is introduced before L2 learners have developed substantial competence in either mother tongue or English second language. These conditions are exacerbated by the fact that there is no realistic language policy that accommodates other/Nguni languages in teaching ESL in the Quthing district after Grade 3. Through the exploration of translanguaging strategies in the Quthing district, policy makers will gain some insights that promote inclusivity in education.

The study will also inform research and practice on translanguaging. As translanguaging is a relatively new phenomenon, researchers are likely to find and create interest in documenting relevant literature about Lesotho and translanguaging. In relation to practice/teaching in Lesotho classrooms, this study will offer insights about translanguaging as a teaching and learning strategy and not just a mere coincidental code-switching.

This study will contribute to research work and documentation on translanguaging as a pedagogical approach to enhancing performance and competence in ESL among primary school learners from ethnic minority language backgrounds in Lesotho. The impact of translanguaging in primary school ESL learning in Lesotho and learners' competence in English as second language may highlight the constraints and importance of leveraging students' heritage languages. Guidelines for accurate contextualization of translanguaging practices in Lesotho education can be generated. The study will inform both research in translanguaging and practice in actual teaching.

As translanguaging is a relatively new phenomenon, its application in the Lesotho context may bring about ground-breaking information that may benefit teachers and learners as well. That is, if translanguaging enhances teaching and learning of English second language, both teachers and

learners will be beneficiaries. It is hoped that teachers will teach effectively and learners will have deeper understanding of subject-content, better perform, anchor knowledge, and develop competence in English as a second language.

Minority language speakers will participate meaningfully in classroom interaction because their languages will be recognised and used to facilitate learning. This move will eventually prevent extinction of their L1 and promote self-worth, respect and identity. Mutual bonds of collaboration, cooperation and friendship will be fostered smoothly in the process of learning.

The study will provide evidence on how translanguaging could be used in bi-multilingual classrooms. This could help curriculum designers and language-in-education policy makers to design, review and formulate inclusive curricular.

1.10 Scope of the study

This qual-quantitative comparative case study focuses on the exploration of translanguaging strategies in three selected primary schools in the Quthing district, Lesotho. The schools are characterised by availability of minority languages such as, IsiPhuthi and IsiXhosa languages spoken by ESL learners. The exploration is based on relevant classroom translanguaging strategies for ESL teaching and learning for interactive and communicative competences in English second language. Through translanguaging, teaching and learning ESL become a process to attain (competence); while a productive skill (speaking) becomes a product (performance). Communicative and interactive competences are observed through performance's lens that L2 learners and teachers display in teaching and learning ESL.

1.11 Definition of key terms

This section contains key term as used in the study:

- **Code-switching:** Shana (2004) defines code-switching as one of the linguistic manifestations of language contact and mixing. It connotes the practice of moving between variations of languages in different contexts. It is also a tool and a sign of the participants' awareness of alternative communicative convention as it may reflect culture and identity and promotes solidarity
- **Competence:** Language competence is the speaker's or hearer's knowledge of his/her language (Chomsky, 1965: 3).
- **Translanguaging:** A hybrid language use that is a systematic, strategic and sense-making process, (Garcia, 2009). It is also the deployment of a speaker's full linguistic repertoires.
- **First language:** The first language that an individual is exposed to by parents or guardians (Abrahamsson, 2009)
- **Second language:** the second language that is learned after the establishment of the first language or mother-tongue has been learned (Abrahamsson, 2009; Hornberger, 2010).
- **Monolingual person:** Cook (2003) defines a monolingual person as one who speaks the language they are taught in childhood and no other language.
- **Vernacular language:** It is a language or native speech of a specific area, country, district or even group. It can be both national and international.
- **Bilingualism:** Uysal & Kokturk, (2016) is defined as having being brought up with two languages and being more or less equally competent in using both languages to communicate. Some scholars such as (Muthwii, 2004; Obondo, 2007) agree that any

discussions that bilinguals should consider sociocultural, historical and political are contexts that influence bilingualism.

- **Languaging:** How individuals engage in the process of making meaning in the world through language (Garcia & Wei, 2014).

1.12 Organisation of the study

This study is organised into five chapters. Chapter one provides the background information to the study. The chapter is composed of the background, language situation in Lesotho, code-switching and translanguaging, statement of the problem, research questions, aim and objectives of the study. The hypotheses, scope, significance and scope of the study are also described. Chapter one concludes by outlining the organisation of the study, definition of key terms and with summary. Chapter 2 will focus on the empirical literature on teaching and learning and competence. The chapter also presents theoretical background of which translanguaging theory underpins the current study. The study will also be guided by a socio-cultural framework based on Vygotsky's (1978) theory about language as tool of reflection and thinking. The main theoretical framework is Cummins (2000) Dual Iceberg Model of Language Interdependence which has commonality with essential components of translanguaging because they both address language separation and exclusivity. Chapter 3 will present the research methodologies, data sourced, data collection, data analysis and ethical considerations. Chapter 4 will deal with the finding, the analysis and discussions. Critical Discourse Analysis (CDA), Conversational Analysis (CA) will form the basis for analysis, explanation and interpretation data. Chapter 5 deals with conclusions and recommendations.

1.13 Summary of Chapter 1

In this chapter the background of the study has been presented. Language situation in Lesotho was presented as well as code-switching and translanguaging. The chapter continued to present the statement of the problem; research questions, aim and objectives of the study were presented. Hypotheses, scope, and significance of the study are also presented. Chapter 1 concludes by outlining the organisation of the study and definition of key terms.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORKS

2.1 Introduction

As indicated in the previous chapter, the study sought to explore the impact of translanguaging on ESL teachers and learners' performance in three selected school in the Quthing district. The purpose of this chapter is to review relevant empirical literature and discuss theoretical frameworks that guided the research. The reviewed relevant empirical literature forms the first part of the chapter. It addresses three phases of the study. The first phase has components that include Lesotho's education language policy (LELP) 2019 and subsequent sub-titles which inform this study about the dimensions of translanguaging phenomenon in three selected primary schools in the Quthing district. This phase also highlights the distinction between translanguaging and code-switching and presents translanguaging in L2 classroom level. This phase is related to the first research question on what are the dimensions of translanguaging phenomenon in three selected schools in the Quthing district. The second phase of the empirical literature is on employment of translanguaging in teaching and learning and the use of translanguaging to enhance ESL performance and communicative competence. This second phase is related to the second research question namely on how translanguaging impacts the teaching and learning of ESL in the Quthing district. The last phase examines the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district is related to the third research question.

The second part of this chapter deals with three theoretical frameworks and the synthesis of reviewed theories and reviewed studies in order to show their relevance the problem statement and

research questions. The reviewed literature also shows how methodologies and findings from previous studies inform the current study. This chapter concludes with the summary. The next section is on Lesotho Education Language Policy (LELP) and subsequent topics which inform this study about the dimensions of translanguaging phenomenon.

2.2 Lesotho Education Language Policy (LELP)

A language which is used to communicate and interact in classrooms is as important in Lesotho as it is in other parts of the world. Besides its communicative and interactive purposes, language is also used for self-expression, verbal thinking, problem-solving and creative writing (Nyimbili & Mwanza, 2020). The capability for people to interact with others through language is not only unique but also a universal human right. Ekanjume and Thuube (2016: 1) state that, “It is obvious that the society at large depends so much on language for its continual existence.” Akinkurolere (2015) also argues that language is the best gift to man and that language is as old as man himself. Similarly, a Lesotho education language policy (LELP) is an essential regulatory component for learning and teaching in educational spheres.

The Lesotho language situation is also related to its language-in-education policy. Both the language situation and Curriculum and Assessment Policy (2009) in turn affect English language learning and competence in selected schools in the Quthing district and elsewhere. The effects of language use in the classroom bring about the phenomenon of translanguaging, which the study sought to find out whether its existence was accidental or it was a result of conscious effort. As indicated earlier, the contents of this first part of the literature review are linked to the first research question on existence or non-existence of the dynamics of the translanguaging phenomenon in Quthing district.

Notwithstanding the fact that Lesotho's language policy regards English and Sesotho as official languages, English is used in schools as the compulsory medium of instruction from Grade 4 (MoET, 2009: vii). Lesotho had been a British protectorate until its independence in 1966 and has also inherited the British system of education. This system led to the development of a language policy which gave Sesotho and English languages official status but it remains silent on other indigenous Basotho languages such as IsiXhosa and IsiPhuthi in a district such as Quthing. These Nguni languages are mostly found in South Africa; where some Basotho have adopted them as their first languages. Concerning other minority languages present in Lesotho, Moloji (2015: 268) notes that:

To some Lesotho nationals, the home language is neither a right nor a resource if it is not Sesotho or English. It is not related to either tangible or intangible benefits. The culture embodied in a non-English and non-Sesotho language is not viewed as an asset economically, socially, politically and educationally. It is something to be ashamed of. It is something to be hidden. The injustice rendered the minority groups whose languages are disregarded nationally needs to be addressed. The possibility is that the literacy rate is lower among the non-Sesotho speaking communities than it is among the Sesotho speaking communities.

As per above Moloji's (2015) statement, this study is educationally relevant because it focuses on the learners who are first language speakers of the mentioned Nguni languages in primary schools in the Quthing district. In exploring translanguaging strategies in enhancing ESL for L2 learners, the main problem of lower literacy rate and poor performance in ESL in the Quthing primary schools is addressed as well.

Apparently, Lesotho language policy of 2009 disadvantaged Nguni languages in the practice of teaching in the country's education system. IsiNdebele, IsiPhuthi, IsiXhosa languages are neither officially taught in schools nor are they included in the Lower Basic Education Curriculum (LBEC) of Lesotho. Concerning the Sesotho language as a medium of instruction from Grade 1 to

Grade 3, Kolobe and Matsoso (2020: 3) note that, "...learners whose mother-tongue is either IsiXhosa, Ndebele or IsiPhuthi are wrongly taught and assessed in Sesotho as a mother tongue yet it is a language which is foreign to them, hence their educational development is disadvantaged." Moloi (2015) notes that some Xhosa-speaking families from Dilli-Dilli, Tele, Mjanyane and Sixondo areas, who found the Lesotho language policy unacceptable, opted to send their children to some parts of South Africa for schooling. This becomes expensive to parents and problematic to learners as they are bound to be separated from their original families at a tender age.

This study becomes relevant in that it brings to the fore research-informed critical insights into the provisions of the practiced language policy which educationally disadvantaged ESL language learners from minority language-backgrounds. It is envisaged that the findings from the study will save parents of minority language-backgrounds learners from expenses involved in sending them somewhere other than their local primary schools in the Quthing district.

The researcher's quest is discovery and adoption of pedagogical practices that address learning needs of learners from diverse language backgrounds. To this end, the study maintains its relevance by enquiring into translanguaging for its impact on performance and competence in ESL among learners in a district that is noticeably populated by learners from ethnic minority language backgrounds, namely, the Quthing district. Slightly as it may seem, the language situation in Lesotho is not absolutely hopeless. For instance, Moloi (2015) observes that there is significant effort made by few media houses such as Moafrika FM, Harvest FM and Radio Lesotho that recognize the importance of minority languages of some national of Lesotho (Kolobe & Matsoso, 2020). Such media houses provide news-reading slots for IsiXhosa-speaking community. Moreover, the cited authors observe that members of some churches in Lesotho use minority languages that include Sign Language in their church services. Ironically, politicians who are

influential in language policy change use languages such IsiPhuthi and IsiXhosa to lure voters during political campaigns but they do nothing about language policy after being elected.

There are attempts made by the Ministry of Education and Training (MoET) to localize the Lesotho education policy through the National Curriculum Development Centre (NCDC). However, these attempts to address fundamental educational issues, such as the curriculum and assessment, have gaps. For example, in the MoET syllabi for language (MoET, 2005: 7); there are at least five aims that students are expected to achieve. These are the ability to:

- 1) Develop confidence and communicative competence to use language in appropriate situations, to address topical issues of national and international interest.
- 2) Develop adequate language skills for survival.
- 3) Develop skills that will tap into their creativity, imagination, and critical thinking skills, and will enable their active involvement in social activities.
- 4) Appreciate their culture and other cultures through reading, books and newspapers written in both languages.
- 5) Acquire knowledge, skills and attitudes which will enhance functional and permanent abilities in listening, speaking, reading and writing languages. (MoET, 2005: 7)

An attempt to appreciate the foregoing objectives in context of the language policy pronouncement in the CAP (MoET, 2009: vii and viii), brings to the surface marginalization of the needs and abilities of learners from the minority language backgrounds. Through these objectives the language policy being implemented in delivery of education in Lesotho violates the Millennium Development Goal (MDG) on the right of every child to not only be taught at school through his/her own mother-tongue, but to also be assisted to smoothly transition from mother-tongue

(formation phase) to English-only (intermediate phase) through the use of relevant transitional strategies one of which could be translanguaging.

Again, it is not clear from the Curriculum and Assessment Policy Document (2009) whether the translanguaging phenomenon really occurs in some Lesotho primary classrooms, particularly those that exhibit emergent bilingual learners' presence. On the one hand, code-switching has been demystified by researchers and it is a well-known concept in the field of linguistics. On the other hand, translanguaging is deemed as a relatively new concept. This spells the need to distinguish it from code-switching. The distinction between translanguaging and code-switching follows in the section below.

2.3 Distinction between translanguaging and code-switching

As indicated in chapter one, there is a clear distinction between the concepts of translanguaging and code-switching. Translanguaging is not without controversy and has often been a controversial topic for discussion in the field of teaching English to speakers of other languages (TESOL). Its etymology has been elaborated but, in its definition, depends on its application and the discipline in which it is used.

Generally, the term translanguaging reflects a recent shift in linguistics which reject languages as discreet, static and separate entities (Rivera & Mazak, 2019). Garcia (2009: 45) also states that, "Translanguaging goes beyond what has been termed code-switching...although it includes it, as well as other kinds of bilingual use of language and bilingual conduct." This view implies that code-switching is submerged in translanguaging as shown in the previous chapter.

In relation to education, there are five most recent definitions of translanguaging that are often used in the research literature. Rivera & Mazak, (2019: 6-7) outlined such definitions of translanguaging as:

(a) language ideology that regards bilingualism as a norm;

(b) bilingual theory that posits that ‘bilinguals do not separate their languages into discreet systems, but rather possess one integrated repertoires of language practices from which they draw;

(c) pedagogical stance that allows teachers and students to draw on all their linguistic and semiotic resources as they teach and learn both language and content material;

(d) a set of practices that are still being researched and described, including, but not limited to, code-switching, translation, and

(e) transformational practice that continually invents and reinvents the world through languaging. Baker (2011: 288) defines translanguaging as a process of making meaning, shaping experiences, understandings and knowledge through the use of two languages.

Since the current study deals with translanguaging as a teaching and learning strategy in bilingual classrooms, the closest definition is that, translanguaging assists bilingual speakers in drawing their linguist and semiotic resources, making meaning, shaping experiences, and gaining deeper understanding and knowledge of the language in use (Cenoz & Gorter, 2011; William, 2002). Additionally, Wei (2011: 1223) further expounds that translanguaging is expected to create a social space for multilingual speakers “...by bringing together different dimensions of their personal history, experience and environment, their attitudes, beliefs and performances.”

Having contextualised the definition of translanguaging within the educational setting, it is also worth noting its premises. Otheguy *et al.* (2005) outline the first premise as theoretical assumption of translanguaging by pointing out that translanguaging posits that an individual has to select and deploy features from a unitary linguistic repertoire in order to communicate. The second premise of translanguaging is that it takes up a perspective on bilingualism that privileges speakers' own dynamic linguistic and semiotic practices above the official and national languages. That means that communicative features of first language and tools (such as translated texts and interpreting and code-switching) are included in its theoretical assumptions. Lastly, the third premise is that translanguaging recognizes the material effects of socially constructed language categories and structuralisms' language ideologies, especially for minoritized language speakers.

Taken together, these premises seek to challenge previous ideologies on bilingual classrooms and elevate the status of individuals and people whose language practices have traditionally been minoritized and sometimes labeled as being 'non-standard'. To elaborate on the above point, the phenomenon of translanguaging denotes that all speakers have a singular linguistic repertoire composed of features that are selected and deployed in different contexts.

Moreover, Garcia *et al.* (2017) identify four purposes for the strategic use of translanguaging in education. The purposes include:

- (1) supporting students as they engage with and comprehend complex content and texts;
- (2) provide opportunities for students to develop linguistic practices for academic contexts;
- (3) creating space for students' bilingualism and ways of knowing; and
- (4) supporting students' bilingual identities and socioemotional development.

On the other hand, code-switching (CS) takes a form of shifts between languages. Cook (2001:407) observes code-switching as a highly skilled “bilingual mode” activity where L1 and L2 are used simultaneously. Interlocutors use more than one language in sentences constructions and interaction as they speak. Code-switching can be used within a sentence (intra-sentential), in separate sentence (inter-sentential) or with tags. Code-switching within a classroom setting, is what may seem to be translanguaging as Wei (2011: 374) distinguishes it as “...not simply a combination and mixture of two languages but a creative strategy by the language users.”

From a different point of view, Probyn (2019: 215) contextualises code-switching in Africa and states that:

The monoglossic orientation that gives rise to code switching as a deficit practice, originates at least in part with the colonial ideology of linguistic hierarchies, the superiority of colonial languages over indigenous languages; and notions of linguistic purity that parallel colonial notions of racial purity and superiority. Such attitudes are normalised over time and prove hard to shift even in the face of the very obvious learning difficulties that the majority of learners in township and rural schools face when immersed in learning through the medium a language they do not fully comprehend.

The relevance of the above view to this study is ideological. Translanguaging, which includes code-switching, becomes a development from traditional code-switching that emanated from rigid and colonial language-in-education policies in southern Africa, particularly in Lesotho. Ideologically, translanguaging becomes emancipatory, inclusive of indigenous languages and strategic in teaching and learning ESL. Probyn (2019: 217) regards translanguaging as a practice that offers an alternative ways of viewing language usage in classrooms of L2 learners. This practice is a resource to be fully exploited in constructing knowledge in order to open up rather than constrain opportunities to learn.

In the final analysis, the two concepts are distinguished in theory (ideologically) and practice (pedagogically). According to Garcia (2009), theoretically, translanguaging presupposes a heteroglossic ideology, where bilinguals strategically operate two different linguistic repertoires to make meaning (Martin & White, 2005: 102-103). Translanguaging is also foregrounded into Cummins' (1979) theory of interdependence claiming that the level of proficiency in L2 bears down on the learner's development in L1. On the other hand, code-switching in classroom set-ups presupposes dominance of mono-glossic ideology (one language as a medium of instruction) where other languages may accidentally be used (Garcia & Wei, 2014). In some cases, code-switching is seen negatively as a product of L1 interference (Alhawary, 2018).

Practically, translanguaging is established as a pedagogical strategy in language teaching while code-switching signals the switching back and forth between languages in all types of situational contexts (Nagy, 2017). Additionally, translanguaging is perceived to add flexibility as a pedagogic approach, where ideas and information are easily conveyed, understood and relayed (Lewis *et al.*, 2012a: 649). In this case, translanguaging practice is strategically employed as non-infringement to (LELP) in Lesotho context.

On the other hand, code-switching is 'rarely institutionally endorsed or pedagogically underpinned' (Greese & Blackledge, 2010: 112). In a traditional classroom, code-switching brings a sense of guilt and embarrassment. The most plausible reasons may probably be based on mono-glossic tradition of teacher's training which shun dissemination of information using other L1 languages. In relation to the topic of this research, translanguaging can be possible because, if used strategically. It offers multiple opportunities to implement (LELP) and promote a course of inclusivity among the minority language learners. The next section focuses on translanguaging in an L2 classroom.

2.4. Translanguaging in an L2 classroom

Translanguaging in a L2 classroom setting provides a platform to assess a classroom setting or situation that accommodates translanguaging. Three important elements of translanguaging L2 classroom are dimension, space and approach. These three are explained within translanguaging use in education spheres where L2 learners learn English as a second language.

Firstly, translanguaging has multiple dimensions which include (a) linguistic-creative-communication, (b) ideological-socio-political and (c) educational dimensions. Educational dimension is relevant because of its three translanguaging implications on language use in education which are key to the current study. Translanguaging has significant implications on language use in education. With the prefix *trans* (crossing or going beyond), Garcia *et al.* (2014) identify three implications which are trans-space, transformation and trans-disciplinary. The first implication is that translanguaging creates trans-spaces. This implies that language users are not bound by socially constructed systems as they bring their own experiences and subjectivities to the learning processes, especially in translanguaging classroom environment. Secondly, educational dimension postulates translanguaging in a transformative position such that traditional understanding of language use in classrooms. It challenges other languages, especially from the minority language groups, to be included in learning processes. Finally, Garcia & Wei (2014) recognise that educational dimension has trans-disciplinary implication. In an effort to find language learning opportunities in all areas of academic interest and enquiry, translanguaging challenges traditional disciplinary boundaries across all fields of learning. That is, translanguaging is not confined to language learning only, but it can be used in learning subjects such as mathematics and science. For example, textbooks can be written in both ESL and learners' L1 to enhance comprehension of academic content.

The second important element of translanguaging L2 classroom is space. Spaces for translanguaging (which do not necessitate a physical space) are realised through (1) bi/multilinguals' narratives/ identity texts and views, (2) artwork and (3) educators' initiatives. It is therefore, of paramount importance that teachers and instructors create translanguaging space in classrooms.

The last important element of translanguaging L2 classroom is the approach. Translanguaging approach is either fluid or fixed in classroom settings. On the one hand, fluidity (dynamic/fluid language) as an approach to translanguaging classroom entails translanguaging as a pedagogic strategy or learning and teaching strategy which includes flexible use of semiotic signs to make meaning in education. In this case, translanguaging becomes a lens through which complex communicative practices are actualised including resource materials. On the other hand, fixed (circular) language approach to translanguaging in classrooms means that there is a planned use of translanguaging of specific languages in classroom or in education. The example is found in Welsh bilingual education where English and Welsh are used in education (Baker, 2011: 281). Both approaches are deemed to impact ESL positively.

In the case of the current study, the fluid language approach is adopted as an interventional translanguaging strategy in order to explore its use in ESL learning and teaching. The fundamental reason is because the current study deals with more than two languages in classrooms (i.e. IsiXhosa, IsiPhuthi, Sesotho and English languages). The figure 1 below illustrates translanguaging approaches to learning and teaching.

Figure 1: Fixed and fluid language approach to learning and teaching.

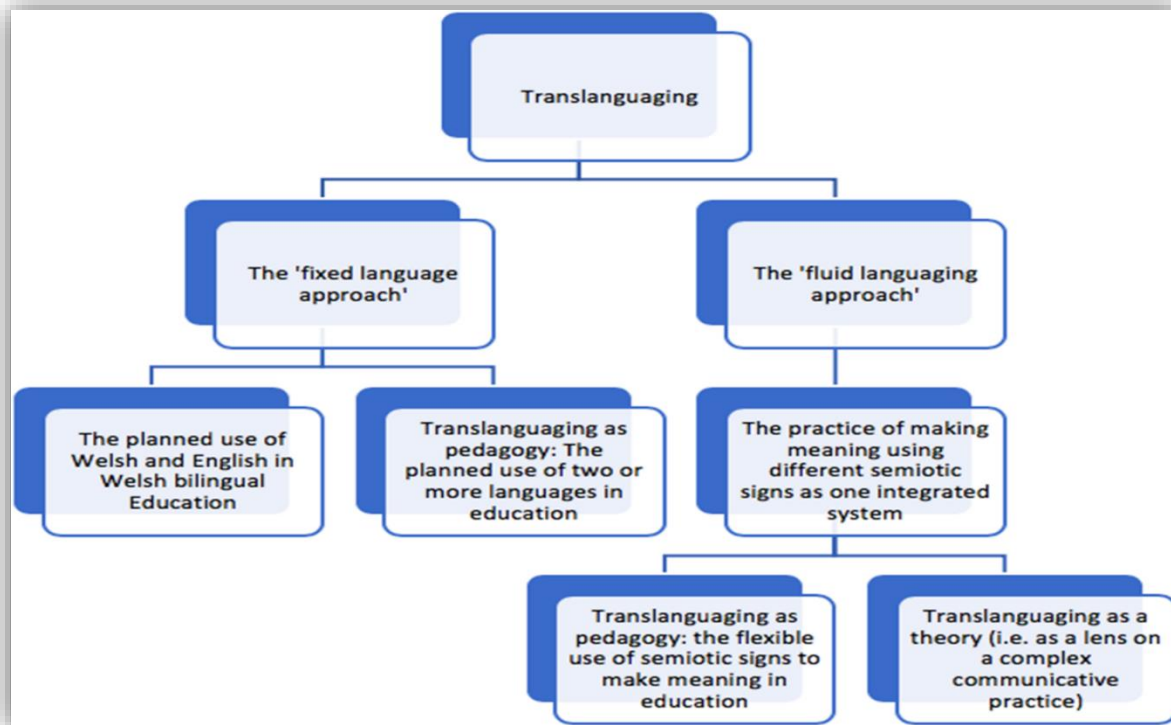


Figure 1 above illustrates the explained approaches of translanguaging in L2 classroom. A teacher may choose fluid language approach for a number of reasons. The first reason is that translanguaging includes semiotic tools to make meaning in and outside classroom walls. Translated signs and posts in multiple languages are used to enhance complex communicative purposes. As translanguaging pedagogy, fluid language approach is spontaneous and can be planned to include the use of more than one language in classroom settings. Therefore, this provides justification for the adoption of fluid language approach of translanguaging for the current study.

Having reviewed the dimensions, spaces and approaches of translanguaging in classrooms, the next section leads to the presentation of elements of translanguaging which are observable in and

out of classrooms. It relates directly to the first research question which seeks to enquire whether dimensions of translanguaging phenomenon exists in the Quthing primary schools or not.

2.4.1 Elements of translanguaging strategies

According to Celic and Seltzer (2012) there are at least four areas that are observable and that set a stage for a translanguaging in/out classrooms: (1) multilingual ecology, (2) instructional foundations, (3) collaborative work and (4) translanguaging resources. Each area has its translanguaging strategies as illustrated below.

2.4.1.1 Multilingual ecology

The function of multilingual ecology is to create a classroom that celebrates students' home languages, cultures and also to make learners aware of different languages in their classrooms and at schools (Sibanda, 2019; Makalela, 2015c). Generally, multilingual ecology includes translanguaging strategies such as culturally relevant environment, multilingual learning environment, language portfolio, and community study. This was deemed related to the study because the researcher observed whether collaboration through translanguaging, amongst students to students and students to teachers, was or could be carried out in classrooms (Celic & Seltzer, 2012: 26). The next item focuses on instructional foundations.

2.4.1.2 Instructional foundations

The function of instructional foundations is to create an opportunity for students to utilise their multiple languages to negotiate academic content. Teachers engage in designing instructions and setting objectives that promote translanguaging in their lessons. In this context, instructional foundations aim at teachers' role in a teaching and learning process. Translanguaging strategies

include multilingual language objectives, integrated instruction, and designing units around multilingual culminating product (Celic & Seltzer, 2012: 44). In this context linguistic strategies such as; translation, paraphrasing, interpretation, metalinguistic awareness, transliteration and code-switching, form translanguaging strategies (cf. Cook, 2001; Heugh, 2014: 281). The strategies are related to this study because the researcher observes pedagogical approaches that teachers used in classrooms. Collaborative work below is another component that follows instructional foundations.

2.4.1.3 Collaborative work

The purpose of collaborative work is to encourage students to use both their home languages and English language to negotiate meaning (Cole, 1996). Multilingual collaborative work is designed to build students' listening, reading and speaking skills. Collaborative work uses translanguaging strategies such as:

- (1) multilingual collaborative work for content areas,
- (2) multilingual collaborative work for reading groups,
- (3) multilingual writing partners and
- (4) multilingual reading partners (Celic & Seltzer, 2012: 62).

The information on collaborative work is helpful because the researcher observes how students collaborate in and out of classrooms in learning ESL. The last translanguaging element concerns translanguaging resources.

2.4.1.4 Translanguaging resources

Translanguaging resource is designed to use resources in students' home languages for each genre and topic studied. Its function is also designed to help emergent bilinguals develop background and content knowledge. It also helps build students' listening and reading skills (Xue's, 2013). Translanguaging resource strategies includes (1) use of multilingual texts, (2) multilingual listening centre, (3) bilingual dictionaries and picture dictionaries and (4) internet as a multilingual resource (Celic & Seltzer, 2012: 81). This researcher observes how translanguaging resources are utilised in and out of classrooms.

In order to know whether the translanguaging phenomenon exists in three selected Quthing primary schools, the researcher observes the above four translanguaging areas (forms/dimensions) together with their translanguaging (strategies) in order to inform the study for the next phases 2A and 2B respectively. The next section is related to phase 2A on the employment of translanguaging in learning and teaching.

2.5 Employment of translanguaging in teaching and learning

Phase 2A deals with employment of translanguaging in teaching and learning. The empirical literature is related to the second research question on how teachers employ translanguaging in the teaching and learning of ESL in Quthing district. Both the phase 2A and 2B are informed by phase 1 which seeks to find out whether the dimensions of translanguaging are existent or non-existent in three selected primary schools in Quthing District. The implication is that the second research question requires literature review that includes both teachers and learners and with a focus on the application of translanguaging in classrooms. Generally, phase 2A mandates a review of literature

on aspects of teaching and learning which include Zone of Proximal Development (ZPD) and scaffolding. Such a review leads to a section on the effects of translanguaging.

First of all, teaching and learning of ESL as a process is directly linked to the title of this study. Teachers’ adoption of translanguaging strategies in classrooms is linked to improved L2 learners’ ESL performance. That entails L2 learners’ linguistic competence leads to positive results and competence in productive skills such as speaking and writing. Hlatswayo (2013) also states that poor language proficiency hinders the development of communicative competence. The inference is that linguistic competence in English second language allows one to form and interpret words and sentence structures as indicated **Table 1** below.

Table 1: Elements of Linguistic Competence

No.	Components	Responsibility
1	Phonetics	The articulation and perception of speech sounds
2	Phonology	The patterning of speech sounds
3	Morphology	Formation of words
4	Syntax	Formation of phrases and sentences
5	Semantics	Interpretation of words and phrases

With reference to **Table 1** above, competence in linguistic components ascertains responsibilities which in turn, ensure enhanced ESL teaching and learning. It is through performance in productive skills that communicative, interactional and linguistic competences can be realised, tested and judged as either improved or declined or stabilised. In order to achieve these competences, there are core components that are basic for teachers to contextualise and use in bilingual classrooms. Garcia *et al.* (2017) identify the following three components for teachers’ translanguaging pedagogy:

1. **Stance:** teachers should have a firm belief that students' diverse linguistic practices are valuable resources to be built upon and leveraged in their education.
2. **Design:** teachers should have a strategic plan that integrates students' in-school and out-of-school or community language practices. The design of instructional units, lesson plans, and assessment should be informed and driven by students' language practices and ways of knowing, and also should ensure that students have enough exposure to, and practices with, the language features that required for different academic tasks.
3. **Shifts:** lastly, teachers are to have an ability to make moment-by-moment changes to an instructional plan based on student feedback.

In addition to the above three components for teachers' translanguaging pedagogy, there are translanguaging strategies proposed for *language development* which teachers can apply in classroom settings (Celic & Seltzer, 2012). This area of second language development through translanguaging suggests strategies that are implementable in classrooms settings and can also be used by teachers to help ESL learners with aspects of language development. There are components of language that L2 learners need to master in order to improve their English L2 competence. Such components include speaking, reading, listening and writing skills which often lead to language development and communicative competence for enhancement of ESL learning. Moreover, second language learning components are linked with translanguaging strategies (TL) through vocabulary-building and syntax-building (see. **Table 1**).

Celic and Seltzer (2012) suggest *vocabulary-building* strategies for enhancement in second language learning. These strategies include: (1) multilingual walls, (2) cognate charts, (3) four-word graphic organiser and flier model and (4) vocabulary enquiry across languages. Such strategies are meant to scaffold students' understanding of English vocabulary words and to

develop students' academic vocabulary in their home languages. Strategies are also aimed at developing student's awareness of vocabulary and scripts in languages other than English.

Furthermore, it is suggested that teachers can use translanguaging to improve L2 learners' language development through *syntax-building* strategies. Such strategies include (1) sentence-building and (2) conferring about syntax transfer. The main focus of these strategies is to scaffold students' understanding of English syntax, to develop students' awareness of scripts other than those of their home languages and develop their ability to write and speak. The concept of language development in enhancing competence in ESL through translanguaging strategies uses reading and listening as modes of input and speaking as an output for students.

Additional second language learning components are linked with translanguaging strategies for *content learning and literacy development*. There at least two areas that can be focused on in order to enhance content learning and literacy development. These areas have translanguaging strategies that are implementable in classrooms settings. Translanguaging strategies can be used by teachers to teach rigorous content across all levels of a learners' educational development

The first area of translanguaging to enhance *learning and teaching* is *content and literacy development* (Celic & Seltzer, 2012). The associate strategies are: (1) building background with preview-view-review, (2) multilingual research, (3) comparing multilingual texts on the same content-area topic, and (4) multilingual reading and response. The function of these strategies is for students' rigorous cognitive engagement in order to build learners' content knowledge through the use of all their languages available in a classroom. These strategies are also meant to build students' reading and listening ability through the use of all their home languages.

The second area of translanguaging is on *content-area and writing instructions*. The associated strategies are: (1) translanguaging with interactive writing, (2) translanguaging with ‘language experience approach,’ (3) translanguaging with independent writing and (4) translanguaging with multi-genre writing. These strategies are used for students’ rigorous cognitive engagement in order to build learners’ content knowledge. The strategies are also meant to build students’ writing ability through the use of all their languages available in classrooms (Celic & Seltzer, 2012).

The proposed above information on both (translanguaging strategies *for content learning and literacy development* and translanguaging strategies *for Language development*) informs current study on diversity of classroom strategies. These strategies can be used in classrooms to enhance learners’ ESL performance and competence.

However, these strategies are applicable in a classroom environment that has been described in classroom settings such as “*translanguaging in L2 classroom*” and its subsequent sub-sections. The concept of content and literacy development in enhancing learning of ESL through translanguaging strategies uses reading and listening skills as modes of input and writing skill as an output for L2 learners. Notably, translanguaging strategies to enhance L2 learners’ ESL competence use reading and listening as modes of input; while speaking and writing skills are output modes. Hence, there is a connection between the above strategies and the second research question on how teachers employ translanguaging in the teaching and learning of ESL in the Quthing district. The next section is on Zone of Proximal Development (ZPD) as one of the aspects of teaching and learning that has relevance to interlanguaging as unpacked in the next section. ZPD based on Vygotsky’s (1978) socio-cultural theory.

2.5.1 Zone of Proximal Development (ZPD)

One of the aspects of teaching and learning is based on Vygotsky (1978) socio-cultural theory. The theory holds that learning and development, construction of knowledge and meaning do not only occur in the mind, but people create, generate and develop knowledge and meaning socially and culturally. Vygotsky (1978: 58) makes a claim that:

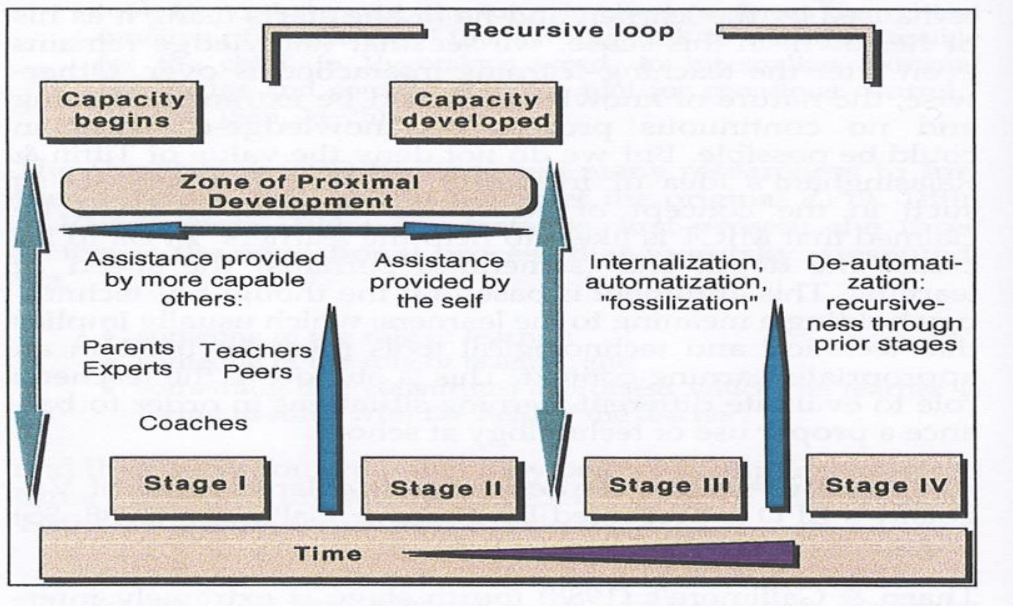
Every function in the child's cultural development appears twice: first in the social level; between people (inter-psychological) and then inside the child (intra-psychological). That is, cognitive development is intertwined and aligned with thinking and learning whereby society and culture play crucial roles.

Social settings are often constructed through human interactions and lead to a particular knowledge within that particular society. That is, knowledge exists after it has been constructed through human interaction. In most cases, there is a leader, tutor, expert or parent in a context of interaction for learning to be meaningful and deeper. Construction of knowledge and interaction happens when there is communication. Ideas from both a teacher and a learner are to be communicated through language (Saljo, 1992).

Through participation in communication and in social settings, socio-cultural theory claims that learners are shaped by the value and norms in which they find themselves. Learning is a social construction through interaction between language and thinking (Lindberg, 2011). Vygotsky (1978: 86) defines 'Zone of Proximal Development' (ZPD) as the distance between the actual developmental level, as determined by independent problem-solving, and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers. Vygotsky (1978) reiterates the fact that learning during an interaction occurs through some apprenticeship whereby knowledgeable others support children move towards the zone of proximal development (ZPD). The essence of this is that as children learn gradually, they

will eventually be able to execute tasks that were first done by their parent only. The figure 3 below illustrates Vygotsky's (1978) Zone of proximal development.

Figure 2: Vygotsky's (1978) Zone of proximal development



ZPD refers to the help that may be rendered to a learner by adult or other students to allow that learner to function independently and also be able come up with new ideas. In other words, it is the distance between what learners can do independently and what they can do with the support from others. The perception presented by ZPD is a clear demonstration that prior social knowledge of L1 is as important as the academic learning of L2. The implication is that basic principles of language learning are not discarded when learning a second language. Teachers' guidance continues from where parents stopped to impart new knowledge. Since knowledge is not static, when learners reach stage (iv), they have to go back to stage (i) through the recursive loop to acquire new knowledge (Figure 3). The relationship between the home languages and language of instruction in schools help linguistic development of L2 and content learning. According to Cummins (2000), translanguaging method is used to create educational opportunities in which the

connections between languages are more accessible and allows students to draw upon their full linguistic repertoire.

By allowing learners to use their (L1) as a support in the (ESL) learning process, teachers apply the concept of translanguaging which is beneficial for bilingual students' language learning and supports their placement in their zone of proximal development (Madrinan, 2014). Therefore, the zone of proximal development (ZPD) is a key concept in a development of a learner that refers to the difference between what a child can do on their own, and what they can do with the help or guidance of knowledgeable others. A learner's potential can be fully realized through interaction with more capable peers or adults and by the use of pre-existing knowledge for the acquiring of new knowledge (Lundgren *et al.*, 2020).

Since the study focuses on primary school learners, it is worth noting that they are in the early stages of developing their proficiency in English as a new language. Besides the zone of proximal development (ZPD), these learners also require dynamic pedagogical support in a form of among others, the scaffolding approach, to learning a new language. The aim is to explore how the incorporation of the first language with the second language may serve as a support mechanism for improved second language learning in primary school learners. Therefore, the following section elaborates the concept of scaffolding.

2.5.2 Scaffolding

Another important way in which teaching and learning can be effective is through scaffolding or what can be termed 'assisted learning' where learners are provided with opportunities to test and construct knowledge under the guidance of a knowledgeable person, teacher or tutor. Garcia (2009: 329) describes the central pedagogical strategies for emergent bilinguals in the beginning stages

as ‘scaffolding’. Scaffolding also refers to routines, contextualisation, modelling, bridging, and schema building, thematic planning and multiple entry points to describe some of the scaffolding structures for bilingual learning.

Scaffolding as a strategy has found wide application in the field of second language learning bilingual and multilingual studies by L2 learners (Garcia & Flores, 2012; Walqui & van Lier, 2010; Walqui, 2006). Scaffolding context involves:

- a) Contextualisation in the home languages, cultural practice, and paralinguistic behaviours of learners,
- b) Modelling language use through explicit think-alouds,
- c) Routines that reflect learners’ interest and drew on the context of the lesson;
- d) Multiple points of entry that allow students to access content through a variety media and conceptual approaches, and to demonstrate their understanding authentically and with variety of language practices as needed (Garcia & Flores, 2012).

Scaffolding describes the relationship and balance between the challenge and support that adults intentionally or unintentionally create when teaching a child a novel task (Siobhan & Richards, 2006). When a learner begins to grasp the full understanding of what they have been taught, the ‘expect’ other withdraws support to allow a learner to carry out tasks on his/her own. However, the relationship may be fluid, complex and flexible because a learner can become a ‘teacher’, and vice versa. A learner can learn from other learners and a teacher can also learn from students (Guitierrez, *et al.*, 1997: 369). For teaching and learning to be effective, scaffolding occurs from time to time as teachers provide conceptual support to learners so that eventually, learners are able to work independently.

The relationship between Vygotsky's (1978) Zone of proximal development (ZPD), scaffolding strategies that are described by Garcia (2009: 329) for emergent bilinguals and translanguaging are so linked in that teaching and learning of ESL is meaningful for L2 learners. All learner's linguistic repertoires, cultural background and prior knowledge of L1 enhances L2 learning as this current study argues.

The aspects discussed above position and inform this study on pertinent issues that happen in ESL classrooms. They allude to the cognitive and practical activities that are relevant to teachers as well as learners. The ZPD and scaffolding are presented as strategies that precede translanguaging which is more refined and strategic in teaching and learning ESL. These aspects are a build-up to translanguaging as they show how teacher and learners use prior knowledge in order to learn new concepts. That means, language-related information in L1 can be used by teachers and learners to learn ESL through translanguaging. The next section is the overview of previous studies that are based on effects of translanguaging in teaching and learning arena, in society and from individuals' point of view.

2.5.3 Effects of translanguaging

This section on the effects of translanguaging is divided into two parts. The first part (2.5.3.1) reviews studies that build-up literature on translanguaging for ESL learning and development. Such studies were carried out by Flynn, Hoy, Lea, & García (2021), Papadopoulos (2021), Elashhab (2020) and Aoyama (2020). The second part (2.5.3.2) reviews studies on translanguaging for content learning and literacy development. Such studies include: Akbar & Taqi (2020), Garcia & Velasco (2014), Canagarajar (2011), Martin-Beltran (2014), Makalela (2015b) and Nyimbili &

Mwanza (2020). These studies highlight translanguaging as a practical pedagogy for learning and teaching, communicative strategy, language and literacy development and content learning.

2.5.3.1 Translanguaging for ESL learning and development

Papadopaoulos (2021) carried out a study treating reading strategies employed by young learners when confronted with multilingual tasks, such as texts. The sample was composed of 27 primary school students from Greek origin, aged 11 years old. Students had 4 years of experience learning English as second language. This study sought to explore the students reading strategies when presented with two different texts in two distinct phases.

In the first phase, students were presented with a paper containing English text. The same content in English text was followed by a translated text in Greek. In the second phase of the study, students were presented with a paper consisting of different languages, some of which were known or unknown to the students.

The study aimed to understand how multilingual learners made use of their full linguistic resources, to develop the reading comprehension of languages to which they had minimal exposure. That is, in the first phase learners' ESL was minimal and in the second phase, other unknown languages were new to them. The aim was also to show the importance of metacognitive reading strategies in order to make sense of the information students receive.

The study used specifically designed questionnaires to collect information about the students' current profiles and the reading strategies they applied when reading multilingual texts. In order to gain the insights into the students' reading strategies, the questionnaires were administered before, during and after reading the text. The objective of the questionnaires was to target various aspects used by learners and examined specific strategies for multilingual texts.

Papadopoulos (2021: 136) reports that one of the most frequently used strategies was to “putting something in their own words” to better understand what learners were reading in other languages. Drawing upon their linguistic resources to make sense of the information they received, the study highlighted the importance of metacognitive reading strategies when dealing with multilingual texts and displayed how students use translanguaging as a resource. In this case, the cited study situates this current study on basis that translanguaging enhances ESL learning and teaching. The end result is improved learners’ performance towards the target language of learners in the selected schools of Quthing. It assumes that findings from this study will confirm the possibilities of learners’ application of metacognitive and enhance performance in their ESL.

Flynn *et al.* (2021) conducted a study on how translanguaging could be used in the classroom on an individual level for language development of a bilinguals learning ESL. A four-year old pre-schooler in the United States of America named Diego, who primarily spoke Spanish at home, was identified as needing additional support with both English and Spanish language skills. Over a period of the school year, the bilingual pre-schooler was encouraged to use his full linguistic repertoire, consisting of his first language, Spanish, and his second language, English. This was done through story-telling.

This study had hypothesised that an approach like translanguaging could be a beneficial tool for educators to help bilingual students build a strong linguistic foundation, and improve their proficiency in both the L1 and ESL while engaging in academic activities. The main question presented by Flynn *et al.* (2021) aimed to answer how a young, emerging bilingual student could utilize his full linguistic repertoire when participating and engaging in a small group of storytelling activity.

The study involved three teachers, two of whom were monolingual English speakers and one who was bilingual in English and Spanish. The monolingual English teacher used different methods and strategies to enhance the students' understanding of English, such as using gestures, pictorial representations, and simplified speech to teach. The bilingual English and Spanish speaking teacher provided additional support by using Spanish phrases when students were observed to need further assistance. The logic behind this was that using translanguaging encouraged students' participation instead of insisting on using English only. The study focused on using story telling in small groups to allow students to expose themselves and each other to both the English and Spanish languages.

Generally, the study revealed that by allowing learners to use their full language repertoire, teachers enable them to further their language proficiency while simultaneously improving their academic tasks, in this case, through storytelling. Specifically, Flynn *et al.* (2021) claim that by examining Diego and the teachers engaging him, monolingual and bilingual teachers may gain insight into the language development of young ESL learners and the benefits of using translanguaging in the classroom.

Firstly, Diego had to tell a story using Spanish only and described how shark ate humans who swam in the water. About two weeks later, Diego shared a story in both English and Spanish. This time, the story was shorter but continued to the theme of the shark. Two weeks later, Diego had the story telling activity, but the bilingual teacher was absent, therefore, he started that this time, the story would be in English only.

The results of the study revealed that Diego relied on his bilingual abilities when engaged in storytelling, and how he interacted with the bilingual teacher to support his understanding of the

activity. The teacher also used the translanguaging when explaining the activity by combining English and Spanish.

Finally, the study highlighted the importance of teachers regarding the use of translanguaging in classroom. The study describes how important the teachers are in supporting the multilingual students, and how multilingual teachers play an essential role in the classroom. Regarding monolingual teachers, the study reveals that they can still employ strategies to support translanguaging. These strategies are based on trust, as the monolingual teacher understand what the students are saying.

Furthermore, the study identified one of the strategies as allowing students to pair up with other students that share the same language to help each other or ask questions to one another. Another strategy is to involve student's parents in learning ESL. A clear example is found in a study conducted by Taylor *et al.* (2008) where teachers worked together with multilingual students' parents to create dual texts and books, which were then shared in the classroom. This serves as a way for teachers to actively involve the students' families and help students to use both languages in the classroom.

Flynn *et al.* (2021) study is also relevant to this study as it shows the role teachers can play, strategies that can be employed in ESL learning and in enhancing communication through storytelling activities. However, the sample and the age of the participant do not match those of this current study because Diego was a 4 years-old pre-schooler in the United States of America. The study's relevance to the current study is linked to the second research question that seek to find out how translanguaging impacts the teaching and learning of ESL in the selected primary schools of the Quthing district.

Elashhab (2020) conducted a study in order to scrutinise the impact that the use of translanguaging strategies has on bilingual learners and to discover whether or not these strategies support their English language development. Saudi medical students' use of their L1 as a resource has a number of benefits from through the use of translanguaging strategies in order to learning English as a target language. Data was collected during lessons, interviews with student and their teachers, observations, questionnaire feedback, as well as participation in a collegial circle. The findings from the mixed-method enquiry reveal that translanguaging promotes English language development and communication in the target language.

Similarly, the current study relates to Elashhab's (2020) study in exploration of the impact of translanguaging strategies in the development and learning of English as a second language. Again, methodologically, this study collects data during lessons, interviews teachers and learners, use observation and questionnaire tools as used in (Elashhab, 2020).

Aoyama (2020) researched on translanguaging with the aim of finding out how students use their first language (L1) to facilitate English second language learning. Participants were 190 Japanese high school students aged 18 years old. The study specifically aimed at finding out how students use translanguaging during communicative English activities. Through qualitative approach, the study used one-question survey, classroom observations, and in-depth interviews with nine members of the study group. However, the one-question survey was used to gather data on students' perception of their use of L1 during L2 activities.

The findings of the study revealed that all students, to varying degrees, applied their L1 during communicative L2 activities. The study found that all 190 students always applied L1 partially when undertaking communicative tasks in their L2, such as in discussions. The in-class

observation examined how students answered questions designed to stimulate discussion, and the researcher also made transcripts of the student's interactions. Also, nine students were selected for individual post-lesson interviews.

It is apparent that Aoyama's (2020) study provides insight into how students use their L1 as support for L2 learning and how translanguaging is used as an active resource in communicative tasks. This also creates a relationship with the current study. What is not clear is how primary school learners who are under 18 years old will apply their L1 as a support for ESL learning and translanguaging as an active resource in communication. Additionally, the variation between Aoyama's (2020) study and the current study is that, this study makes use of sample from multiple primary schools in one Lesotho district.

2.5.3.2 Translanguaging for content learning and literacy development

The first study to be carried out for translanguaging for content learning and literacy development was done in Kuwait. Akbar and Taqi (2020) carried out a two-phased study aimed at addressing the use of translanguaging in bilingual students' contexts learning and performance. Participants were 34 female Arab/ English bilingual students. They attended the College of Basic Education in preparation for future teachers of English in Kuwait. The study was conducted in two phases; data collection and analysis.

The first phase, which was data collection, the study provided and allowed the participants with three articles about translanguaging as an ESL teaching method and then engaged in a group discussion using English only, about the topic. Then after the group discussion, the learners were asked to write an account of their understanding of the subject. Still, they were to only use English language, with the guidance of different-leveled questions. The first question was to be answered

by simply reading the text, the second question required the students to analyze and interpret different parts of the texts and the third question was based on students own perceptions, which require the students to reflect upon the question. A week later, the same exercise was repeated, but this time the students were asked to translanguage between English and their L1. The researcher of the study then analysed the written accounts produced by the students during this second activity. The data gathered from the two activities were compared and analyzed to evaluate the impact on students' understanding and performance on the topic.

In the second phase of Akbar and Taqi's (2020) study, the focus was to assess students' attitudes and perceptions of the translanguaging as an ESL teaching method. For that reason, the students were asked to complete a questionnaire which included rating different statements on five -point scale.

The findings revealed that translanguaging had a limited impact on the students' language development in the short duration of the study. Besides the students' perceptions that their knowledge of language had not increased, the results of the study revealed that the implementation of translanguaging let to a significant increase in their level of comfort. The study revealed that, ultimately, translanguaging resulted in improve academic performance as evidenced by higher grades.

In a nutshell, Akbar and Taqi's (2020) study highlight the importance of alignment of participants' attitude towards translanguaging for its implementation. Therefore, preparing students' ways of thinking about translanguaging enables them to process knowledge on a higher level. Again, the study points out that as long as the dominant method in second language learning environments is still to only use the target language, improved academic performance and L2 learning will still

remain a struggle for many. However, the situation can change if policy makers and educators promote methods such as translanguaging. Also, the attitude is a significant contributor to the level of its implementation.

Akbar and Taqi's (2020) study reveal a number of important points for the current study, such as comparing learner's knowledge and understanding of a text prior and after translanguaging activity, discussion using translanguaging and obtaining information on learner's attitudes and perceptions of translanguaging.

Again, Garcia and Velasco (2014) carried out a study by using translanguaging in developing academic writing of bilinguals. However, translanguaging in writing was proposed as a self-regulating mechanism in which bilingual students could engage, rather than a pedagogic strategy to be used in the teaching of writing. The study reviewed emerging literature on learning and teaching theories of translanguaging and present theoretical understanding of biliteracy development and the teaching of writing to L2 learners. The study analyzed five short written texts produced by young bilingual writers (kindergarten to fourth grade) who enrolled in dual-language bilingual education programs in Spanish/English and Korean/English. Translanguaging was used in the planning, drafting, and production stages of writing. The study analyzed the ways and the reasons for using translanguaging, as well as its effects on the development of writing and of voice. The findings indicated that the five writing samples selected for discussion in Garcia and Velasco (2014) study provide evidence that the young L2 bilingual writers used translanguaging to higher standards of thought, creativity and language use than when restricted to monolingual or double-bilingual processes. Again, instead of seeing translanguaging as a teaching scaffold, it became evident that translanguaging has the potential to meet higher standards in academic writing and

promote bilingual student's self-regulation of their whole linguistic repertoire. The study finally affirmed that translanguaging approach has the most potential in writing of bilingual learners.

The relevance of Garcia and Velasco's (2014) study is in empowering each and every learner's independent way of contributing to learning through translanguaging. The study proves the importance of translanguaging in relation to writing when it is used in the planning, drafting, and production stages of writing. Bilingual students could engage and be able to develop writing skills and achieve their voice because of self-regulating mechanism offered by translanguaging.

The other study was done in Saudi Arabia. Canagarajah (2011) carried out a study based on classroom ethnography, to describe the translanguaging strategies of a Saudi Arabian undergraduate student (who wished to be called Buthainah) in her essay writing. The study notes that translanguaging of multilingual students have turned their attention to teachable strategies in classrooms and that it is possible to learn from students' translanguaging strategies while developing their proficiency through a dialogical pedagogy. Her peers and the instructor read multiple drafts of the literacy narrative for critique and revision before writing. They adopted a practice-based, collaborative, and dialogical pedagogy approach. Her learning strategies were classified through thematic coding of multiple forms of data; drafts of essay journals, classroom assignments, peer review, stimulated recall, and member check. There were 4 types of strategies; recontextualization strategies, voice strategies, interactional strategies and textualization strategies. The study described how the feedback of the instructor and peers could help students question their choices, think critically about diverse options, assess the effectiveness of their choices and develop metacognitive awareness.

For the current study, Canagarajah (2011) study is an illustration that there are teachable strategies of translanguaging for content learning and language development through translanguaging. Similarly, some of learning strategies classified through thematic coding of multiple forms of data; drafts of essay journals, classroom assignments, peer review, stimulated recall, and member check are applicable for the current study. These can also be related to the second research question on how translanguaging can enhance ESL teaching and learning.

Moreover, Martin-Beltran (2014) investigated how students learning English and students learning Spanish activated multilingual repertoires as they participated in one high school program that aimed to promote reciprocal learning and teaching of multilingual literacy practices. The study examined how students drew upon Spanish, English and translanguaging as cultural cognitive tools to mediate learning in a Third Space using sociocultural theory (Rogoff, 1990; Cole, 1996). Moje, *et al.* (2004) explain the 'The Third Space' as "the bridge across official and unofficial discursive boundaries, or finally as a transformational space, or collective Zone of Proximal Development." Data collection included participant-observation in 40 sessions, student writing, interview, and audio/video recordings peer interactions as they engaged in composing and revising text together. The study used interactional ethnography and micro-genetic analytic methodologies which offer a moment-to-moment explanatory account of learning in a particular context. The analysis of mediation of learning opportunities across and between languages revealed the evidence of students co-constructing knowledge and expanding multilingual repertoires. Also, language-minority students demonstrated the most linguistic dexterity in that they used more translanguaging and more of their target language than their language-majority counter-parts. The findings of Martin-Beltran's (2014) study revealed that fluid language use and reciprocity through

translanguaging affords interaction among linguistically diverse peers who drew from their linguistic resources.

What is relevant for this study from Martin-Beltran's (2014) study includes data collection tools such as; participant-observation sessions, student writing, interview, and audio/video recordings peer interactions as they engaged in composing and revising texts through and about translanguaging. Moreover, analytic methodologies which offer a moment-to-moment explanatory account of learning in a particular context are also relevant for the current study.

The fifth study on translanguaging for content learning and literacy development was done in South Africa. Makalela (2015b) carried out a study to explore the efficacy of alternating languages of input and output in the same lessons in order to offset linguistic fixity that often experienced in monolingual classrooms. The study which investigated the efficacy of translanguaging as a teachable strategy involved two cases.

The first case was that of a university classroom setting and the other case was that of a primary school setting in the remote rural area of Limpopo province in South Africa. The case of university classroom setting involved 24 university students who were enrolled for a Sepedi class as a second language. The participants were IsiZulu speakers, siSwati speakers, IsiXhosa speaker and IsiNdebele speakers. They were to develop communication skills among non-mother tongue speakers through reading comprehension. Both the productive and receptive skills were developed through oral and text-based approach. Topics that were compared and contrasted between a range of languages used in class included greetings to friends, elders, process of asking and of giving directions, autobiographies, and expression of ownership.

The second case of the primary school setting involved the use of translanguaging to facilitate reading development in home language (Sepedi) and additional language (English). Participants were Grade 6 learners (n=60) with a mean age of 12 years, 4 months. The study used bilingual vocabulary contrasts, text comprehension, oral reading proficiency (read aloud) and print environment. The study used three-phased (pre-text, treatment and post-test) experimental procedure. The results from these cases showed that the use of more than one language by multilingual learners in classroom settings provides cognitive and social advantages for them.

Makalela's (2015b) study is useful for reading development in home language and additional language (English) which can be aligned to the current study. The present study benefits from Makalela's (2015b) study in such way that learners are also engaged for improvement of communicative competence in English second language. Hence, both the productive and receptive skills are developed through oral and text-based approaches.

The last study to be reviewed for translanguaging for content learning and literacy development was carried out in Zambia. Nyimbili and Mwanza (2020) carried out a study in multilingual classrooms of Lundazi district with the aim of establishing both qualitative and quantitative benefits of translanguaging pedagogic practices among the first-graders. The study's hypothesis was that there are differences in literacy performances between monolingual and translanguaging classrooms in multilingual classrooms. The results show that the intervention in the experimental group (translanguaging) led to improved learner performance literacy. Learners were able to use their languages to participate in the classroom and some learners were able to learn how to read in Tambuka and Cinyanja languages.

Consistent with Nyimbili and Mwanza's (2020) study, the current study is conducted in an African context although its participants are grade four learners and it is not experimental in approach. Another similarity lies in the fact that translanguaging is central and both aim at improvement in English second language.

After the literature on *teaching, learning* and *translanguaging* in particular have been presented, there will be a follow up on critique of literature. It includes literature merits and demerits, potential gaps in knowledge, connection of reviewed studies and the current, reliability of source and whether literature reviewed support the problem statement presented. Hence, the next item below highlights and provides a critique of literature under a sub-title named 'the implications for teaching and learning in a translanguaging classroom.'

2.5.3.3 Implications for teaching and learning in a translanguaging classroom

This section offers a critical review on the impact and effects of translanguaging both for (1) translanguaging for ESL learning and development and (2) translanguaging for content learning and literacy development. This is done through highlighting the benefits and challenges of translanguaging classrooms and relating such to the current study.

Consistently with Canagarajah (2011) and Garcia and Wei's (2014) observation, the researcher in this study also noted a number of benefits of teaching and learning using translanguaging in classrooms. Firstly, translanguaging is beneficial because it has the ability to include and help in development of weaker languages. As indicated earlier that translanguaging connotes the use of languages other than/with the 'official language' in classrooms, Martin (2005) also concurs that it plays a major role in the development of weaker languages. Weaker languages could be those that are either not taught in school, not official or not spoken in schools. The fact that minority

languages are given space for expression indicates that they can be spoken alongside major languages. Such kind “of hybrid language” engages bilingual learners to the extent that teaching and learning become even more relevant and comprehensible.

Contrary to the notion that translanguaging is interference, Maseko and Mkhize (2021) observe that translanguaging principles provide a safe and comfortable learning space for learners and help them to have access to scientific knowledge which in turn has the ability to bridge the space between pupils’ life worlds and school. Moreover, students are able to develop their own and unique repertoires, which enable them to make meaning on their own.

Secondly, Li (2018) further highlights the inclusivity of translanguaging as a teaching and learning strategy in a sense that it allows students and teachers to maximise classroom interaction, thereby maximising meaningful interaction with the subject matter. Li’s notion of inclusivity of translanguaging had already been spotlighted by Fuller and Snyder (1991) who state that translanguaging is beneficial to introverts who find it hard to participate in classroom activities or even ask questions in class because of their limited command of L2. The outcome of their participation results in full understanding and deep knowledge of academic content and enhanced ESL (Makalela, 2015b). Maximising classroom interaction and participation help in enhancing learners’ performance and competence in subjects such as English as a second language.

Thirdly, translanguaging helps to facilitate home links and cooperation amongst learners and their teachers. Similarly, cooperation among peers and student-to-teacher through translanguaging immensely enhances chances of learners becoming partners and collaborators in a learning process (Cole, 1996). The notion of top-down approach is slowly being faced out in many countries and being replaced by an integral education. Therefore, cooperation in knowledge acquisition and ESL

learning becomes more enhanced when there is dialogue through all languages that are understood and accepted.

Lastly, translanguaging helps in meaning-making and negotiation-meaning processes. Another important point about translanguaging phenomenon is that both the teacher and the learner can negotiate meaning because of shared knowledge using different languages. They also can negotiate meaning in order to arrive at a consensus on what words in other languages mean. Such multiplicity of knowledge resource from different languages indeed deepens understanding of learners (Martin, 2005).

On the other side, scholars such as Mungala (2022) undertook a desk review study to explore the challenges of translanguaging. The challenges, which are also referred to in a study by Nyimbili and Mwanza (2020), focus on the experiences that teachers and learners face in the first-Grade multilingual literacy classrooms in Zambia. The research was conducted in an experimental class on 41 learners and 1 teacher in Lundazi district urban school of the eastern province of Zambia. Learners were assessed on the literacy skills which were hindering effective implementation of translanguaging practices in the classrooms. Classroom observations, interviews and document analysis were used as tools for data collection in the class. The study findings indicated that teachers and learners faced challenges of using translanguaging practices in the primary school.

The first challenge was a mismatch between the language of instruction and the language of play for learners in the teaching of literacy. As it is the case in most schools for Grade1 students to be taught in their L1, ESL as the language of instruction, hindered learners' acquisition of literacy in their L1. This challenge can be attributed to the timing in which learners were introduced to translanguaging. The learners were instructed to write in English language which they were not

familiar with. It was also found out that the language of instruction was not the way to teach literacy as it hindered learner's literacy development in their emergent languages.

The second challenge was that, the implementation of translanguaging became difficult because the language policy was not flexible enough to allow teachers to use translanguaging. The rigidity of the policy meant that monolingualism had to be practiced in classroom. The study attributed that to the monolingual ideologies embedded in the curriculum that were a hindrance to the teaching of literacy using translanguaging practices in the primary school (Mwanza & Bwalya, 2019; Nyimbili & Mwanza, 2021).

Lastly, besides inadequate teaching and learning materials, translanguaging was also perceived to be time-consuming. On the one hand, in the first week of introducing the teaching practice, the teacher did not manage time very well and the observation was that learners were given more time to express themselves. On the other hand, translanguaging became a challenge as the lessons were not concluded early enough to allow another teacher into the classroom.

In a nutshell, the merits of translanguaging seem to outweigh its demerits, which is a positive development for the current study. According to Mokala, Matee, Khetoa, and Ntseli (2022), teachers should consider use of multilingual pedagogic approach to teaching. There are also some researchers who suggest that schools should hire multilingual or bilingual teachers in order to accommodate everyone in a school environment. Teachers' proficiency in multiple languages is important because it enables them to reach every student in his/her mother tongue. According to Sibanda (2019), respect and understanding must be rendered to cultural diversity in bilingual classrooms. Subsequently, teachers are to make use of variety of teaching strategies such as inclusive strategies, structure strategies, information feedback, group work, formulation of

different types of questions and visual aids (Makalela, 2015c). Students are also to cultivate multilingual approach to learning ESL in diverse settings (Okal, 2014; Msimanga & Lelliott, 2014). These notions above are in concord with the aim of this study on exploring the impact of translanguaging on the performance of ESL in three selected primary schools in the Quthing district

There are also potential gaps in knowledge that are realised in the reviewed literature. In order to align translanguaging with language-in-education policy, reviewed studies offer minute information. The argument posed by this research is that strategic translanguaging is more effective when it is acknowledged and encouraged from the mainstream education systems. By so doing, an enhanced learning and competence in ESL is possible for L2 learners in primary schools.

The reviewed studies also have minimal contribution to social justice position from the lens of minority languages. The issue of languaging through translanguaging in classrooms is critical because it affects ESL learners' performance, material to be used in classrooms and preparedness of ministries of education to accommodate it as a teaching and learning pedagogy. More importantly, continuing with code-switching using Sesotho and English languages in Lesotho classrooms disadvantages learners from Nguni-origin backgrounds because they do not receive equal opportunities to education as their fellow L2 learners from other regions of Lesotho. The current study sought to explore the views of teachers and learners in some primary schools in Quthing on the above points and relate them to translanguaging as learning and teaching strategy.

Concerning the current study's problem statement, reviewed studies reveal that translanguaging has a positive impact on ESL learning. It is, therefore, reasonable to indicate that the reviewed studies point to the importance and relevance of the problem statement and research questions of

the present research. This claim is validated by the fact that reviewed studies are from reliable sources and prominent scholars of credible calibre on translanguaging studies.

Lastly, the reviewed studies position the present study in a context in which translanguaging strategies are understood within a *context* of classroom settings within *time-frames*. If not, a prolonged use of translanguaging after primary school ESL learning and its life-long usage in everyday life could bear negative results (Nyimbili & Mwanza, 2021). It may confuse other listeners, dilute the richness enshrined in each particular language, affect nation-building agenda negatively, and diminish one's identity (Mwanza & Bwalya, 2019). The solution to these deficiencies is *strategic* use of translanguaging that is objective, goal-oriented, planned and systematic within conducive environment. The next section is related to phase 2B on translanguaging to enhance ESL communicative competence.

2.6 Translanguaging to enhance ESL communicative competence

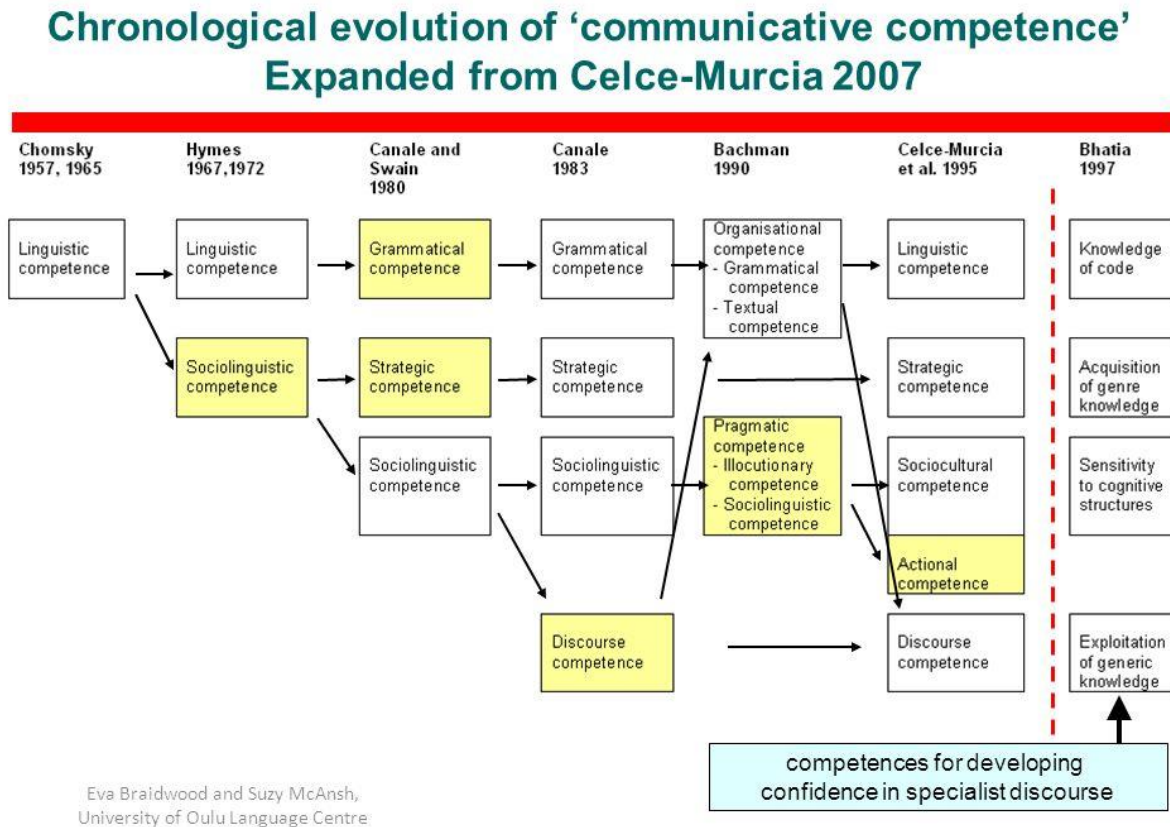
The second part (2.6), which is phase 2B, deals with translanguaging to enhance ESL communicative competence as part of the empirical literature and is related to the second research question namely on how strategically do teachers employ translanguaging strategies in the teaching and learning of ESL in the Quthing district. Learning and teaching affect two major competences which are linguistic and communicative competences. Communicative competence which comes as a result of learning a language and its rules (linguistic competence) is largely based on three models. The models are drawn from Canale and Swain (1983), Bachman and Palmer (1996) and the description of the components of communicative language competence from the Common European Framework for Reference (CEFR, 2001).

Recently, theoretical and empirical research point to the direction that communicative competence is the most important form of competence. Modes of language input (reading, listening and intervention) which are also called receptive skills result in productive skills (speaking, writing and translation-signs). Speaking and writing are more relevant the study because learners' performance in the two productive skills are requisites in ESL and a good basis for acquisition of linguistic and communicative competences.

Therefore, the next section presents chronological evolution of linguistic/communicative competence from (Chomsky, 1957) up to the description of the components of communicative language competence in the Common European Framework for Reference (CEFR, 2001). The chronological presentation of both linguistic and communicative competences is relevant to the current study as it lays a foundation for the studies to be reviewed on competence and translanguaging. Linguistic/communicative *competence* leads to linguistic/communicative *performance*. The figure below illustrates the chronological evolution of 'communicative competence' which provides the basis for translanguaging to enhance *performance* in ESL in three primary schools in Quthing district.

Figure 3 below illustrates the chronological development of communicative competence over the years.

FIGURE 3: The chronological evolution of ‘communicative competence’



2.6.1 Competence and its development

Chomsky’s (1965) *Aspects of the theory of syntax* led to the most important change concerning the goals of linguistic analysis, especially linguistic competence. According to Chomsky (1965), linguistic competence is a term which refers to language user’s grammatical knowledge of syntax, morphology, phonology, as well as social knowledge. As stated in chapter one, a distinction is made between competence and performance, which are as a result of learning. However, a shift of emphasis from theory and language structures to human beings caused the focus of analysis to fall on the nature of speaker’s linguistic competence which causes generation of utterances (Jackendoff, 2003).

Over and above that, a number of linguists are critical of Chomsky's (1965) premise that linguistic reality reflects a specific language module in a speaker's brain and that required linguists to draw a dividing line between linguistic reality and general cognitive as well as non-cognitive aspects of mental reality (Langacker, 1987; Heine, 1997; Jackendoff, 1983, 2003). Linguists who are critical of Chomsky's point of view see language and cognition as independent whole and whose theories can be grouped together under the general term called cognitive linguistics in order to effectively understand competences such as communicative competence. The next section is the overview of four models of communicative competence which include linguistic competence.

2.6.2 Dell Hymes model's (1972)

Early reaction to Chomsky's (1965) distinction of competence and performance served as a springboard for the concept of communicative competence and as an integral part of research in both SLA and L2 pedagogy among scholars (Cernoz Iragai, 2004). A term communicative competence was first coined by the anthropological linguist Dell Hymes (1972) as a response to a former linguist Noam Chomsky (1957, 1965) who put focus on linguistic competence. Hymes (1972) argues that sociolinguistic competence (rules applicable for the use of language in context) also account for the acquisition of language and its use. Hymes (1972) further argues that Chomsky's (1965) perception of competence is insufficient to explain someone's language behaviour as a whole. A person's competence does not only show the knowledge of language forms and structure, but also reflect the way they use language to the real-life situations (Young, 2008). Without discarding Chomsky's view of linguistic competence, Hymes (1972) puts forward ways of using language within social contexts:

1. What is formally possible with the language

First and foremost, by what is formally possible with the language, Hymes (1972) refers to the social acts that will evoke a reply to someone's language use and cultural behaviour. That is why a person may tell the other person that certain utterances or acts are not permissible or that, such acts or speech is a taboo and should be avoided. Young (2008: 95) further states that formally impossible language use is considered ungrammatical, and a cultural behaviour that is not formally possible is regarded as uncultured.

2. What is feasible

Again, Hymes (1972) links what is feasible to psycholinguistic aspects of speaker's ability to process the utterances that are possible. For example, in a teacher-student interaction, due to lack of knowledge on the target language, a foreign student may not pronounce a native-like utterance because the memory has not fully comprehended the sound system of a target language. Likewise, a teacher may fail to understand what the student tries to communicate.

3. What is appropriate

Another way of using language within a context is through appropriateness. This is can be the normal and acceptable utterances that are allowed within a particular context. It can be inappropriate for one to crack a joke and feel merry, in an attempt to pass condolences, while a friend had just lost a dear one. Therefore, knowing when, what and how to speak is also important.

4. What is actually done

Lastly, Hymes (1972) proposes that there are probabilistic rules of language use that decide 'which subset of formally possible, feasible and appropriate utterances' will be used by participants (Van Compernelle, 2014: 34). Later on, a broader knowledge of communicative competence

necessitated a reconsideration of existing goals of language teaching which led to the development of communicative approach to language teaching and learning. The next section is the second model of communicative competence.

2.6.3 Canale and Swain's model (1983)

Early, developments and elaboration of models on communicative competence were done by applied linguists, Canale and Swain (1983) in the early 80's. Building on Hymes's (1972) model of communicative competence, their framework is used to understand what language and skills a person needs to acquire in order to communicate (Young 2011). There three components of this model. (1) Sociolinguistic competence, which was earlier on proposed by Hymes (1972), is divided into two sets of rules: socio cultural rules (it identifying the ways in which utterances are produced and perceived appropriately in different socio-cultural contexts) and discourse rules (it refers to grammatical cohesion and coherence). In other words, there is a link between grammar and appropriate combination of communicative functions. (2) Grammatical competence refers to the knowledge of lexical items, syntax, rules of morphology, semantics and phonology. (3) They added strategic competence (which is the ability to compensate for problems or deficits in communication and do various types of planning) to the linguistic competence. Strategic competence involves verbal and non-verbal strategies that speakers employ in order to manage communication breakdown which in turn makes communication effective. This model has been popular in English language teaching (Furko, 2016). The model was later modified by Canale (1983) by adding discourse competence, which is the ability to produce and interpret language beyond the sentence level. The next section is the third model of communicative competence.

2.6.4 Bachman and Palmer's model (1996)

In the late 80's Bachman brought about a new model of communicative competence called Communicative Language Ability (CLA). The model is made up of two components (1) language knowledge and (2) pragmatic knowledge. Language knowledge consists of two major parts which are organisational knowledge and pragmatic knowledge. Organisational knowledge controls formal language structures in order to make or understand sentences and utterances that are acceptable (grammatical knowledge). Again, organisational knowledge organises these sentences or utterances into oral and written texts (textual knowledge). Bachman and Palmer's (1996) notion of grammatical knowledge is aligned with Canale and Swain's (1983) grammatical competence (Kamiya, 2006). Textual knowledge covers knowledge of cohesion and rhetorical organisation. Knowledge of cohesion has to do with connection of utterances or statements while knowledge of rhetorical organisation helps with organisational development in written texts and talks (Bachman & Palmer 1996).

On the other hand, pragmatic knowledge is divided into two parts, functional knowledge and (illocutionary competence) and socio linguistic knowledge. Bachman and Palmer (1996: 69) note that functional knowledge helps a person to understand a discourse by connecting an utterances/sentences and text to their meaning as well as to language users' intentions. There are four types of functional knowledge:

1. Ideational functions

The function of ideational function is to assist language user to express or understand meaning based on their real-world experiences. When speakers are able to express their emotions and

feelings, then the ideational function becomes clear when such expressions can be described, classified and also be explained.

2. Manipulative functions

These are the functions that language users use to affect the world around them. The first one is instrumental function which is used by the speaker to cause others to do things for them, for example, to make request and suggestions. The second function is a regulatory function which is performed to control the actions others through rules and regulations. The last function is interpersonal relationship, which is used to establish, maintain or change interpersonal relationship, such as in making apologies, greeting and passing compliments to others.

3. Heuristic functions

Heuristic functions help language users to broaden their scope of knowledge and information around them. The examples include using language for teaching and learning, ability to solve problems and retain information.

4. Imaginative functions

These functions help language users to be imaginative in creating imaginary world around them for humorous or aesthetic purposes. The ability to be poetic, figurative and also crack jokes, demonstrates these functions.

Bachman and Palmer (1996: 70) further note that sociolinguistic knowledge enable language users to create and comprehend language suitable to a specific context. This requires the need to know the conventions that determine proper use of, dialect, register, cultural reference, idiomatic expressions and figures of speech.

Moreover, Bachman and Palmer (1996: 70) consider strategic competence as a set of metacognitive strategies and argue that, language use also consists of user's topical knowledge and affective schemata. There three metacognitive strategies that are highlighted:

1. Goal-setting

This metacognitive strategy involves recognising set of test tasks, selecting one or more of them, and making informed decision to complete them or not.

2. Assessment

This is the method by which language users relate topical and language knowledge to the language use setting and tasks. This method also considers test takers' affective reactions in the use of assessment strategies.

3. Planning

This involves taking decision as to how to use both language and topical knowledge along with affective schemata to complete test task effectively.

In a nutshell, Bachman and Palmer's (1996) model consider number of competences that intertwine and are interdisciplinary, such as linguistic, strategic, sociolinguistic, discourse and socio-cultural competences in order to establish communicative competence. Chomsky's (1965), Dell Hymes's (1972), Canale and Swain's (1983) and Bachman and Palmer's (1996) models help to contextualise the communicative competence for the current study.

2.6.5 Common European Framework for References (CEFR)'s (2001) model

The last model of communicative competence reviewed is Common European Framework for Reference' (CEFR) model of the year 2001. This model is made up of three competences in which

each of them is interpreted as knowledge of its content and the ability to use it (North, 2014). The first competence is linguistic competence which involves language user's knowledge of and their ability to use different resources of language to develop well-structured messages. Sociolinguistic competence is the second most important component of this model. It refers to knowledge and skills required for appropriate use of language in social situations. The last competence is pragmatic competence which is subdivided into functional competences (production of language functions and speech acts) and discourse competence (cohesion and coherence). Furko (2016) notes that (CEFR) discards strategic competence, regards discourse competence as part of pragmatic competence and separates sociolinguistic and pragmatic competences.

Clearly, the reviewed models of communicative competence highlight the complexity of communication as a whole as it affects a number of competences. Communicative competence is also realised through L2 learners' fluency and accuracy. Learners' focus on accuracy or fluency results from the pedagogical contexts that are created by teachers or tutors. Brumfit (1884: 53-57) makes a distinction between accuracy and fluency by pointing out that one is oriented towards accuracy and form and the other one towards fluency and meaning.

Therefore, a link is made to the current study such that competence in two productive skills (speaking and writing) is highlighted through learners' performance in ESL. First of all, communicative competitiveness in leveraging their first language using translanguaging, spoken-discourse and turns-takings is linked to learners' ability to use all the resources at their disposal to articulate English structures and develop their language skills. Secondly, learners' linguistic competence in learning ESL is through grammatical structures (syntax) and vocabulary building. Learners' performance in the construction of meaningful sentences is a clear demonstration of their linguistic competence. Therefore, communicative competence and linguistic competence are

key because they indicate the effectiveness of translanguaging strategies in enhancing ESL learning and competence in three selected primary schools in the Quthing district. Moreover, learners' performance from these competences relates with the second research question where teaching and learning are actualised.

2.6.6 Communicative competence: related studies

There are studies that show how communicative competence can be achieved as well as the strategies which can also be applied in exploring how translanguaging enhances ESL. Some of the strategies include task-learning approaches such as role-play as communicative tool, independent reporting, drama activities, drama activities, group-work, story-telling and peer tutoring.

Buitrago-Campo (2016) mixed method action research study concludes that through the use of task-based approach to language learning and teaching, and communicative competence is achievable. This is averred by Ampatuan and Jose's (2016) qualitative study that indicates that using role play assists students to develop their communicative competence. Bang's (2003) mixed-method study affirms that drama activities can be used to create an interactive environment that allows students to engage with each other and use the target language naturally.

On a similar note, Catoto and Jose's (2016) qualitative phenomenal study found that class reporting is a beneficial strategy to enhance student's communicative competence, soft skills and self-confidence. Likewise, Palacio's (2016) mixed method study advocates for independent reading, storytelling, role playing, information gap activities and peer tutoring as effective strategies to improve ESL students' communicative competence. Equally, Xue's (2013) qualitative study which investigated Chinese international students revealed that their participation to group work had a positive impact on their communicative capabilities.

Although the studies on communicative competence highlight applicable, practical and positive strategies. Chesebro *et al.* (1992) qualitative study found that academically at-risk students are nervous about communicating with their peers and other people. Students' nervousness about communicating with their peers and other people leads to what Nguyen and Le's (2012) qualitative study revealed, that language tests do not always measure learners' communicative competence in the target language.

The association of the above communicative studies with the current study is on the basis of strategies. Most of the reviewed strategies are applicable in translanguaging strategies such as collaborative work, multilingual ecology, instructional foundation and translanguaging resources indicated in part one of literature review. The next section presents the fourth part of literature review which concerns teachers and students' perspectives about translanguaging.

2.6.7 Interactional competence: related studies

Besides communicative competence which provides rich understanding of what a person requires to know and establish an accurate, effective and appropriate communication in ESL, a number of researchers such as Kramsch (1986), put forward a “constructivist and practice-oriented” view of interactional competence (Young, 2013). Interactional competence has been enunciated by different scholars under different terms. For example, Young (2011) and Tracy and Robles (2013) use the term “discursive practices” to refer to interactional practice while Hall names it “interactive practices” (Hall, 1999). Other scholars such as Jacoby and Ochs in 1995 named interactional practice (cited in Young, 2013) “co-construction”. Interactional competence builds on the theories of linguistic and communicative competences (Kramsch, 1986).

Participants have what their partners use in communication when co-constructing interactive or discursive practices. Such expectation includes, but is not limited to, linguistic and non-verbal (multimodality) resources such as gestures, body language and countenance (Stivers & Sidness 2005). If the “forms of talk do not meet”, the results will be misunderstandings and misinterpretations among the talk participants (Young, 2011).

When speakers or participants engage in co-construction of interactive or discursive practices, they also bring in the following different resources such as,

1. A knowledge of repair

This refers to how speakers react to interactional issues in a particular practice (Young 2011 & 2013).

2. A knowledge of rhetorical scripts

This includes a sequence of speech acts used for specific communication purposes.

3. A knowledge of turn-taking

This involves how the participants choose the next speaker, and take decisions to end one turn and begin the other.

4. A knowledge of register

Participants in the talk may use specific lexis and structures of syntax appropriate for the context.

5. A knowledge of topical organization

Since participants may prefer topics over others, and certain decision may need to be made as to who has the right to introduce and change a particular topic, and how long a topic continues to be discussed.

6. A knowledge of appropriate participation framework

This includes ways in which participants in a practice assume roles and accept the roles of others.

7. A knowledge of different ways of signalling boundaries

This means how participants know when a practice begins and ends, and when they move from one practice to another.

At this juncture, it is worth noting that according to Kramsch's (1986), what differentiates interactional competence from communicative competence is its inter-subjectivity. This means that interactional competence "presupposes a shared internal context or sphere inter-subjectivity" with the implication that both participants in a talk are able to guess what each has in mind (Kramsch, 1986: 367). It is for this reason that Xiao (2016) refers to interactional competence as indispensable as it enables students to effectively participate in social interactions and perform well in their future work-life.

In relation to the current study, interactional competence helps to facilitate shared understanding and effective communication (Xiao, 2016). That is, some elements of pragmatic knowledge such as turn-taking, register and ways of signalling boundaries are key in assessing ESL competence of L2 learners. Again, interactional competence is important as academic-content learning is a shared understanding between teachers and learners as they grapple with in ESL learning and teaching. Therefore, both translanguaging strategies and elements of interactional competence are essential in classroom. For example, there are studies that show how interactional competence facilitates shared understanding and effective communication. These studies also inform the exploration of how translanguaging enhances ESL competence in selected primary schools in Quthing district.

Using conversational analysis to optimize learning outcomes within the limited space of classroom interaction, Waring's (2015) carried out a study that shows how the use lesson segments are important in order to *socialize* learners into the routine practices of everyday talk. Another conversational analytic study by Can (2015) was carried out in order to reveals that learners'

contributions can be shaped through interactional competence. Again, Barraja-Rohan's (2011) action research showed that the use of conversational analysis to teach interactional competence (IC) was *effective* for the participants of the study. In this regard, conversational analysis contributes to the current study, at least as a theoretical lens, as it facilitates in learner's ESL competence when engaged in interactive scenarios.

Park (2017) revealed that multimodal behaviours such as gestures, gaze, postures and facial expressions had important impacts on learning. Similarly, May's (2011) study pointed the possibility of using non-linguistic features of communication, such as body language in IC assessment, and offer a basis for the development of a more accurate features of send language.

Based on the review of studies done on linguistic, communicative and interactional competences, the current study finds a correlation between the four language skills; writing, speaking, reading and listening skills. However, empirical literature based on communicative competence and interaction using translanguaging strategies has not been explored in classroom settings. It remains unclear as to whether translanguaging enhances English second language competence in three selected schools in Quthing district. The next part is phase 3 which concerns teachers and students' perspectives about translanguaging.

2.7 Perceptions on translanguaging

The third and last phase of the study features one part that deals with teachers' perceptions of translanguaging and part two that is concerned about learners' perceptions of translanguaging. This phase is related to the last research question namely; what the views of teachers and learners are about translanguaging in teaching and learning ESL.

Relatively, few studies have been carried out on teachers' and students' views about translanguaging as learning and teaching strategy. One assumes that it is because of a mono-glossic view on language practice in classrooms. Such a view has been as a traditional norm in most classroom settings in sub-Saharan Africa. Consequently, after the current study has validated the presence of translanguaging (research question one) and effects of translanguaging strategies in schools (research question two), then participants' opinions, views and perceptions can be sought (research question three).

2.7.1 Teachers' perception on translanguaging

Dougherty (2021) conducted a study on the development of teachers' use of translanguaging in the bilingual classrooms with the aim of identifying the benefits that teachers gain from acquiring knowledge and expertise in a variety of languages during their education. In order to do that, the study described the experiences of three teacher candidates who volunteered and were selected through purposive sampling. All three students had previously studied translanguaging. All the undergraduate students pursuing a bilingual specialization, and they were all placed with bilingual teachers/mentors. In order to identify the benefits that teachers draw from acquiring knowledge and expertise in a variety of languages during their education, one of the research questions of Dougherty's (2021) study aimed to understand how participants' perceptions of translanguaging are significant to its implementation.

The methods that were used to gather data included face-to-face interviews, observations, and field notes. After the analysis of the data, the study concluded that translanguaging is beneficial for student participation and for improving their understanding of the subject-area content. Moreover, all three participants in the study expressed satisfaction with the practice of translanguaging in the classroom. All student teachers express multiple benefits of the translanguaging, they raising

awareness about the teacher's perception. Dougherty (2021) concludes that the further implementation of translanguaging shows positive results. The current study draws from the data collection methods used in Dougherty (2021) as they are relevant and appropriate from learners and teachers in three selected schools in the Quthing district. Analysis of teachers' perceptions revealed that translanguaging is beneficiary in classrooms.

Shifidi (2014) carried out a study in Namibia to investigate the translanguaging phenomenon in three schools from Khomas, Oshikoto and Oangwena regions. The study also aimed at establishing the views of teachers with regard to whether translanguaging has a potential to enhance learners' understanding of academic content. The study was guided by three theoretical frameworks which are socio-cultural perspective, constructivist and bilingualism. Data collection involved use of observation and interviews. From each school, the population consisted of six learners, three teachers and one head of department. Teachers and learners confirmed the presence of translanguaging in the three regions in Namibia.

Furthermore, the findings indicated that translanguaging is even more common in rural schools due to lack of facilities and expertise. The study indicates that respondents are positive towards translanguaging and they feel certain that it helps learners to understand difficult concepts and encourages them to participate in classrooms. Data collection tools and method are relevant to the current study. As Shifidi (2014) carried out a study in Namibia to investigate the translanguaging phenomenon in three schools from Khomas, Oshikoto and Oangwena regions, the current study collects data from three primary schools in the district of Quthing. The data that is collected from multiple sources, compared and analysed enhances reliability and validates results.

A study of Cantonese-English classrooms, in 1996, showed that the observed classes benefited from using translanguaging methods in English classes. An example was in instances of writing in English but speaking in Cantonese. However, the study was concluded with the following sentence “However, because official policies discouraged bilingual classroom practices, teachers were largely unwilling to acknowledge code-switching and bilingual language use in the classroom” (Cummins, 2017: 108). The study explains that many researchers have explored different approaches of using home and school languages simultaneously. However, it is difficult since in many countries, school systems encourage monolingualism in the language classrooms.

2.7.2 Learners’ perception on translanguaging

A study conducted in Roskilde University, Denmark, focused on the results of translanguaging in a classroom where students were explicitly asked to use the practice of translanguaging (Daryai-Hansen *et al.*, 2017). The researchers focused on teachers’ and students’ practices of translanguaging as well as their attitudes towards it in both teaching and learning. The results revealed that the students’ attitudes towards translanguaging are positive. The positive perceptions of the findings include the following:

1. It gives students the opportunity to use their ‘stronger’ language in order to develop their ‘weaker’ ones.
2. It motivates students to participate actively in classroom when they were allowed to use their home languages.
3. It enhances teachers’ willingness to use it (translanguaging) in the classrooms although they did so only when the other languages were Danish and /or English.

Cummins (2017) presents a Canadian study where students were encouraged to use their L1 when learning English. In his study, the students mentioned that it is beneficial for them to use their L1, since they noticed that translanguaging improves not only their L2 skills, but also their L1. This means that bilinguals have the opportunity to catch up with monolingual students in different subject classrooms by making their repertoires accessible to them in learning the target language (Torpsten, 2018). Like many other studies, this one also emphasizes the promotion of the identity of the individuals, as it is crucial in language learning. The conclusion of the study was that students benefit from using translanguaging because it gives them the opportunity to learn from each other. It was however, noted that students benefit in different ways because of their different schooling backgrounds as shown by Torpsten (2018).

Wei (2011) undertook a study to retell a story of three Chinese youths in Britain, their experiences, multilingual practices and creativity and criticality shown through such practices, the identity position the construct and present for themselves, and the social space they create and occupy within a wider space they find themselves in. Translanguaging is seen as the full range of linguistic performances of bilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission information and the representation of values, identities and relationships.

The study further states that translanguaging includes, "...modalities (signing, speaking, remembering, writing, listening and reading) and going beyond them." Through the inclusion of modalities, translanguaging space is created. The idea of translanguaging space includes the concepts of creativity and criticality, which are fundamental but hitherto under-explored dimensions of bilingual practices. Using a combination of observation of multilingual practices and metalanguage commentaries, the study retells the experiences of three Chinese youths in

Britain growing up in a society which is dominated by a variety of monolingual ideologies. The study focused on the following themes; fun with words, from weekend bilingualism to flexible multilingualism, creating space and cultivating relationships, and transnational space. Data were collected using interviews, observations and recordings of social interaction of three Chinese male who were first year undergraduates in London.

The study revealed that multilingual approach to language including translanguaging breaks down artificial dichotomies between the macro and the micro, the societal and the individual perceptions in studies of bilingualism. Relevant to the current study are the methodologies used in obtaining data. These include data collected using interviews, observations and recordings of social interaction and the opportunities offered by translanguaging phenomenon. Such opportunities were concerned with the comfort of learning and participating using learners' language of choice, collaboration and obtaining deeper understanding of academic content.

2.8 Theoretical frameworks of the study

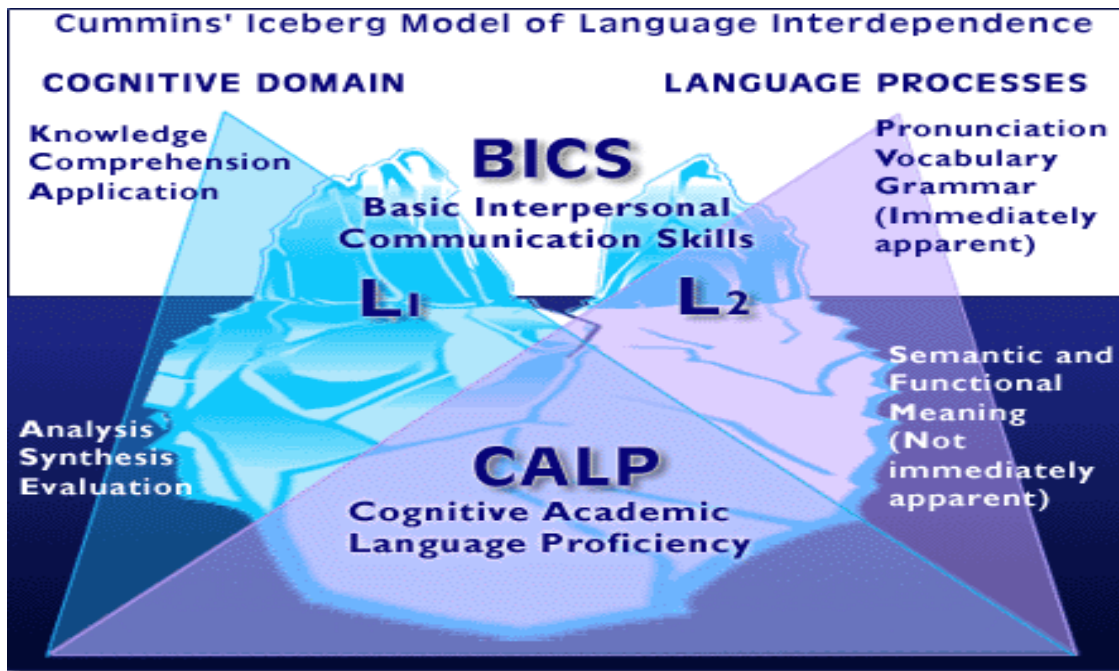
The current study is premised on the argument that translanguaging strategies positively impact ESL learning and competence (Garcia *et al.*, 2012). In that regard, the study sought to explore use of translanguaging as a pedagogical strategy to enhance ESL teaching, learning and performance. Three theoretical frameworks anchor the study in two major areas; (1) Translanguaging (Canagarajah, 2012; Baker, 2011) and (2) English Second Language (ESL) learning (Siobham *et al.*, 2006; Guitierrez *et al.*, 1997: 368). Through the translanguaging lens, Cummins's (2000) Dual Iceberg theoretical framework is juxtaposed with translanguaging pedagogy and strategies for learning and teaching (ESL). Conversational Analysis (CA) and Critical Discourse Analysis (CDA) are used to complement Cummins's (2000) Dual Iceberg Theory.

2.8.1 Cummins's (2000) Dual Iceberg Theory (DIT)

Cummins' (2000) Dual Iceberg Theory (DIT), as one of the second language learning theories, was used for three reasons in this study. The theory articulates the importance of including indigenous and other languages besides dominant languages such as English in teaching and learning. Cummins (2000) Dual Iceberg Model of language interdependence has commonality with essential components of translanguaging. For instance, they both address language separation and exclusivity. Garcia (2009: 70-71) also states that, 'Cummins independent hypothesis' provides the basis for advancing understanding of bilingualism in a way that fits the exigencies of twenty-first-century translanguaging.

Also, the framework accommodates bi-multilingualism as a positive input for the development of cognitive, academic and linguistic proficiency in the classroom. One of the most relevant models of language interdependence is that of Dual Iceberg proposed by Cummins (2000). The model illustrates an analogy of two icebergs representing L1 and L2. Basic interpersonal communication skills (BICS) in L1 are developed within a period of 1-2 years through social language interactions after a child is born. The skills are characterised by simple language structures (from babbling, cooing, one-word, two-words etc.) in a relaxed context. There is a high frequency vocabulary, non-verbal cues, context embedded and there is low pressure to learn a language. The language used is ordinary language of asking for water, singing, expressing feelings chatting with people. **Figure 4** below illustrates Cummins's 2000 Dual Iceberg Model the model of language interdependence between L1 and L2.

Figure 4: Cummins's 2000 Dual Iceberg Model of Language Interdependence.



One of the reasons used to justify why Cummins's 2000 Dual Iceberg Model of language interdependence above is fit for this study, is because the model is aligned with the principles of translanguaging. For example, learners who are learning ESL in the Quthing district in primary schools are in transition from their L1 and to L2. Both translanguaging and Cummin's 2000 model do not regard L1 and L2 use in classrooms as interference but as a platform that offers multiple opportunities to learn and teach another language. The icebergs illustrate potential possibilities that each language offers in order to shape, negotiate and construct meaning in classrooms.

2.8.2 Critical Discourse Analysis (CDA)

There are numerous approaches to discourse analysis. However, Critical Discourse Analysis (CDA) is generally concerned with the analysis of how social and political inequalities are manifested in and reproduced through discourse (Teun & van Dijk, 1993; Wodak, 2001a). CDA

reveals the role of discourse and its (re) production in order to challenge dominance of those who are strong against the weak (van Dijk, 1993: 249). The theory seeks to understand the role of “...structure, strategies or other properties of text talk, verbal interaction or communicative events” (van Dijk, 1993: 250). These texts establishing and maintaining power relations between different groups in society (Fairclough, 1989). For example, the contents of CAP (2009) and the constitution of Lesotho (1993) concerning the status of minority languages in Lesotho, are a direct opposite to the current LELP.

There are reasons for the use of critical discourse analysis (CDA) for the current study. One of them is its stance towards social justice and practice. CDA is essential in revealing the ‘role of discourse in the (re) production and challenge of dominance’ because of its stance towards social justice and practice (van Dijk, 1993: 249). In relating CDA to translanguaging as a strategy to ESL learning and teaching, Garcia and Flores (2012) identify two principles of social justice and practice. The first principle which focuses on social justice is based on the notion that meaningful education for emergent bilinguals is both transformative and critical. CDA is aligned to translanguaging discourse in supporting L2 learners and teachers to develop the consciousness to challenge inequality related to language use in learning and teaching ESL. To this end tutors and teachers are tasked below with:

- a) Developing the home language practices and cultures of students and supporting them to understand how these practices are contested and challenged in various contexts.
- b) Creating democratic spaces that allow for equal participation and create equity among the various languages and cultures that are present.
- c) Maintaining high expectations for risk-taking, hard work, and rigorous content.

- d) Advocating for children, particularly as they are subjected to language assessments that may be invalid or inequitable.

Garcia and Flores (2012) identify another principle that addresses social practice. It is based on creative experimentation of with new ideas, social construction of knowledge and collaboration.

Teachers and tutors are challenged to:

- a) Use cooperative learning and collaborative strategies deliberately and in a creative manner.
- b) Develop students' identity investments in content by attending to what is most relevant to learners' lives (Garcia & Flores, 2012).
- c) Teach discipline-specific languages in conjunction with content.
- d) Support students to experience quality interactions and shared ideas using all their flexible language abilities.

Through CDA, it is possible to examine and unmask how societal discourse surrounding linguistic boundaries along tribal lines are constructed, produced and maintained to perpetuate dominance of Lesotho's official languages over IsiXhosa and IsiPhuthi. This concept can be compared to language in educational sphere such as that in the Quthing district where some minority languages (IsiPhuthi and IsiXhosa) are not used to leverage ESL learning. However, this study argues that it is not sufficient to simply do a research and document the broad discourse processes which sustain power relations between languages in the Quthing district and elsewhere. The findings should motivate a clear intent from MoET and other stake holders to implement LELP for the course of social educational justice.

Unlike other methods to discourse, critical discourse analysis encompasses broader features of the production and consumption of discourse. These features are related to the role of cognition in the understanding and interpretation of texts/speeches and discourse practices. van Dijk (2001) argues

that people have to understand the role of social cognitions and representations, or rather, the ways of thinking about the world which emerge from social activities. By so doing, the society is able to understand how wider inequalities inform particular discursive or interpretative act. Cognition is, therefore, the theoretical interface between discourse and dominance (van Dijk, 1993, 2001). It is timely that stake-holders in teaching and learning spheres, policy-makers and society at large recognise disparity or non-of in places such as Quthing district, based on language use and practice in classrooms.

After the cognition in the understanding and interpretation of texts/speeches and discourse practices, Wooffitt (2005: 139) emphasises the importance of accounting for the wider context of discourse. The study identifies that context has four levels: the actual or immediate use of language or text, the relationship between utterances texts, discourses and genre, the extra-linguistic sociological and institutional context of discourse and the socio-political and historical contexts. The main aim of her research is to identify the operation of power and dominance in discourse across these four contextual levels (Wodak, 2001b). These contextual levels are related to the current study through the enquiry into the existence of the dimensions of translanguaging phenomenon in selected primary schools in Quthing and also language use in classrooms. Furthermore, teachers and ESL learners' perspectives create a critical 'text' for analysis after the exploration of translanguaging in enhancing ESL learning and performance.

It is worth noting that a text could be taken to refer to a written document, such as a letter or a film script. However, in critical discourse analysis a text has a more complex meaning. A text can refer to speech or spoken discourse, written documents, visual images, or some combination of the three. Moreover, texts are regarded as multi-semiotic because many forms of representation may be combined in their construction. To obtain a full understanding of the production of meaning in

texts, it is thus necessary to extend the focus of analysis to include its non-linguistic representations, such as a turn-taking in interactions. It is argued that ‘textural’ properties of texts must be included in the analysis because they reflect broader cultural and social influences which make them “extraordinarily sensitive indicators of socio-cultural processes, relations and change” (Fairclough, 1995: 2).

The other reason for the use of CDA is due to its aims and goals in discourse. Besides CDA’s stance towards social justice and practice, it is used in this study due to the aims and goals. One perspective of CDA is that it intervenes on the side of dominated minority and oppressed groups and against dominating and powerful groups (Fairclough & Wodak, 1997: 259). Wooffitt (2005: 140) concurs with the above notion and notes that:

There is a moral imperative informing empirical research; critical discourse analysts should take an explicit socio-political stance, within both the academic community and wider society. This means that theoretical approaches and the topics of empirical inquiry should be motivated by the underlying concern to identify injustices in the structure of society and to seek to ameliorate the conditions of those groups who suffer from them. The objective is then, social change through critical analysis.

There are a number of views of different theorists on what goal and aims of CDA should be. For example, according to Brown and Yule (1985) CDA analyses language in real context and how language reveal social and ethnic backgrounds. For them the choice of lexical and syntactic features of language represents the broad social-cultural backgrounds of speakers. Therefore, the analysis focuses on how speakers’ language reflects discursive practices in the binary relations/

On the same view, Halliday (1978) considers that language is a social act because people communicate in social set-up. That means language and society are inseparable and depend on each other directly. It is language (text) that shapes and constructs people’s identities. The example

of a context that illustrates dominance is that of people who are fluent in English language to be considered socially and culturally dominant because they speak language of socially and politically dominant people. Then, there is a relationship between language and power which has to be changed. Similarly, in schools, education system may dominantly exclude minority language speakers from participating meaningfully on issues of self-determination and academic development. This view is just what CDA seeks to address in this study by exploring teachers and learners' views about translanguageing strategies in order to inform language-in-education policy makers in Lesotho and elsewhere.

The third reason CDA is used is because it is a theory which unmasks the sets of beliefs and ideologies that serve to protect the interests of the powerful. CDA ideologies are taken to be crucial and organised sets of beliefs which mobilise practices and viewpoints which sustain inequalities across society and institutes. They serve to protect the interest of powerful groups at the expense of the weak group. Wooffitt (2001: 143) notes that ideologies are carried out in such subtle ways because they inform how societies interpret the world around them. Ideologies are used to ensure that certain events, ways of acting and relationships come to be regarded as legitimate or appropriate. Legitimising exclusion of minority languages in Quthing primary schools is inappropriate.

Fairclough (1989) identifies the relationship between language and power and that there is power behind language. This indicates ways in which powerful groups can determine aspects of language. For example, he argues that the standardisation of English pronunciation reflected the interests and influences of merchant class which emerged in the south-east of England during the latter part feudal society. They were able to define a particular way of speaking (their way) as the way of pronouncing English words. This had important ramification in Great Britain; the effects of which

are still observable today. The very notion of a ‘regional’ accent to refer to non-standardised forms of pronunciation were somehow unconnected to any specific part of the country, thus masking the disproportionate influence and power of particular group with a clear geographical base. This in turn meant that people from outside the south-east of England were at a disadvantage in those social and work relationships and job interviews which tend to be conducted in middle-class London accents.

In a nutshell, translanguaging strategies are linked to CDA in that, teachers and learners’ views about language use in schools and CAP (2009, vii) in Lesotho create social discourse or text that has to be analysed in order to unmask social injustice done against L2 learners from minority language groups in Lesotho language system in education. It is clear that CDA is interdisciplinary as it affects education and socio-linguistics as indicated in this study. This framework is consistent with Cummins’ (2000) Dual Iceberg model. They both advocate for recognition and inclusion of ‘weaker languages’ for transformative purposes, learning and equitable usage. Such address the issue of social justice for all languages available in Lesotho to be included in education. The last research question of this study on teachers and learners’ views about translanguaging is being responded to through CDA. The next section presents conversational analysis (CA) framework.

2.8.3 Conversational analysis (CA)

Conversational analysis (CA) is often used to study every day conversations, and it provides insights the ways in which language is used to create and maintain social relationships among people in the society. For the current study CA is used because of epistemological stance and methodologies. Epistemologically, conversational analysis takes an objectivist, realistic position, in which inductive, data driven activity is achieved. Its goal is to find patterns with language or

text. That is, using inductive processes, patterns of language used are discovered and not constructed. The social interaction is often orderly and it includes ordinary or institutional talk (interaction), turn-taking, sequential positioning, overlaps, interruptions, and proximal and distal contexts (Stokoe, 2010; Schoeb, 2009; Sacks, 1992).

According to Wooffitt (2005: 8), when people communicate, they produce utterances which perform actions, which in turn invite particular kinds of actions (or which at least limit the range of actions which can come next without seeming unusual). One of the functions of conversation analysis is to discover and describe the architecture of the linguistic structure. That is, the properties of how a talk or interaction proceeds through activities are produced through successive turns.

Methodologically, CA is significant because even aspects of interaction that may seem on first inspection to be accidental, routine or ungrammatical are considered when transcribing data through conventional symbols. Wooffitt (2005: 11) notes that Gail Jefferson devised a system of transcribing which is ‘...particularly useful for capturing aspects of speech production and the temporal positioning of utterances relative to each other’. The system is based on the properties of turn-taking, such as the onset of simultaneous speech and timing of gaps within and between. Secondly, the system captures the features of the production of talk, such as emphasis, volume, the speed of delivery and the sound stretching which are often missed by more conventional transcript. CA situates the study in question on a number of counts:

- (1) Analysis of conversations and speeches that are translanguaged in ESL learning and teaching is possible. For example, aspects of who the audience is, genre, purpose and context of the discourse can be catered for through CA.

(2) Audio/video recorded data collected from the fields can be transcribed to preserved and reflect the original text.

(3) After transcribing translanguaging segments of conversations, data can be analysed as it indicates patterns and themes in order to reach conclusions.

(4) Conclusions can be drawn based of these methods of CA in order to indicate the presence or lack of translanguaging in three selected primary schools in Quthing district.

The next section presents the synthesis of the three theoretical frameworks.

Additionally, CA is important in the analysis of communication and interactions among L2 learners and their teachers. More importantly, CA is used in this study to assess and analyse ESL learners' competence in both communication and in interaction using translanguaging to learn English language. This framework upholds Cummins' (2000) Dual Iceberg model in order to respond to this study the main research question on how translanguaging impacts the teaching and learning of ESL in three selected schools in the Quthing.

2.9 Synthesis

This section put together reviewed aspects of the study which include theoretical frameworks, empirical literature and relate them to the research questions. Specifically, the main research question is on how translanguaging impact the teaching and learning of ESL in three selected primary schools in the Quthing district. The supplementary questions and knowledge gaps are related to theoretical frameworks and literature in order to bring about coherence of the study. In that respect, the first research question was related to the first phase of the study, the second research question was linked to the contributions in phase two while the third research question

was connected to the last phase of the study. The synthesis also relates critique of literature and its weaknesses in a manner which speaks to the significance of the study.

First of all, the reviewed literature in phase one addressed the first research question on the dimensions of translanguaging phenomenon in selected primary schools in the Quthing district. The information obtained from the first phase, which deals with the first research question, informs the forthcoming two research question. It is worth noting that etymologically, the basic concepts such as translanguaging, code-switching, translanguaging classroom are explained in this part in order to contextualise the study.

However, it is equally important to highlight that dimensions and functions of translanguaging are observable and key in order to validate the presence or lack of translanguaging phenomenon in Quthing district in Lesotho's three selected primary schools. From section 2.1.4, which features elements of translanguaging, there are four forms/dimensions of translanguaging. They include; (1) multilingual ecology, (2) instructional foundations, (3) collaborative work and (4) translanguaging resource (Celic & Seltzer, 2012). From the elements of translanguaging, emerge forms and functions of translanguaging, which in turn answer the main research question on how do translanguaging impact the teaching and learning of ESL in three selected primary schools in Quthing district.

In addition, the notion of ESL teaching and learning is related to the second research question which is referred to in part 2.2 of this study. Contents of that part traces ESL learning from the foundations laid down by Vygotsky (1978)'s sociocultural theory of Zone of Proximal Development (ZPD), scaffolding, literature from around the world and sub-Sahara Africa (Makalela, 2015b; Martin-Beltran, 2014; Garcia & Velasco, 2014; Canagarajah, 2011; Nyimbili

& Mwanza, 2020; Song, 2015). The important elements of ESL learning focus on translanguaging strategies to enhance learning development (academic development) and language development. There is seemingly a limited documented research from this area in the Lesotho context.

Equally, a critique of the original trend of translanguaging based on its etymology, its development and its current situation presents a number of points which are not clear. The first point that is not clear is based on popularity of translanguaging phenomenon as a new concept in education fields. Therefore, it is not clear whether translanguaging phenomenon exists in Quthing district. This scenario creates a knowledge gap in literature, which needs to be verified through a study such as the current one. Additionally, there is diversity in L1 languages spoken in Quthing district besides the official Sesotho (L1).

The second phase of the study consists of parts 2.5 and 2.6 of the reviewed literature. It situates the second research question namely on how do teachers and learners employ translanguaging strategies in teaching and learning of ESL in three selected primary schools in Quthing district. Based on the title of the study, learning/teaching (part 2.5) and competence/performance (part 2.6) are primary factors that are affected by translanguaging strategies. For an example, the empirical literature indicates that translanguaging has potential to influence learning/teaching and competence/performance in ESL positively.

From (part 2.6), communicative competence is traced from early research by Chomsky (1965) up to communicative competence by Common European Framework for Reference (CEFR). Linked to communicative competence are the studies that show that translanguaging strategies based on task-learning activities such as role play, independent reporting, drama activities, group-work,

story-telling and peer tutoring do influence L2 learners' competence positively (Buitraro-Campo, 2016; Catoto & Jose, 2016 and Bang, 2003).

Furthermore, the notion of competence is restricted to communicative competence (performance) because the outcome of cognitive, academic and language development are often measured through productive skills. Productive skills often reflect linguistic competence. Again, as indicated in Cummins (2000)'s Dual Iceberg model, communicative competence is the first competence to emerge from emergent bilinguals in about a period of 2 years. It is characterised by conversational fluency which develops in face-to-face, highly contextualised situations.

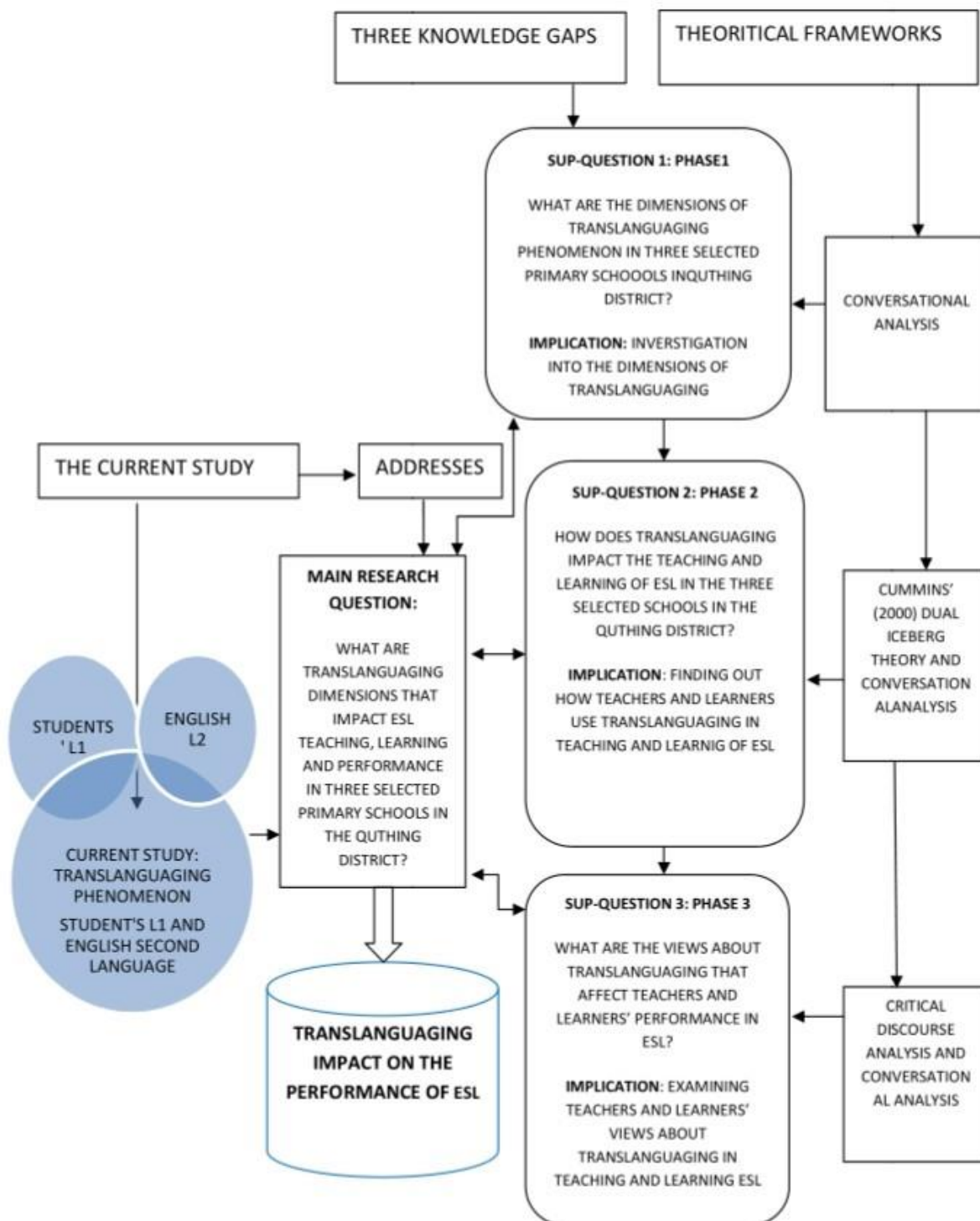
The relationship between both ESL learning and competence with theoretical framework to address the second research question is based on Cummins (2000) Dual Iceberg Model. Firstly, the framework locates L2 learners at the heart of SL learning through his or her first language (L1) and accommodates L2 learners' previous experiences of learning, aptitudes and learning styles. Learners are affected by attitudes taken to them, language, religion, their culture and ethnicity within the school and beyond the school premises. These underlying factors are addressed by Cummins' iceberg model through Cognitive and Academic Language Proficiency (CALP). Secondly, Cummins (2000) address communicative competence through Basic Interpersonal Communicative Skills (BICS) which reflect the practicality of cognitive and academic development of learners (language performance). Through observation and enquiry, Cummins (2000) Dual Iceberg model and conversation analysis have a potential to construct new information on that area.

The last phase of the current study reviewed literature that is reflected in section (2.7) on perceptions on translanguaging and it addressed the last research question that seeks to find out

teachers and learners' perceptions of translanguaging. This third research question is important in bi-multilingual contents because teachers and learners' views are exposed. The research question further validates presence and preference of bi-multilingual or language separation in diverse settings such as in the Quthing district. Enquiry on this last research question is through both conversational analysis and critical discourse analysis. These theories help to answer the main research question on how does translanguaging impact teaching and learning of ESL in three selected schools in the Quthing district. Diagram 1 below is the conceptual framework of this study.

DIAGRAM 1: Represents conceptual framework of the research

The Diagram below illustrates the conceptual framework of the study.



In order to relate the syntheses of the current study to its significance, the recap of three research questions is presented with their implications in the above diagram 1. Having answered the three research questions (RQ 1, 2 and 3), it is possible to document literature on translanguaging, explore its value in education, its impact on learning and teaching, assist immediate beneficiaries (emergent bilingual students) academically and indicate practical alignment between language-in-education policy (LiEP) and practice in Quthing district and elsewhere.

2.10 Summary of Chapter 2

In conclusion, the reviewed literature has shown that bi-multilingualism through translanguaging affect ESL learning and competence. Specifically, the reviewed literature indicates translanguaging trends that are positive in improving language learning and teaching, particularly English as a second language. From the same translanguaging trend, the current study presented and sought to address knowledge gaps which concern: (1) existence and dimensions of translanguaging phenomenon, (2) how translanguaging impacts teaching and learning of ESL and (3) views about the effects of translanguaging on ESL teachers and learners' phenomenon. The study is responding to the fundamental enquiry which seeks to explore translanguaging strategies in enhancing ESL teaching, learning and performance in three selected primary schools in Quthing district in Lesotho. With regard to methodology, most of the reviewed studies are qualitative and also make use of observations, interviews and experimental. Often data is elicited from participants through task-based activities, video-recording, audio recording, dialogues and participants engagements. Similarly, numerous studies employed ethnographic frameworks such as constructivist theories and socio-cultural models to translanguage in multilingual contexts. The following chapter is on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The reviewed literature in chapter two highlighted a number of points to the fact that translanguaging strategies impact ESL teaching, learning and performance not only in sub-Saharan Africa but also around the world. The aim of the study was to explore the impact of translanguaging on ESL teachers and learners' performance in three selected primary schools in the Quthing district.

Specifically, this study addresses the following research questions:

- 1.6.1 What are the dimensions of translanguaging phenomenon in three selected primary schools in the Quthing district?
- 1.6.2 How does translanguaging impact the teaching and learning of ESL in the selected primary schools of the Quthing district?
- 1.6.3 What are the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district?

This chapter describes the research design, participants and sampling procedure, data collection and instruments, data analysis and procedures, ethical considerations, trustworthiness and limitations.

3.2 Study Design and Approach

In order to study a specific phenomenon and bring about an accurate account, researchers may combine or more research method and approaches. This study adopts methodological triangulation because it is advantageous in order to ensure quality and credibility of this work. Drawing upon

traditions of social constructivist theory and ethnographic enquiry about a phenomenon such as translanguaging, its dynamics and complexities, the study adopted a qual-quantitative comparative case study approach (Heath & Street, 2008). The approach thus explained and shaped the research paradigm adopted. Since research involved answering questions, the approach used was based on paradigms, philosophical assumptions and distinct methods (Bryman, 2008).

According to Creswell (2013: 41), a paradigm is a "...rudimentary set of beliefs that direct the inquiry." A paradigm consists of concepts that include; ontology, epistemology, axiology and research methodology. These methodological ways of thinking are known as research paradigms and informing the design and conduct of research projects. These become a lens through which researchers view the world and examine the methodological components to make decisions on the methods to be used for data collection and for analysis. Each one of the terms is highlighted on in the sub-section below.

Ontology is defined as how reality is viewed (nature of reality), that is, how reality is accurately captured as an entity or beingness. For the current study, it was the study of being and described how the researcher perceived reality and the nature of human engagement in the world. It helped the researcher in his assumptions and acceptance of something/knowledge as true. The researcher was prone to ask questions such as:

- a) What is real in the natural and social world where translanguaging occurs?
- b) How does the researcher conceptualise translanguaging? and
- c) How does he know what he knows about translanguaging?

Ontologically, the position of constructivism/interpretivism on the nature of reality (what exists) was related to the current study in such a way that translanguaging phenomenon was viewed as a

social construct, subjective and changeable (Lincoln *et al.*, 1985; Woods, 1983). For the current study, the ontological stance shaped the researcher's beliefs about the nature of language-in-education with special reference to the exploration of the enhancement of ESL performance through translanguaging, education, communication and language practices in classrooms. Therefore, the social constructivist ontological stance for this study assumed that language and translanguaging are constructs that are shaped by culture and social factors. The stance focused on understanding the social and cultural context of language-in-education, translanguaging and teacher-student communication.

Epistemology is the branch of philosophy that deals with the study of knowledge and beliefs. It describes the ways knowledge about reality is acquired, understood and utilized. The importance of epistemology includes highlighting the importance of the researcher and what is known as knowledge, increased researcher's confidence in the data collected and the answers that are found while conducting research. This understanding probed the researcher to find out the following:

- a) What is knowledge?
- b) How can a researcher acquire knowledge and to what extent?
- c) Is the knowledge acquired trustworthy or there is a need to investigate further?
- d) What is acceptable knowledge in this particular study?

Therefore, besides positivism, critical theory or pragmatism stances, the study adopted interpretivism. This epistemological stance was based on the belief that knowledge was constructed through social interaction and human interpretation. Constructivism/ interpretivism views, philosophies, methods on what constituted acceptable knowledge were such that the focus was on the details of the situation, the reality behind those details, the subjective meanings, attitudes, assumptions, beliefs and motivating actions. This informed the basis for deemed

relevance of this comparative case study. The position also draws from Mason's (2002) notion of constructivism/interpretivism.

Axiology refers to the researcher's understanding of participants' values and their roles in research. According to constructivism/interpretivism, it is the role of values in research and the researcher's stance. It examines values, deals with issues of right or wrong, measured levels of development and types of biases. Some of fundamental questions the researcher asked included:

- a) What should be done and not be done in order to uphold the respect the rights and dignity of each participants in this research?
- b) What were the intercultural and cultural factors to be considered in this study?
- c) How was the study to be conducted in a peaceful and respectful manner?
- d) How was the researcher to minimize or reduce risks during the research process?

The axiological stance for the current study referred to the values, beliefs and ethical positions that guided the research practices and interpretation of findings. Furthermore, axiological stance taken for this study was teacher-student-centeredness. The stance emphasizes the importance of incorporating teachers' and learners' perspectives, values and preferences in language-in-education decision-making with regard to the translanguaging phenomenon in enhancing ESL performance. The solicited data was value-bound because it required the wide interpretation from the researcher.

Lastly, a research methodology which is the model behind the research process is defined as structured and scientific approach used to collect data, analyse it and interpret qualitatively or quantitatively. Some of the basic questions the researcher asked included:

- a) How did the researcher find more about the reality of translanguaging in the Quthing district?
- b) What approaches or methodology did the researcher use to obtain data that enabled him to answer the research questions?

These four concepts discussed above informed the design and conduct of this research project. They constituted a set of assumptions, theories and ideas that contributed to the researcher's world-view and approach to engaging with things and other people. These became a lens through which the researcher viewed the world and examined the methodological components of the research to make decisions on the methods used for data collection and analysis.

These four concepts positioned the study and allowed the researcher to interact closely with the participants in their own environment in order to gain insights from translanguaging classrooms and also form a clear understanding on how the translanguaging phenomenon existed in classrooms. They were also key in the exploration of the translanguaging impact on the performance of ESL in the Quthing district because they provided a clear, structured, scientific approach, collection, analysis, and interpretation of data.

On one hand, the study adopted a qualitative approach (Neuman, 2000; Foody, 1993; Maykut & Morehouse, 1994). There were two major reasons for the use of qualitative methods to explore the translanguaging phenomenon in schools. According to Costa and Kallick (1993) qualitative research provides opportunities to investigate and explore a phenomenon from multiple perspectives. The perspectives came from learners and teachers who are members of the school community. A qualitative research is descriptive in nature and is socially constructed by individuals in the interaction with the world (Merriam, 2002). Yin (2011) concurs that qualitative

research covers contextual conditions, the social institutions and environmental conditions in which people's lives take place.

Another reason is that this design offered a logical plan which covers management of research, such as scheduling and coordination research work. A research design is a plan for collecting and analyzing evidence which makes it possible for the investigator to find answers to the research questions that were posed (Flick, 2007; Creswell, 2013). For the current study, this design of the investigation covered almost all aspects of the research such as details of data collection and analysis. It also included an outline of what the researcher will do from the start to the final analysis of data (Kothari, 2004; Flick, 2007). Similarly, the research design (ethnographic enquiry in a natural setting) provided a framework for the collection and analysis of data.

The relevance of the qualitative comparative case study was such that it was aligned with the aim of the current study and responded to its research questions. In order to study the impact of a phenomenon such as translanguaging, qualitatively the researcher involved an interpretative, naturalistic approach by studying language and translanguaging phenomena in their natural settings, and attempted to make sense, or interpret them (Myers, 2008; Kolobe, 2014: 78). An interpretative approach (adopted for the current study) is an epistemological stance that is based on the belief that knowledge is constructed through human interpretations and social interactions. It emphasizes the subjective and interpretivist nature of human experiences (a paradigm/approach that assumes that access to reality occurs through social constructions such as language, instruments and shared/constructed meanings).

Additionally, the relevance of qualitative comparative case for this study was such that it was concerned with a subjective assessment of attitudes, opinions and behavior (Creswell, 2003).

Similarly, the researcher sought to present his personal experience in particular situations. Therefore, the last research question of the current study is relevant because the researcher also looked into teachers' and learners' perceptions and views with regard to the use of translanguaging during lessons in Quthing primary schools.

This study was designed qualitatively in order to observe teaching and learning processes and elicit data from teachers and learners on the translanguaging phenomenon in Lesotho schools, particularly at primary levels. Also, the study is designed to explore how teachers use translanguaging strategically in teaching and learning to enhance ESL performance.

On the other hand, credibility of this work is ensured through quantitative approach through pragmatism paradigm. Often, pragmatism knowledge claim happens from situations, actions and consequences (Creswell 2003: 10). That is why it is stated that a paradigm is not only stuck to a single philosophical reality and system or viewed as an absolute unity (Creswell (2014: 12). Therefore, researchers are at liberty to adopt methods, techniques and procedures to look to the “what” and “how” to research based on intended consequences. Through the combination of qualitative and quantitative methods, their strengths become complimentary. Also, using pragmatism paradigm for this current study, ontology is informed by pluralism where figures, tables and frequencies complement interpretivist paradigm. The epistemology in pragmativist paradigm is both objective and subjective while the approaches are explanatory, exploratory and embedded. This mixed method ensures reliability, credibility and validity of the findings and results. The next sub-section is concerned with population and sampling procedure adopted for this study.

3.3 Participants and Sampling procedure

According to Hala-hala (2021: 116) purposive sampling denotes that a researcher intentionally selects or recruits participants who have experienced phenomenon or the key concept being explored in the study (cf. Creswell & Plano, 2011). Participants are learners that have similar characteristics or units from which the sample is selected (Bryman, 2008: 169; Babbie & Mouton, 2001). The sample is a subject of a selected portion that represents a larger population or whole. That is why the term ‘sampling’ is often associated with selecting the right case from a known reservoir of cases. It is the subset of the targeted population. Sampling is a process of selecting the segment from the population to be researched or to participate in the study. Sampling in research is not necessarily oriented to formality or random sampling, but it is a selection of assumed population (Bryman, 2008; Flick, 2007). The researcher, therefore, decided not only which materials, cases, person or groups were to be involved in the study, but also determined which comparisons were potential, such as in the current study where three schools were involved.

Merriam (2002: 176) states that, “...the selection of cases is done purposefully, not because a particular person, site, program, process, community or other bounded system..., it is selected because it exhibits characteristics of interests to the researcher.” The current research purposely, selected three primary schools from the Quthing district. The Quthing district is characterized by diversity in languages spoken by citizens of Lesotho. People use the English language, the Sesotho language, the Sephuthi Language and the IsiXhosa language in the Quthing district. These primary schools exhibited different attributes.

The church school was characterized by church abiding policies of the Lesotho Evangelical Church of Southern Africa (LECSA) proprietor and the Ministry of Education and Training (MoET).

Children did not pay school fees. An independent, also known as private school, was run in terms and conditions of the owner and the governing body approved by the Ministry of Education and Training (MoET). The school was free to leverage school fees determined by the school board. The government school was characterized admission requirements that comply with public policy as determined by the Ministry of Education and Training (MoET). The school was also bound by government rules and regulations. Children did not pay school fees.

From a pool of 194, the researcher purposely, selected 18 learners from Grade 4 aged 9;0-14;0 from three primary schools in the Quthing district. Of these, one was a government school; while the other two were church school and private school. This meant that from each primary school, 6 learners were selected for focus discussion purposes. From each Grade 4 class, the researcher purposely selected focus discussion group as follows:

- two L1 speakers being 1 boy and 1 girl of Xhosa origin;
- two L1 speakers consisting of 1 boy and 1 girl of Basotho-speaking origin and
- two L1 speakers being 1 boy and 1 girl of Phuthi origin.

Using purposive sampling, one classroom teacher (from three schools) who taught English language in Grade 4, was selected to participate in the study. These are respondents who were aligned to the purpose of the study because of their potential to provide the necessary information that added value to the study. Data collection and procedures are highlighted below

3.4 Data collection instruments and procedures

In order to collect reliable data, the researcher had to identify the source where to collect data, know the procedures and relevant tools to be used in the following processes; observations, interviews and video/audio recording as data collection instruments. In order to ensure that all the

details of data are collected, the researcher used field-notes which were used throughout the data collection period. The data was collected from learners and teachers at their school in their classrooms before, during and after lessons. That was to gauge the level of translanguaging inside and outside classroom.

3.4.1 Observations

At the core of a case study is an in-depth observation. According to Kothari (2004), observation is the method that is most commonly used in studies relating to behavior and peoples' contact. The researcher, therefore, becomes the observer of the phenomenon. Nieuwenhuis (2007) indicates that there are four types of observers.

The first type of an observer is called *complete observer*. The researcher is completely unknown to the research audience and is not even seen. This type of researcher gives the audience more freedom to speak because they think they are not being observed. Secondly, *observer as participant* is known to the focus group or the sample undergoing the study. In this type, the end goal of the researcher is known to everyone. The observer can play an active role in the discussion but does not influence the research outcomes. However, the major disadvantage this observation is that the observer is likely to interfere with the outcomes of the research. The third type of an observer is called *participant as observer*. The observer completely indulges the participants and participates in the discussion. Even though participants discuss in entirety with the observer, they do not know that the observer is a researcher. That is, the research is partly part of the process of what is being researched. For example, a researcher may teach participants while observing. This type of observer is likely to contaminate data. The finally type of observer is called *complete participation*. In this case, a researcher is completely immersed in the setting. The major weakness

of this type of observation is that the researcher is likely to have direct interference with the outcomes of the results (Nieuwenhuis, 2007; Kothari, 2004).

The researcher was a participant as observer because he just observed how translanguaging occurred in classrooms, conducted interviews with focus groups and classroom teachers. The implication is that participants saw the researcher in their classroom as one of them for the teachers introduced him as their visitor who is also a learner. In this way the researcher did not influence participants' responses nor contaminated the data.

However, observation became time-consuming and expensive because the researcher was required to be present in order to obtain information from participants. In comparison to interview or the questionnaire methods, observation was rather less demanding on the active side between the investigator and respondents. Lastly, observation had a limitation due to the limited sample of respondents but justified by the fact that the study is qual-quantitative. The next section presents the second data collection tool.

3.4.2 Interviews

Henning *et al.* (2004) state that, interviews provide opportunities for the researcher to understand the lived experiences of participants. They also have a potential to generate rich data. Interviews are systematic ways of talking and listening to people in order to collect data from individuals through conversations where a researcher or the interviewer often uses open questions (Cohen 2011). Interviews also provide an opportunity for verbal and non-verbal strategies which are crucial for establishment and maintenance of interpersonal rapport (Thuube, 2012: 61). An interview, as a method commonly used in qualitative research studies, is not simply concerned with collecting data about life, but is part life itself (Teklemariam, 2005; Bogdan & Biklen, 2007;

Stake, 2010). Dyson and Genishi (2005) suggest that in order to understand complexities of a phenomenon such as translanguaging, a conversational mode creates the opportunity for two-way interaction where even participants ask the researcher. In turn, interviews follow a conversational mode which leads to social relationship between the researcher (interviewer) and participant (interviewee) and there are no questionnaires with list of questions to be imposed on participants (Yin, 2011).

There are many different types of interviews such as personal interview, focused interview, clinical interviews, non-directive interviews and unstructured interviews. In relation to the first research question which is about the dimensions of translanguaging phenomenon, teachers from each school were interviewed on translanguaging. Upon the arrival of the researcher at each school, data was obtained from ESL teachers in order to know their background information and teaching experiences, (see Appendix 3). Semi-structured interviews were used to extract data from learners about their perspectives on translanguaging (see Appendix 4). Lastly, semi-structured interviews were used to enquire from teachers about translanguaging strategies that occurred in classrooms after they were observed classrooms (see Appendix 5). The interview also served to know teachers' perspectives about translanguaging.

The questions were related to what the researcher has highlighted on (Table 4). Specifically, the researcher sought to explore teachers' employment of translanguaging in enhancing learners' learning, performance and competence and the degree to which each language is used in classrooms. Teachers' perspectives sought to validate what the researcher observed about prevalence and employment of translanguaging phenomenon in classrooms. The next section presents video/voice recording third as a data collection tool.

3.4.3 Video/voice recording

Another essential component of data collection was the words recorded verbatim and activities thereof. Video and voice recording instrument were used to collect data from both ESL teachers and ESL learners.

To this end, teachers were video/voice recorded in order to document the extent of employment of translanguaging strategies in enhancing ESL learning and teaching, which related to the second research question. The researcher video/voice recorded learners to explore their communicative and interactive competence. Teachers, learners and researcher's interactions and words were transcribed using Gail Jefferson Transcription System (shown in Appendix 2).

3.5 Data analysis and procedures

This section identifies and briefly explains how data was analysed, interpreted and eventually reported after collection. In this study, the researcher listened to and watched recorded audio/videos where analytic description procedure underwent three major steps according to each research question. All observed translanguaging events in classroom and documented data from interviews were presented. Data was then analysed descriptively and interpreted using discourse analysis and constant comparative method. The figures and tables reflecting numerical evidence complemented the qualitative data.

After data was collected through the observation, interviews and recording, the results were sorted out into categories which enabled the researcher to interpret and discuss the findings in order to give meaning to data. The procedures entailed (1). Open coding of data into emerging categories. (2). Axial coding that refined categories by reflecting on the constant comparison of incoming data and the previous one and lastly (3). Continuing data collection up to saturation. This is the point

where additional or incoming data no longer suggest necessary new categories. The results obtained were analysed accordingly as obtained through observations, visual/audio recordings and interviews of both teachers and learners from three primary schools. Table below shows the relationships between research questions, data resources and data analysis.

Table 2. Relationship between Research Questions, Data Resources and Data Analysis.

PHASES	RESEARCH QUESTION ONE	DATA SOURCES	DATA ANALYSIS
P H A S E ONE	What are the dimensions of translanguaging phenomenon in the in schools in the Quthing district?	Entry and semi-structured interviews Field notes from observation	Descriptive analysis Constant comparative method (CCM) Likert scale
	RESEARCH QUESTION TWO	DATA SOURCES	DATA ANALYSIS
P H A S E TWO	How do teachers and learners employ translanguaging in the teaching and learning of ESL in Quthing the district?	Post observation semi-structured interview Post-observation Notes Video/voice recordings from classroom literacy instructions.	Discourse analysis Constant comparative method (CCM) Likert scale
	RESEARCH QUESTION THREE	DATA SOURCES	DATA ANALYSIS
P H A S E THREE	What are the views of teachers and learners about translanguaging in teaching and learning ESL?	Semi-structured interviews Field notes from observation	Conversational Analysis Descriptive analysis, Constant comparative method (CCM) Likert Scale

3.5.1 The first phase

The first phase related to the first research question adopted Constant Comparative Method (CCM) as indicated above. The analysis was descriptive as the researcher elaborated more on the dimensions of translanguaging phenomenon. The conversational analysis of teachers' responses on forms, strategies and functions of translanguaging came from the initial data based on the researcher's interviews with teachers. The researcher also linked data analysed with his field notes in order to create a clear picture of how dimensions of translanguaging phenomenon existed in three selected schools in the Quthing district.

3.5.2 The second phase

Based on the attributes of Cummins' (2000) Dual Iceberg Model of interlanguage hypothesis, which highlights Basic Interpersonal Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP), the impact of translanguaging was classified under (a) language development (communicative skills) and (b) how strategically teachers employed translanguaging strategies to disseminate cognitive/academic content in classroom. Therefore, the information obtained through Tables 3 and 4 was organised into categories in order to identify patterns in which teachers and learners employed translanguaging strategies in teaching and learning ESL. Again, descriptive analysis was used to analyse and interpret data patterns that emerged. Constant Comparative Method (CCM) was also employed. Teachers' views of post-observation were also analysed and the findings from such analysis were compared with the researcher's observation notes.

3.5.3 The third phase

Descriptive analysis based on critical discourse analysis stance was adopted for the last research question which sought to find out teachers and learners' views and perspectives about translanguaging as pedagogy. Here, video-voice recorded extracts and interviews were outlined according to the patterns that emerged and analysed.

What was critical and relevant about the discourse concerning translanguaging strategies at that third stage had multiple facets. Among issues of concern was the contestation of home languages against school language. If learners had been given home-work in ESL and parents at home were not conversant with English language, parents were not able to assist learners at home.

The Constant Comparative Method (CCM) was also used for the third research question. The third research question one was on learners and teachers' views concerning translanguaging. The final analysis was based on the comparative analysis from the government school, private school and the church school.

3.6 Ethical consideration

Bryman (2008) notes that there are certain specifics that must be considered in order for any research to be ethical. These specifics include: (1) consent claims (2), the requirement of information, (3) confidentiality and (4) use of data. The researcher first, wrote to the head teacher of the school to ask for permission to collect data from the school (Appendix 6). That was a formal letter that introduced the researcher's names, his student number, the university, and the reason for caring out to carry the study at that particular school. The letter further showed the names of supervisors and how the study was to be conducted through observation of translanguaging in classrooms during free periods. The request was accompanied by a letter from the National

University of Lesotho (NUL) which introduced the researcher to the head of the school (Appendix 8). Upon arrival at schools, the researcher explained the objectives of the study in-person to the head of school and assured him/her that the study did not pose any known danger to the children. The researcher also explained that school's reputation was protected and that the information was handled with outmost confidentiality. The researcher got permission from the selected school principals of the school before entering classrooms. The researcher also notified selected teachers who would be teaching on that day. After their consent forms to participate were filled (Appendix 10), the researcher also notified teachers who would be teaching the selected classes from the participating schools.

The parents' consent to allow selected children to participate in the study was sought (Appendix 9 and 7). Parents were assured that their children were safe and free from abuse from the study. Moreover, the consent form assured parents that the study did not inconvenience or interfere with the normal teaching of children in the school. Greig, Taylor and Mackay (2007) emphasise the importance of checking whether or not, "...the researchers have followed correct ethical procedures, such as gaining permission, obtaining informed consent and so on...." Furthermore, the researcher acknowledged the sources of information that were used in the study. The researcher was conscious of ethical issues in his research design and while in the field (Greig *et al.* 2007:73). The participants' privacy was respected and they were guaranteed ultimate confidentiality and anonymity. Before interviews and observations began, the researcher explained his intentions to the respondents (Appendix 9 and 10). The researcher exercised high professionalism and good conduct with respondents.

All these aspects of ethical considerations were done in writing and in verbatim. Participants were told about the roles they were to play in the research process. There was an assurance that no risks

or harm was to be incurred and that no part of the information from them was to be published without their permission. All these were done to uphold honesty and integrity from the researcher.

The next section presents trustworthiness of the study.

3.7 Trustworthiness

Generally, trustworthiness refers to quality criteria in this qual-quantitative research. The study ensured that the comparability and the consistency of procedures were explicitly accounted for in each step of the processes of data collection. Trustworthiness and the truthfulness of the research referred to the validity (internal and external), reliability (as the researcher did not interfere with data) and reflexivity of the research findings. Trustworthiness was about the credibility of the research findings.

3.8 Credibility

Credibility of the study was concerned with the integrity of the conclusions which were generated from research findings. Some of the techniques that the study used to ensure credibility included prolonged engagement with the participants, keen observation and use of reflective journal. The data was video-recorded over a period of over three months, transcribed and analysed over a prolonged period of three months. Confidence in the truth of this study was ensured through strict adherence to the data collection procedures and methods.

For Hammond (2012:131), reliability refers to the consistency of the measure of the concept. A reliable research project should display consistency, and works almost in a similar or the same way when it is repeated. Therefore, a reliable or true research should clearly present findings that are testable and clear enough to be interpreted in the same way by different people. In order to enhance the credibility and validity of this research, the researcher used different data collection methods

such as observation, interviews, conversations that were recorded to capture information that could have been omitted in the actuality of language usage during the lesson. Fields notes were also helpful while observing, recording and interviewing teachers and learners.

3.9 Limitations

The contributions of this study were limited because the aim was only to explore the impact of translanguaging and ESL performance in classrooms in Grade 4. It is possible that even upper Grades are affected by translanguaging phenomenon in primary schools. Grade 4 learners are at the transitional stage in language learning, that is, learners learn ESL as a medium of instruction in grade 4. Another limitation was that the study was carried out from only one district. There are a number of districts where learners speak other languages as L1, besides Sesotho. Such multilingual classrooms are possibly found in Butha-Buthe and Qacha's Nek. Setebele speakers (IsiNdebele) in Lesotho are mostly found in Butha-Buthe to the north and west of Botha-Bothe town along the eastern/southern side of the Caledon River (Ha Mamazibuko). Many people are estimated to be using this language as their L1, while a far large number is assumed to have integrated fully with Basotho communities so that the only identifying element remaining is their Setebele clans and their totem praise.

3.10 Summary of Chapter 3

This chapter outlined the research approaches and designs, research methodologies, participants and sampling procedures, data collection and procedures as well as data analysis. It also, spotlighted ethical considerations that were outlined. The chapter concluded by highlighting not only the limitations, but also the trustworthiness of the findings from the enquiry and their

credibility. These processes generated data which was analysed and discussed in chapters four and five of this report.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presents the data and its analysis, the findings and the summary. The first section provides the background information for data presentation and analysis. This section deals with scene-setting for the study, knowledge gaps addressed by the study and the overview of the main section. The second section is related to the existence and dimensions about the translanguaging phenomenon in three selected schools in the Quthing district. This section is in five parts which are: instructional foundations, collaborative work, translanguaging resources, multilingual ecology and a summary about existence of translanguaging phenomenon in three schools. The third section is about the employment of translanguaging strategies in ESL classrooms. Employment refers to the usage of translanguaging strategies by both the teachers and learners in three selected schools. This section has seven parts which are; the impact of translanguaging on ESL teachers, learners' performance in learning ESL through translanguaging, Basic Interpersonal Communicative Skills (BICS), Cognitive/Academic Language Proficiency (CALP), ESL proficiency development, ESL content learning and summary on the employment of translanguaging strategies in ESL classrooms. The fourth section which is entitled an emic perspective on translanguaging presents three parts entitled; teachers' perception on translanguaging, learners' perception on translanguaging section and the summary of chapter four. The conclusion highlights the summary of the main findings.

On one hand, this comparative case study presented two major reasons to justify the use of qualitative methods to explore translanguaging phenomenon in selected primary schools in Quthing district. Firstly, according to Costa and Kallick (1993), qualitative research provides

opportunities to investigate and explore a phenomenon from multiple perspectives. Also, Yin (2011) concurs that qualitative research covers contextual conditions, the social institutions and environmental conditions where people live. Employment of translanguaging and the perspectives came from learners and teachers who were members of each school community.

Secondly, this design offered a logical plan which covered management of research, such as scheduling and coordination of research work. A research design as a plan for collecting and analyzing evidence made it possible for the investigator to find answers to the research questions that were posed. Moreover, through this design, the investigations covered almost all aspects of the research such as details of data collection and analysis. The design also included an outline of what the researcher did from the start to the final analysis of data (Kothari, 2004; Flick, 2007).

Relevance of the qualitative comparative case study was aligned with the aim of the current study and responded to its research questions. In order to study the impact of a phenomenon such as translanguaging, qualitatively the researcher involved an interpretative, naturalistic approach by studying language and translanguaging phenomena in their natural settings, and attempted to make sense, or interpret them. An interpretative approach (adopted for the current study) was an epistemological stance that was based on the belief that knowledge is constructed through human interpretations and social interactions.

On the other hand, credibility of this work is ensured through quantitative approach through pragmatism paradigm. This mixed method approach ensures reliability, credibility and validity of the findings and results.

Specifically, the study attempted to address the gaps resulting from lack of evidence-informed knowledge on: (a) what dimensions of translanguaging phenomenon took place in selected ESL

primary schools in the Quthing, (b) how did teachers and learners employ translanguaging in the teaching and learning of ESL, and (c) what were the teachers' and learners' views about translanguaging in teaching and learning ESL classrooms. These knowledge gaps built a three-phase study that prompted the researcher to explore the impact of translanguaging on the teaching and learning of ESL in three selected schools in the Quthing district. As a response to the research questions, this study sought to explore teaching and learning that advantages minority language learners who are learning ESL through inclusion of their own languages. The inclusion of learners' L1 to ESL teaching was to enhance L2 learners' communicative competence and performance, encourage participation and understanding in English in the end.

The study addressed the main research question on how translanguaging impacted the teaching and learning of ESL in three selected primary schools in the Quthing district. The supplementary research questions were on: (a) what dimensions of translanguaging phenomenon existed in schools in Quthing district, (b) how did teachers and learners employ translanguaging in the teaching and learning of ESL in the selected schools of Quthing district and (c) what were the views of teachers and learners about teaching and learning ESL through translanguaging. The next section provides data presentation and data analysis.

4.2 Data presentation and the analysis

Data were presented in phases. The first phase was on existence and *dimensions* of translanguaging phenomenon. The second phase was on *employment* of translanguaging in ESL classrooms and the last phase was on emic *perspectives* on translanguaging. To that end, selected teachers were interviewed through face-to-face semi-structured interviews and their responses formed the first phase of data collection. Codes were used to refer to the researcher and teachers who were interviewed in their schools to remain anonymous (Appendix 15).

The next section presents the extracts and the analysis thereof for the existence of translanguaging phenomenon from three primary schools in Quthing district. They were based on teachers' responses and the researcher's observation. The researcher sought to know from the three selected teachers whether they employ translanguaging in their respective schools or not as shown in three extracts below. The motive behind this question was in cognisance of the declaration of MoET (2009) that learners should be taught in their native language from grade 1 to 3. Teachers were asked to use a Likert scale to affirm their responses to the questions related to the above question. The researcher then converted their ratings into percentages for interpretation of data (see Appendix 16).

4.3 Existence and dimensions of translanguaging phenomenon

The first question sought teachers' responses on whether they employ translanguaging in her respective schools or not. The extracts below show how the question was distributed to teachers by participating schools. The researcher interviewed (**Ms. X.:** /1st **T-CS**) who was from the first teacher from the church school, the second teacher (**Ms. Y.:** /2nd **T-GS**) from the government school and the third teacher (**Ms. Z.:** /3rd **T-PS**) from the private school. Teachers' responses are highlighted in Extracts 1, 2 and 3 respectively.

Extract 1

1. **1st T-CS.:** Definitely.
2. **R.:** What about in your ESL classroom?
3. **1st T-CS.:** Oh yes (0.2) all the time. (.) Things have to be simplified in the words that they can understand.

Analysis of Extract 1

Ms. X from the church school gave an emphatic “definitely” which indicated that without doubt, translanguaging existed. She also did not deny that even in her English second language classroom, translanguaging existed. Her justification was simply to show the researcher that concepts were made simple for the learners through translanguaging. Therefore, the findings confirmed that translanguaging existed both outside and inside classroom in that church school. **Ms. X** believed that the presence of translanguaging at her school was about 85% which affirmed the study’s initial hypothesis that there is translanguaging in the Quthing district. It should be noted that all the percentages relating to these questions in the sub-sequent sections were based on the Likert scale.

Extract 2

1. **2nd T –GS.:** Yes nate, ((sir)). (0.1). it does. (0.1). Hakere. ((Is it not so that)). it’s like code-switching?
2. **R.:** Yes. What about in your ESL classroom? (0.1).
3. **2nd T –GS.:** Even in my class too.

Analysis of Extract 2

Ms. Y from the government school also did not refute the presence of translanguaging when she was interviewed by the researcher although she had said that she only spoke Sesotho when she first arrived at her school. She found learners who were using IsiPhuthi, Sesotho and IsiXhosa. During her interview, she started using both Sesotho and English languages from the onset (see extract 2, response 1). She did not seem to know what translanguaging meant and sought clarification by using code-switching strategy (inter-sentential) to ask a question. After the concept of translanguaging was explained to her, **MS. Y** affirmed that the presence of translanguaging in

her school was 70% which also confirmed the study's hypothesis that there was translanguaging in Quthing primary schools.

Extract 3

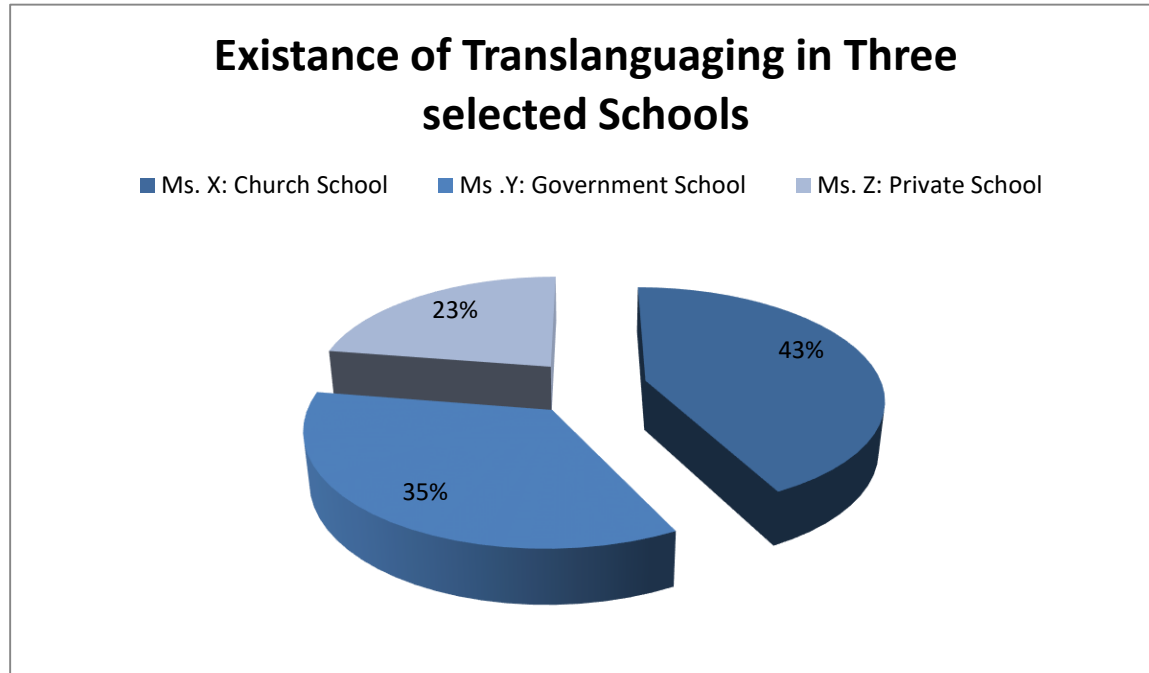
1. **3rd T-PS.:** Obviously, children come from different backgrounds but I feel for those who do not speak Sesotho; especially when they are in the first grade. They struggle to fit in *kannete*. (honestly). (.)

Analysis of Extract 3

Ms. Z from the private school explicitly affirmed the existence of translanguaging and indicated how her feelings were towards learners who were not able to speak Sesotho when they first arrived at her school. **MS. Z** believed that the presence of translanguaging in her school was 45%, which was the affirmation of the hypothesis that translanguaging was present in Quthing primary schools.

The **Figure 5** below represents teachers' views about the existence of translanguaging at the three selected schools reflected in percentages. Teachers' views about the existence of translanguaging were compared and it was established that the most translanguaged school was the church school with 43%, followed by the government school and private schools with 35% and 23% respectively.

Figure 5: Comparative teachers' views about the existence of translinguaging



The above three extracts indicated that all the teachers did not deny the existence of translinguaging in their schools. Therefore, in order to fulfil a four-point criterion below, the researcher further probed teachers about the translinguaging impact on the performance of ESL in their respective schools. The criterion/dynamics included teachers' responses to questions based on four dimensions of translinguaging which were:

- Instructional foundations,
- Collaborative work,
- Translinguaging resources and
- Multilingual ecology.

That meant each teacher from the three primary schools in the Quthing district was interviewed on the above four-point criterion. Each of the analysis was based on the extract from interviews and also based on the researcher's observation on the four-point criterion. The second important question was about Instructional Foundations as a dimension of translanguaging.

4.3.1 Instructional foundations

The second question sought teachers' responses on whether *instructional foundations* through translanguaging existed in their classrooms or not. Instructional foundations included creating opportunity for learners to utilize or use their multiple languages and negotiate academic content. The extracts below how the question was distributed to teachers by participating schools. The researcher interviewed (**Ms. X.:** /**1st T-CS**) who was from the first teacher from the church school, the second teacher (**Ms. Y.:** /**2nd T-GS**) from the government school and the third teacher (**Ms. Z.:** /**3rd T-PS**) from the private school. Teachers' responses are highlighted in **Extracts 4, 5** and **6** respectively.

Extract 4

- 1 **1st T-CS:** Ho joalo ntate. ((it is so sir)).
- 2 **R:** And do you include other languages in your lesson plan?
- 3 **1st T-CS:** Nope!!! ((no!!!)) (0.1) that is not allowed. (.)
- 4 **R:** Okey, (0.1) Why madam?
- 5 **1st T-CS:** Because we are not mandated to do so here.

Analysis of Extract 4

Ms. X from the church school indicated that in her day-to-day teaching, she included languages other than English language in ESL classrooms. Translanguaging was accidental in her classroom

because she did not plan it to use it strategically for classroom instructions. She switched the code from English language to Sesotho (*1. 1st T-CS: Ho joalo ntate. ((it is so sir))*) and even used the informal response “*3. 1st T-CS: nope*” instead of “no.” She also indicated that she did not use planned translanguaging in her lesson plan book because the education policy prohibited that. This finding points to the fact that her translanguaging occurred as need presented itself. **Ms. X** pointed out that she used about 25% of translanguaging for instructional foundations.

Extract 5

- 1 **2nd T –GS.:** Yes. (0.1).
- 2 **R.:** I mean, do you deliberately plan and allow learners to use their mother-tongue to learning in class? (0.1).
- 3 **2nd T –GS.:** I don’t plan it as in a lesson plan...but I allow them to use other languages to express themselves. (0.1).
- 4 **R.:** Okey. Why?
- 5 **2nd T –GS.:** that’s the most practical way to teach these little ones.

Analysis of Extract 5

Ms. Y from the government school also agreed that she did not necessarily plan translanguaging in her lesson plan (book). However, she allowed learners to express themselves in languages other than English. She also participated in using Sesotho and English languages in her classroom to teach and respond to learners’ questions. **Ms. Y** used 45% of language mixing for instructional foundations.

Extract 6

1. **3rd T-PS.:** I don’t understand the question ...ere eng? ((what does it mean)). (.)
2. **R.:** I mean, do you deliberately plan and allow learners to use their mother-tongue to learn in class?

3. **3rd T-PS.:** All the time because they are still young. (.)
4. **R.:** And do you include other languages in your lesson plan?
5. **3rd T-PS.:** No. 'cause' ((because)). it's not allowed hakere? ((isn't it)). (.)
6. **R.:** Okey. (.)

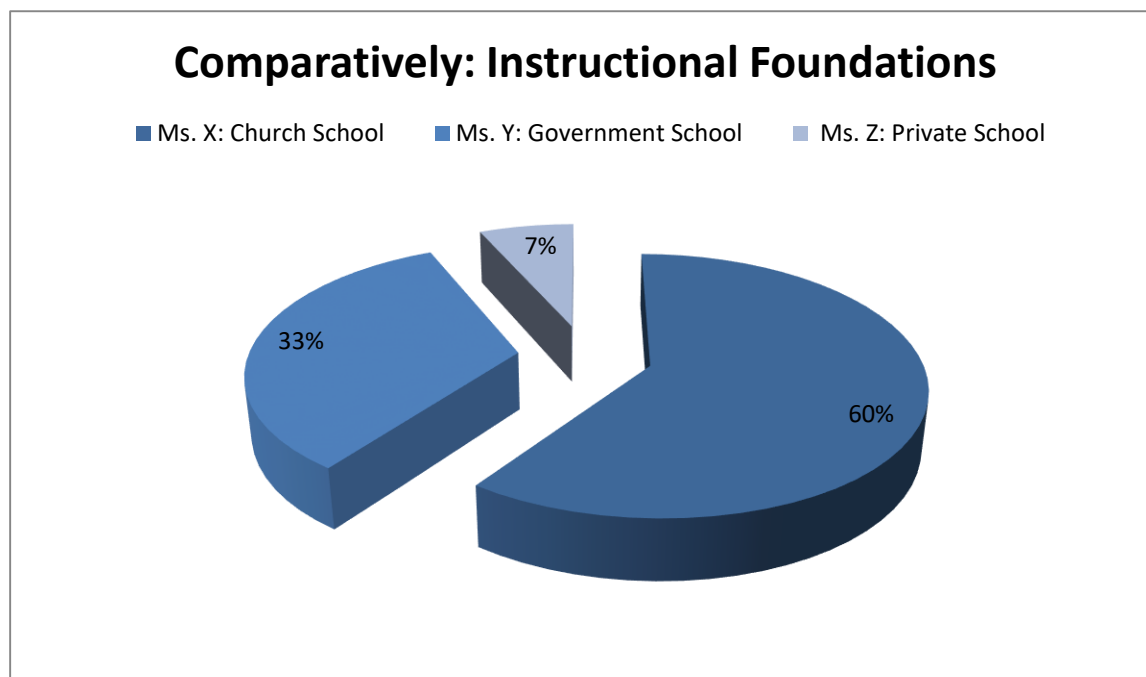
Analysis of Extract 6

Ms. Z from the private school highlighted an important point why she did not include translanguaging in her lesson plan by saying that it was not allowed in a form of rhetorical question in (**Extract 6, Exchange 5**). Her use of abbreviated “because” into “cause” was informal. Slang was an informal style or practice of language use in which people translanguaged in order to create closeness to each other. She also acknowledged that she created opportunities for students to utilize their multiple languages and negotiate academic content (**Extract 6, Exchange 3**). That meant the presence of translanguaging in **Ms. Z's** classroom was accidental. In relation to the research question which was about the presence of translanguaging, the teacher's response in **Extract (6), response (5)** did not necessarily reject the first hypothesis that translanguaging existed, but only that the teacher did not plan it nor include it in her daily lesson plan. **Ms. Z** indicated that she used about 5% of language mixing for instructional foundations.

Comparatively, the teachers indicated that they accidentally used translanguaging for instructional foundations in their classrooms. The church school was the highest with 60%, followed by the government school with 33% while the private school was 7%. This indicated that the church school which was in the rural area and had 96 learners in the classroom was the most translanguaged probably because a large number are in one classroom. In the final analysis to the question on instructional foundations, the findings indicated that the teachers from the three selected schools included translanguaging in the classrooms though they not necessarily plan for

it formally in their preparations for grade 4 ESL learners. **Figure 6** below compares teacher's views about instructional foundations.

Figure 6: Teachers' comparative views about instructional foundations



The third question sought teachers' responses on the extent to which *collaborative work* was employed through translanguaging in their classrooms. The extracts below show how the question was distributed to teachers from participating schools. The researcher interviewed (**Ms. X.:/1st T-CS**) who was from the first teacher from the church school, the second teacher (**Ms. Y.:/2nd T-GS**) from the government school and the third teacher (**Ms. Z.:/3rd T-PS**) from the private school. Teachers' responses are highlighted in **Extracts 7, 8 and 9**.

4.3.2 Collaborative work

Extract 7

- 1 **1st T-CS:** Yes, (.) when there is a need to do so (0.1) yes.
- 2 **R.:** How?
- 3 **1st T-CS:** I allow them to switch languages to express a point or discuss in groups.

Analysis of Extract 7

Ms. X affirmed that collaborative work was done using mostly Sesotho and English languages to negotiate meaning. She also indicated that IsiPhuthi and IsiXhosa were rarely used. Her claim was to be confirmed or be rejected in the second phase of this study where classroom observations were to be carried out. Out of 100%, **Ms. X** indicated that collaborative work using translanguaging amounted to 50% in her classroom.

Extract 8

- 1 **2nd T –GS.:** Yes. (0.1).
- 2 **R.:** How?
- 3 **R.:** They can discuss in any language they are comfortable with or respond in Sesotho if they know the answer. (0.1).

Analysis of Extract 8

Ms. Y's respond that collaboration using languages other than English was a good idea. She pointed out that her reason to allow collaborative work in languages other than English was based on learners' comfort to express themselves in a language of choice. Out of 100%, **Ms. Y** indicated that collaborative work using translanguaging amounted to 30% in her classroom.

Extract 9

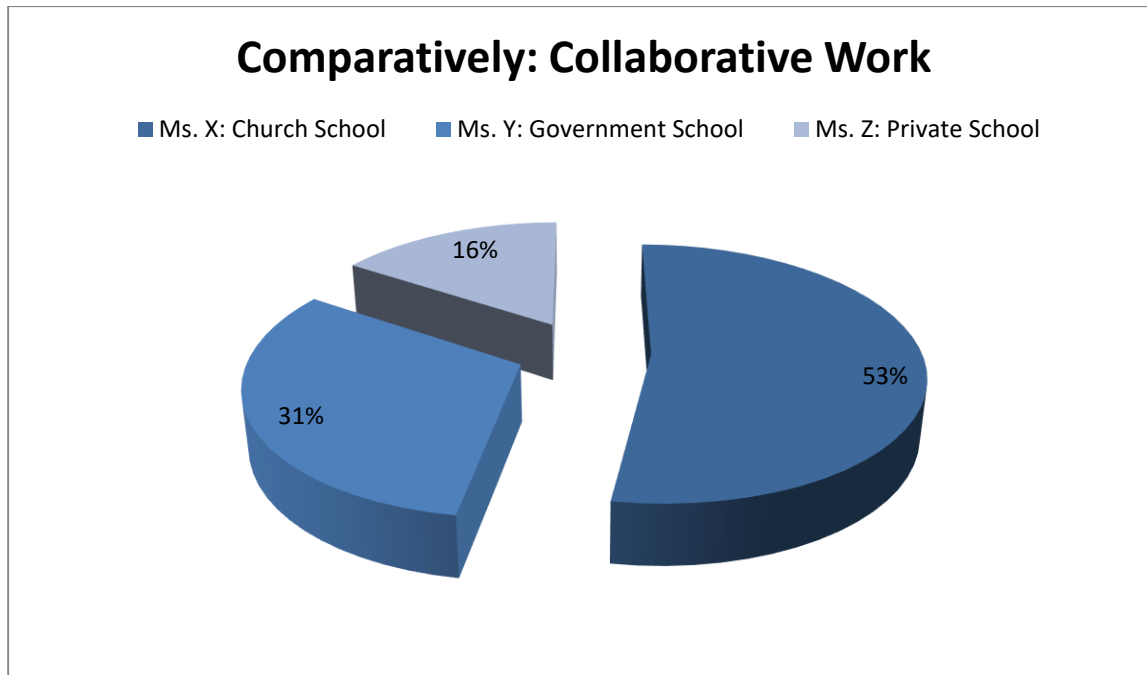
1. **3rd T-PS.:** I don't encourage them...they automatically mix languages.
2. **R.:** Which ones? (.)
3. **3rd T-PS.:** Mostly, ke ((it is)). Sesotho and English.

Analysis of Extract 9

From the private school, **Ms. Z** indicated that learners mixed Sesotho and English sometimes. She, however, did not tell learners who automatically switch languages to do so. The findings further revealed that she did not stick to English only as her responses in **Extract 9**, response **3** above show. Her responses were also marked with the mixture of Sesotho and English languages. **Ms. Z** indicated that collaborative work using translanguaging amounted to 15% in her classroom.

The findings showed that the government school and church schools allow and encourage collaborative work using home languages and English language. The private school engaged in collaborative work using Sesotho, IsiPhuthi and IsiXhosa languages accidentally because they were not allowed to so. However, from the teachers' point of view, the findings revealed that the three schools used Sesotho, IsiPhuthi and IsiXhosa languages in collaborative work. Comparatively, the church school used collaborative work more than other schools with 53%, while the government and the private schools lagged behind with 31% was 16% respectively.

Figure 7: Teachers' comparative teacher's views about collaborative work



The fourth question sought teachers' responses on whether teachers used teaching aids and *translanguaging resources* in students' home languages for topic that were studied in ESL in their classrooms or not as shown in three extracts below. The question was related to multilingual tool, resources, artefacts, signs, posts that enhanced performance in ESL. The extracts below show how the question was distributed to teachers from participating schools. The researcher interviewed (Ms. X.: /1st T-CS) who was from the first teacher from the church school, the second teacher (Ms. Y.: /2nd T-GS) from the government school and the third teacher (Ms. Z.: /3rd T-PS) from the private school. Teachers' responses are highlighted in **Extracts 10, 11 and 12** respectively.

4.3.3 Translanguaging resources

Extract 10

1 1st T-CS: Yes. (.)

- 2 **R.:** If so, may you provide some examples?
- 3 **1st T-CS:** We don't have books like that (.) but pictures can be used sometimes. Even using a chalkboard, one can show them that lereho ((noun)) le bolela ((means)) noun.

Analysis of Extract 10

Indeed, there were some words scribed on the classroom wall that indicated the presence of translanguaging as **Ms. X** from the church school mentioned. However, such tools were very few but the researcher found a booklet in both English language and Sesotho (see Appendix 14). **Ms. X** said that out of 100%, only 5% was attributed to the presence of translanguaging resources in her school.

Extract 11

- 1 **2nd T –GS.:** There are limited resources for that when need arises, (0.1). I use them for demonstrations in class. (0.1).
- 2 **R.:** If so, may you provide some examples? (0.1).
- 3 **2nd T –GS.:** I think you can see some pictures on the wall. ((pointing at the picture)). (0.1). I tell them [Thaeka] in English is called a tiger.

Analysis of Extract 11

Ms. Y's classroom had pictures (semiotic tools) to assist in a teaching environment but they were very few. In her explanation she used a borrowed word “thaeka” to mean “tiger”. She did not use a corresponding home language word “lengau” to refer to the picture (Appendix 15). As a teaching aid, the picture only offered an image together with an English word to. **Ms. Y** said that out of 100%, only 5% was attributed to the presence of translanguaging resources in her school. Appendix 14 shows one of the pictures that **Ms. Y** referred to as a teaching aid.

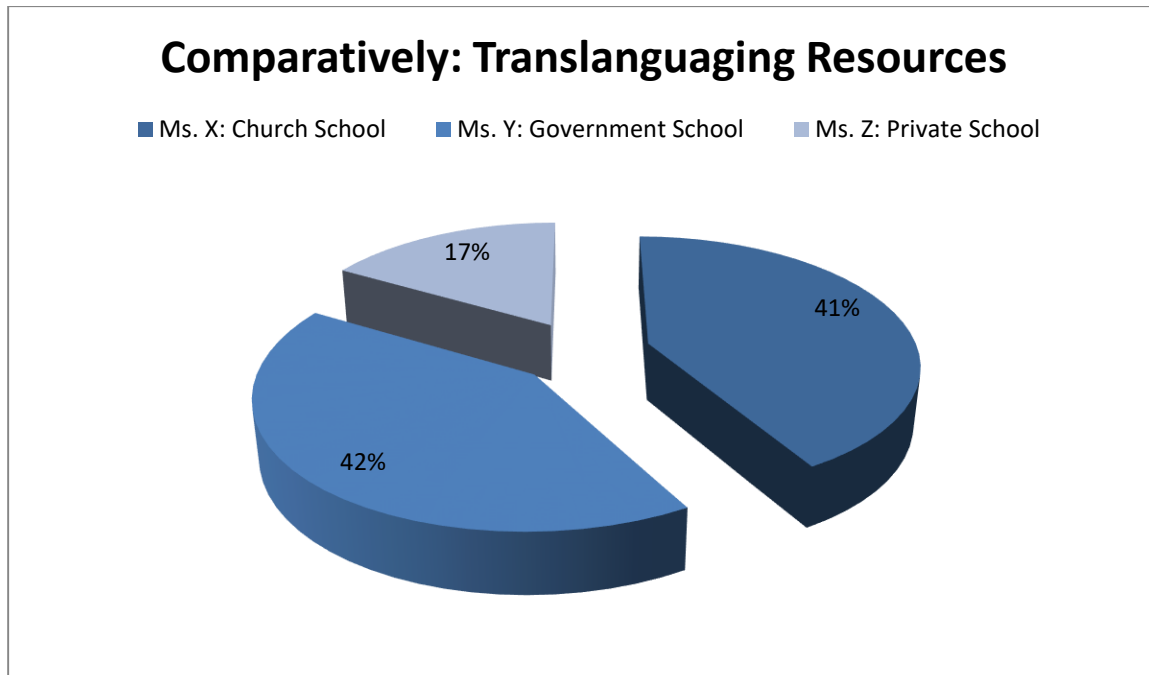
Extract 12

1. **3rd T-PS.:** I think an integrated syllabus is structured in such a way that Sesotho and English languages can be used simultaneously.
2. **R.:** Okey. So...? (.)
3. **3rd T-PS.:** Such as the text called “Hands On” for grade four learners. (.)
4. **R.:** But it is written in English. (.)
5. **3rd T-PS.:** Yes, ho joalo. ((it is like that)).

Analysis of Extract 12

From **Ms. Z**'s classroom at the private school, there were few books to indicate that multilingual tools or teaching aids in other languages were present. An example was except of a picture on “*stop child labour/ Emisa tlekefetso ya ngoana*” and different kinds of clay-made toys representing cows, pots and objects, huts and other small traditional objects. Concerning extract 12 above, the teacher explained that one multilingual textbook included only Sesotho and English languages. That was evidence that IsiPhuthi and IsiXhosa languages were not included in a textbook as a teaching aid. **Ms. Z** said that out of 100%, only 2% was attributed to the presence of translanguaging resources in her school. That revelation was that teaching tools that encouraged inclusion of IsiPhuthi and IsiXhosa languages were minimal. Therefore, the findings confirm the three teachers' observation that resources that represented multilingualism in Quthing primary schools scarce. Those that were present had a minute impact on the learning and teaching of English as a second language. Comparatively, the government school scored 42%, the church school scored 41% and the private school scored 17% as **Figure 8** below shows.

Figure 8: Teachers' comparative views about translanguaging resources



The last criteria to measure the dimension of translanguaging was through *multilingual ecology*. The researcher interviewed the three selected teachers; the first teacher (**Ms. X.: /1st T-CS**) from the church school in Extract 13, the second teacher (**Ms. Y.: /2nd T-GS**) from the government school in Extract 14 and (**Ms. Z.: /3rd T-PS**) the third teacher from the private school in **Extract 15** whether they often or not as shown in three extracts below.

The question sought teachers' responses on whether teachers created classrooms that celebrated students' home languages, culture and also made learners aware of different language features in their ESL. Through multilingual ecology, teachers link home languages with the classroom language. The extracts below show how the question was distributed to teachers from participating schools. Teachers' responses are highlighted in **Extracts 13, 14** and **15** respectively.

4.3.4 Multilingual ecology

Extract 13

1. **1st T-CS.:** I do. (0.3). We have artefacts from Sesotho, IsiPhuthi and IsiXhosa on the wall...you see? ((points at animal skin and Basotho traditional broom)) (0.2)
2. **R.:** Oh (0.2) that's great.
3. **R.:** Is there anything important that I should know about? (0.2)
4. **1st T-CS.:** kea leboha ntate ((thank you sir)).
5. **R.:** Thanks a lot.

Analysis of Extract 13

Ms. X from the church school showed the researcher some artefacts that included Basotho traditional brooms and Basotho hat. However, books representing IsiXhosa and IsiPhuthi-speaking communities were absent. **Ms. X** stated that multilingual ecology was 50% in her classroom. She also did not respond relevantly to the researcher's question on line 3 because she just said "kea leboha ntate" indicating the end of the interview.

Extract 14

1. **2nd T –GS.:** Actually, (0.1). our school in general encourages use of home languages and the culture where these kids come from. So is my class...mhhh...((in-breaths)). (0.3)
Wait and see when we celebrate Moshoeshoe's Day, you will be impressed *kannete*. ((truly)). (0.1).
2. **R.:** I see. (0.3)
3. **R.:** Is there anything important that I should know about? (0.1).
4. **2nd T –GS.:** *Nna kannete ke lebohela boteng ba hau koano.* ((really, I am grateful for your presence here)). (0.1). *He, bana ke lisono bana hoba jwale babang ba fihla mona ba*

sa tsebe Sesotho. (0.1). ((hey, these children are desperate because now, some of them arrive here not knowing Sesotho)). (0.1). *Jwale rona hare tsebe puo tsa bona.* ((and we don't know their languages)). (0.1).

5 **R.:** Thank you mme. ((madam)).

Analysis of Extract 14

Similar to **Ms. X**, **Ms. Y** highlighted the importance of Sesotho culture and activities surrounding Sesotho traditions. That happened because the teachers were both of Basotho origin. Therefore, elements emanating from minority speech communities such as IsiPhuthi and IsiXhosa were never included. That meant that **Ms. Y** was not fluent in IsiXhosa and IsiPhuthi as she stated in line 4 but could only translanguage in Sesotho language and English as a second language. She also indicated that she did not stop learners from using their home languages. **Ms. Y** stated that multilingual ecology was 40% in her school after the researcher asked her to estimate the presence of multilingual ecology at her school.

Extract 15

1. **3rd T-PS.:** *Bana bana* ((these children)). *sir ba hola le lipuo tsa bona motseng koana.* ((they grow up using their first languages in their villages)). *Bothata ke hore jwale sekolong mona batla buisoa Sesotho le sekhoaa feela.* ((the problem is that here at school, they are engaged in Sesotho and English only)). *Eba bothata ho basa tsebeng Sesotho kannete ntate.* ((it becomes a problem for those who do not know Sesotho honestly sir)).
2. **R.:** I see. (.)
(0.3)
3. **R.:** Is there anything important that I should know about?

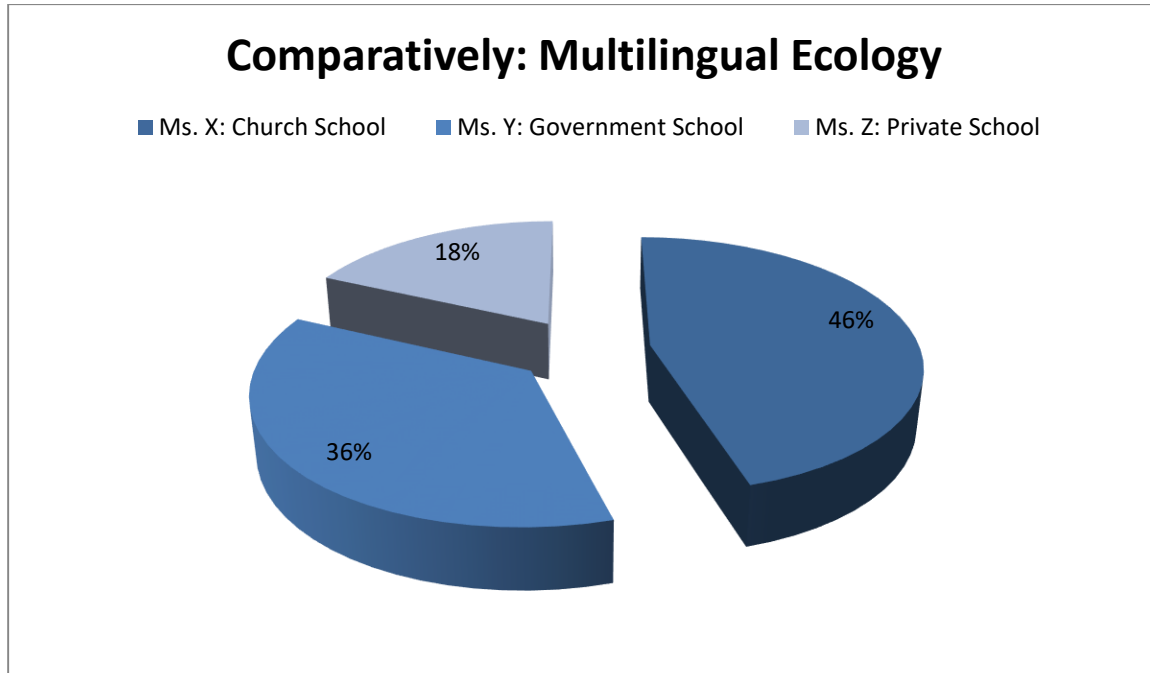
4. **3rd T-PS.:** *Ache, ke nahana re qetile* sir. ((no, I think we have finished sir)). (.)
5. **R.:** *Kea leboha mme.* ((thank you madam)).

Analysis of Extract 15

Ms. Z's response was direct and straight forward for she realised that learners engaged mostly in Sesotho and English only. She pointed out that those who did not know Sesotho were to first learn Sesotho before they could learn English as a medium of instruction. **Ms. Z** stated that out of 100%, multilingual ecology was 20% in her classroom as translanguaging was done in Sesotho and English most of the time.

In summary, the findings revealed that the teachers created classrooms that celebrated students' home languages, cultures and also made learners aware of different language features in their ESL classrooms. Comparatively, the government school scored 36%, while the church school and the private school scored 46% and 18% respectively as indicated in **Figure 9** through teachers' comparative views about the multilingual ecology.

Figure 9: Teachers' comparative views about the multilingual ecology



The next section presents the summary on existence of translanguaging phenomenon and its dimensions in three schools.

4.3.5 Summary about existence of translanguaging phenomenon in three schools

Comparatively, the existence of translanguaging phenomenon and its different dimensions was summarised through the comparison of teachers' responses. Teachers were requested to indicate through Likert Scale (Appendix 17) how they viewed the presence and dimensions of translanguaging in their schools as **Table 3** below shows.

Table 3: Teachers’ views on the presence and dimensions of translanguaging in three schools.

Teachers	Existence of Translanguaging at school	Dimensions of Translanguaging			
		Multilingual Ecology	Collaborative Work	Translanguaging Resources	Instructional Foundations
Teacher Ms. X	Percentages				
	<i>43 %</i>	<i>46 %</i>	<i>53 %</i>	<i>42 %</i>	<i>60 %</i>
Teacher Ms. Y	Percentages				
	<i>35 %</i>	<i>36 %</i>	<i>31 %</i>	<i>41 %</i>	<i>33 %</i>
Teacher Ms. Z	Percentages				
	<i>23 %</i>	<i>18%</i>	<i>16 %</i>	<i>17 %</i>	<i>7 %</i>

The above **Table 3** is an indicative the teachers’ views about the presence and dimension of translanguaging in their respective classrooms. As hypothesized that, comparatively the private school is least translanguaging school, these findings confirm the researcher’s hypothesis.

Generally, the results indicated that the presence and dimensions of translanguaging from the three selected primary schools in Quthing district followed particular patterns which were visible from **Figure 10** below. The existence of translanguaging phenomenon, collaborative work, and instructional foundations were high in the church school than the rest. The private school was the least in all dimensions and in the presence of translanguaging. There following are the indicators as to why the findings revealed the above patterns:

- (a) The church and government schools did not adhere to the policy of English-only while the private school emphasised on English as a medium of instruction because the school was an English medium school,
- (b) The private school had teaching aids that were available in English to stimulate learners’ interest,

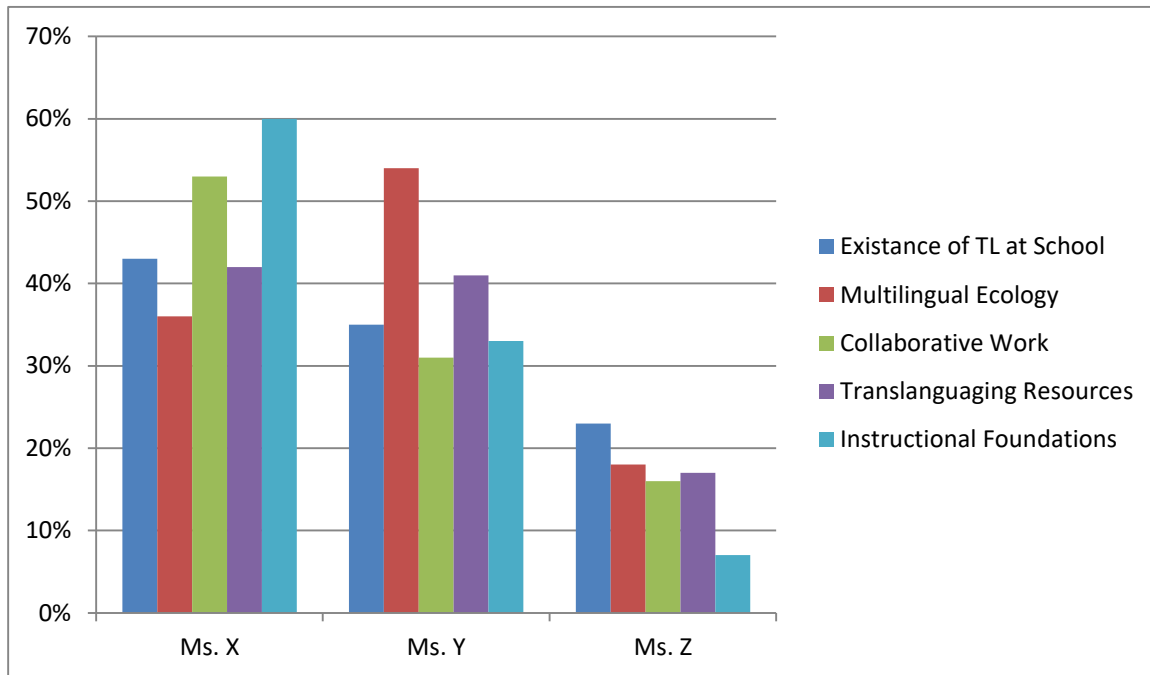
(c) The caliber of learners who attended the private school were from well-to-do families while the majority of those from the church and government schools were mostly from humble backgrounds,

(d) The learners from private school had sufficient desks and chairs while the other schools were congested and shared seats and finally,

(e) Private school was in urban while the other schools were found in remote areas. The findings to the first research question upheld the study's hypothesis that translanguaging was found in three selected primary schools in the Quthing district.

The **Figure 10** below presents teachers' views about the presence of the dimensions of translanguaging in three schools. Percentages are compared in order to highlight teachers' views in relation to (a) existence of translanguaging at school, (b) multilingual ecology, (c) collaborative work, (d) translanguaging resources and (e) instructional foundations as shown below. According to the researcher's observation and the three selected teachers, the findings revealed in terms of percentages that the private school had the least presence and dimensions of translanguaging, followed by the government school. The church school had the highest percentages of translanguaging. The **Figure 10** below presents teachers' views about the existence and forms of translanguaging in the three selected schools in the Quthing district.

Figure 10: Existence and Dimensions of translinguaging in three selected schools



The next section is the second phase of the study which dealt with the employment of translanguaging strategies in ESL classrooms.

4.4 Employment of translanguaging strategies in ESL classrooms

In the second phase of the study, the researcher observed classroom instructions when English as a second language was taught and learned in Grade 4. More importantly, the researcher noted and recorded how translanguaging was used strategically to enhance learners' communicative skills, interactive skills and performance in ESL. Teachers' ability to use translanguaging strategically to teach English second language was observed as well and that reflected their performance in teaching ESL.

It was also interesting to observe learners' performance in learning ESL and academic content in classrooms. Their communicative and interactive competences reflected in their performance in

learning ESL. The observation was also on their performance in learning ESL as a medium of instruction because they were in a transition stage from Sesotho to English language. What was more intriguing was to observe the transition of learners whose languages was either IsiXhosa or IsiPhuthi because from Grade 1-3 their languages were neither taught in classrooms as languages in their own right nor as subjects. The findings were revealed in phase one of this study after which the researcher conducted and recorded brief post-observation interviews (Appendix 3) with the teachers from each primary school. The next section is on teachers' performance in employing translanguaging strategies to teach ESL.

4.4.1 The impact of translanguaging on ESL teachers

Data were collected through classroom observations on how teachers used translanguaging to teach ESL. The researcher used a video-recording and observation guide. There were numerous ways in which monolingual teachers in the Quthing district accomplished their lessons without being experts in other languages in their multilingual classrooms. Among others, teachers used translanguaging strategies to:

- (1). convey their message easily and help learners to gain deeper understanding of the academic content,
- (2). afford learners an opportunity to communicate in other languages for clarity on the points put across or enhance collaborate with other students,
- (3). increased learners' motivation to interact, participation and discuss among themselves
- (4). helped learners in ESL development and learning.

In order to illustrate the impact of translanguaging on ESL teachers, the following strategies are highlighted:

a) Code-switching

Firstly, code-switching was used as a strategy to teach learners ESL in Quthing district. All the teachers from the three selected schools in Quthing district used code-switching to convey information. By analysing teachers and students' interactions, it was found that teachers code-switched to engage audience, collaborate and reinforce meanings for students with different linguistic proficiencies.

When explaining “a noun” to learners, one teacher (**Ms. X**) code-switched to convey her message based on the language her learners understood easily. She used both the word ‘noun’ in IsiPhuthu (*Litsheyo*) and IsiXhosa term (*ukuthiya*) to explain and simplify the concepts when teaching. By so doing, content/academic information was easily transmitted to the learners for they were able to provide numerous examples of nouns in English as a second language.

Ms. Y from the government school recognized her learners' code-switching and used English and IsiXhosa to “transmit information” to the learners. On the topic that was on identity, **Ms. Y** was able to inform and thank learners for their contributions on the topic. She emphatically stated that, “Thank you, *Ndiyabulela Kakhulu!*” (thank you very much). After laughing she also used IsiPhuthi and said, “*Giboga karhulu.*” (thank you very much). It was observed that **Ms. Y** was not so confident with her IsiPhuthi for she later confirmed from the Phuthi learners whether they also understood what she said to them and asked, “*Uyavisisisa?*” which literally translates as (do you understand?) and the learner responded with, “yes madam!”. She concluded by using the Sesotho language “*kea leboha*” (thank you). Her attempt to use all the languages (L1s) in her classroom was to recognize and made learner feel welcomed, appreciated and recognized.

Similarly, from the private primary school, **Ms. Z** used phrases such as “*hayi bo*” literally was translated as “no” when showing disapproval or indicating surprise that one learner intentionally interrupted another learner who was responding to the question. This phrase was then followed by other words in English, for example,

Example 1

1. **Learner:** Madam!!! Madam!!! Madam!!! (shouting with the arm raised).
2. **Ms. X/ 3rd T-PS.:** *Hayi bo...hlala phantsi* Thato, (no...sit down Thato). You will speak
4. when I give a chance to do so...*uyayigodo?* (1). (do you understand?).
5. **Learner:** Ok madam. (Sitting down).

The teacher demonstrated her ability to use translanguaging to quickly influence the learner’s behaviour and conduct in a language that he understood. Also, the teacher’s statement showed translanguaging in the form of intersentential code-switching.

The learners and teachers translanguaged using Sesotho and IsiXhosa words such as “*eya*” (in IsiPhuthi), and “*ewe*” in (IsiXhosa) to show affirmation/approval in discussions, recognizing that all parties understood these words and were able to use them as resources to establish a clear communication.

b) Borrowing/ loan words

Borrowing and loan words involved incorporating words or phrases from one language into another. This strategy was particularly common where one language had been in contact with each other for an extended period. Teachers from the government and church schools used some words which were taken or borrowed from Afrikaans (a non-Bantu language spoken mostly in the Republic of South Africa. *Dankie* (which meant *thanks*) was used several times by **Ms. X** while the word *Ja* (which means *yes*) was used by **Ms. Y** to encourage learners to continue talking.

c) Calque or loan translation

Calque involved translating a term or phrase literally from one language to another while preserving the original word order and structure. **Ms. X** spoke in Sesotho language and used a calque or loan translation “boutiques” in her statement. She said, “*Hara lishopo tseo renang le tsona ke tsa Machina, Maindia, bo-‘malisaloon, boutiques, baits’okoli jwalo jwalo.*” (among the **shops** that we have are those owned by the Chinese, Indians, saloon owners, boutiques, street-vendors etc.). **Boutique** was a French word etymologically, referring to a small shop that sells fashionable clothes, jewelry and the like. Again, the word **lishopo** (meaning many shops in Sesotho) has its roots in an English word **shop**. The Sesotho prefix “**li**” indicated the plurality of many shops while the suffix “**o**” was a morpheme that has been localized in Sesotho language to form a syllable “**po**” because most African languages use C-V syllabic structures.

d) Bridging and negotiation

Translanguaging also involved bridging gaps and negotiating meaning between languages to facilitate communication. Speakers used elements from multiple languages to fill lexical gaps or convey ideas that may not have direct equivalents in a single language. All the teachers from the three selected schools applied this strategy in order to gauge whether learners follow the teaching proceedings through the use of Sesotho words such as “*lea utloa hakere?*” in **Ms. Y’s classroom**, “*lea utluisisa?*” in **Ms. Z’s classroom** and “*lea utloisisa hakere?*” (Do you understand?) in **Ms. X’s classroom**.

e) Multilingual group work and discussion

Another way that teachers leverage translanguaging was through honoring and developing students’ translanguaging identities in the classroom. Teachers from three selected schools did not stop learners’ discussions in Sesotho and English to relate academic concepts. Language use was

not a fixed feature of the curriculum, but arose from different classroom activities. This encouraged students to develop their own linguistics identities, which were critical for understanding content material. For an example, **Ms. X** allowed learners to draw on conceptual knowledge from Sesotho in order to make sense of English academic content. Learners discussed and distinguished between the conjunction ‘**and**’ and the word ‘**also**’. In the context of the tasks she gave learners aged 9;0-15;0, these words were used to mean “*le*” and “*hape*” in Sesotho language.

Example 2

And meant “*le*” in Sesotho

Also meant “*hape*” in Sesotho

By doing so, learners gained a deeper understanding of language use of words in both Sesotho and English languages. Furthermore, by allowing learners to use multiple languages, **Ms. X** even asked for the spelling of IsiPhuthi words such as “*litsheyo*” (noun), “*Iyeto*” (verb), “*peni*” (pen) and “*bhuka*” (book) from learners. That rendered **Ms. X** a co-learner in that classroom.

f) Transliteracy

Another translanguaging strategy was transliteration which involved writing or spelling words and phrases from one language using the script or alphabet of another language. It was only in **Ms. Y’s** classroom where transliteracy occurred. The teacher wrote statements in the English language and then asked learners aged 9;0-15;0 to convert them into the Sesotho language. She did that deliberately to demonstrate changes of patterns in tense (past, present and future tenses) as shown in the example below.

Example 3

a) The boy **is** very fast. (present tense).

- b) The boy **was** very fast. (past tense).
- c) The boy **will** be very fast. (Future tense).

There were different types of responses from the learners but eventually the teacher provided the correct answers. That exercise helped to bridge the gap between different linguistic writing systems and enabled learners from different linguistic backgrounds to access the information in their own languages, have deeper understanding of forms of tense and participate in formulating, reshaping and negotiating meaning. Though that was one of the most challenging tasks, it was only recorded from the government school.

g) Translation

There were numerous translations from one language to the other in all three selected schools in Quthing district. Translation involved converting text or speech from one language to another and /or conveying the meaning while maintaining the context and nuances. Translation can be done orally or in a written form, and it played a crucial role in facilitating communication between speakers of different languages. For the current study, an example that emanated from **Ms. Z** was the famous statement from African philosophy saying that, “I am because you are: you are because I am” (*Motho ke motho ka batho*). **Ms. Z** uttered the quotation from the Sesotho language and translated it into English in order to show learners the importance of being humane over and above the urge to accumulate huge amounts of money for oneself. Again, in **Ms. Z’s** classroom a boy aged 14;0 was asked to narrate a passage in English to Sesotho language. Initially, learners read the passage which was in English silently and then one boy was asked to tell others what he

understood. That proved to be meaningful for the teacher was able to guide and correct the boy as he narrated the passage in Sesotho.

h) Metalinguistic awareness

Translanguaging strategies also involve metalinguistic awareness, which refers to the ability to reflect on and analyze language. Individuals who possess metalinguistic awareness can compare and contrast structures, vocabulary, and cultural nuances across different languages, enhancing their overall language proficiency. Only in **Ms. Y's** classroom did metalinguistic awareness occur. The teacher wrote sentences in English and asked learners to translate them into Sesotho. She did that deliberately to demonstrate patterns of change in tense (past, present and future tenses). Learners were able to compare and contrast grammatical structures in both English and Sesotho languages. For example,

Example 4

- a) We win the game. (Present tense). (*Re hlola tlholisano*) in Sesotho language.
- b) We won the game. (Past tense). (*Re hlotse tlholisano*) in Sesotho language.
- c) We will win the game. (Future tense). (*Re tla hlola tlholisano*) in Sesotho language.

These types of language approaches made learners aware that languages do have syntactic, semantic and tense relationship. Therefore, learners easily related what they knew to what was new in English second language.

i) Interpretation

Interpreting involved orally converging spoken language from one language to another in real-time. Interpreters listen to a speaker in one language and then express the message in another language, ensuring accurate and effective communication between participants who do not share

a common language. Ms. Y interpreted a number of proverbs and words of wisdom which included a phrase such as, “Rome was not built in one day.” She further encouraged her learners to take one step at a time and persevere in their studies so that they turn out to be teachers like her one day. She had initially explained the context of the Roman emperor era.

j) Paraphrasing

Paraphrasing involved rephrasing or restating information from one language to another; while preserving the original meaning. It allowed individuals to simplify complex concepts or clarify ideas by using different words or sentences. That was the case for Ms. Y who quoted some verse from the bible to the effect that, “Man does not live on bread alone”. She further paraphrased the statement in Sesotho that (*bophelo ba motho ha bo its’etlehe ka seo a se jang feela.*) which means that “Life of a human being does not only depend on what s/he eats.” All the teachers in three selected schools were able to paraphrase using both Sesotho and English language.

k) Brokering

Language brokering to create translanguaging spaces was a way that teachers participated in translanguaging. All selected teachers from three primary schools created translanguaging spaces or socially constructed contexts where individuals creatively and critically used their linguistic resources to strategically communicate. An example included a student who participates in unidirectional brokering, where the student asked another *directly* for translation or meaning of a word Ms. Z did not object to that exchange by learners

Other forms of brokering included *reciprocal* brokering, where the broker assist the broke in exchange for help with other academic tasks. *Distributed* brokering is when the direction of assistance is directed from one student to many students or from many students to one student.

However, *reciprocal* or *distributed* brokering was not employed by teachers as none of the learners requested for translation or assistance.

Teachers did not directly participate in brokering events, but instead, contributed to the creation of a classroom translanguaging space. **Ms. Z** accepted one learner’s request for another to help him translate sections of English proficiency from a private school classroom. By so doing, the teacher collaborated by fostering student interaction to service the academic goal of understanding English language terms.

Below is the summary that presents the three cases from three selected schools on how teachers perform in employing translanguaging in classrooms.

a) The case of a church school in Quthing district- Analysis of Ms. X

Based on the information provided above, the results indicated the eight translanguaging strategies that were used by **Ms. X** from the church school in order to teach academic content, assist in the development of learners’ ESL, facilitate and regulate communication and interaction in classroom. **Ms. X** employed different strategies for different functions as shown below. The strategies included; calque or loan translation, bridging and negotiation, multilingual group-work, translation, paraphrasing and brokering. **Table 4** presents the impact of translanguaging on **Ms. X**.

Table 4: The impact of translanguaging on Ms. X

TEACHER	TRANSLANGUAGING STRATEGIES	FUNCTIONS OF TRANSLANGUAGING
	Code-switching	To simplify classroom content To regulate interaction/ behaviour To regulate communication To create rapport To regulate discussion To teach and explain ESL content
	Borrowing and loan words	To simplify academic content To encourage communication

Ms. X	Calque or loan translation	To help in the learning and development of ESL To teach academic content
	Bridging and negotiation	To simplify classroom content To encourage participation
	Multilingual group work	To enhance collaboration among students To foster cooperation To foster content learning space
	Paraphrasing	To disseminate information
	Brokering	To honour learners' identity and cultural background

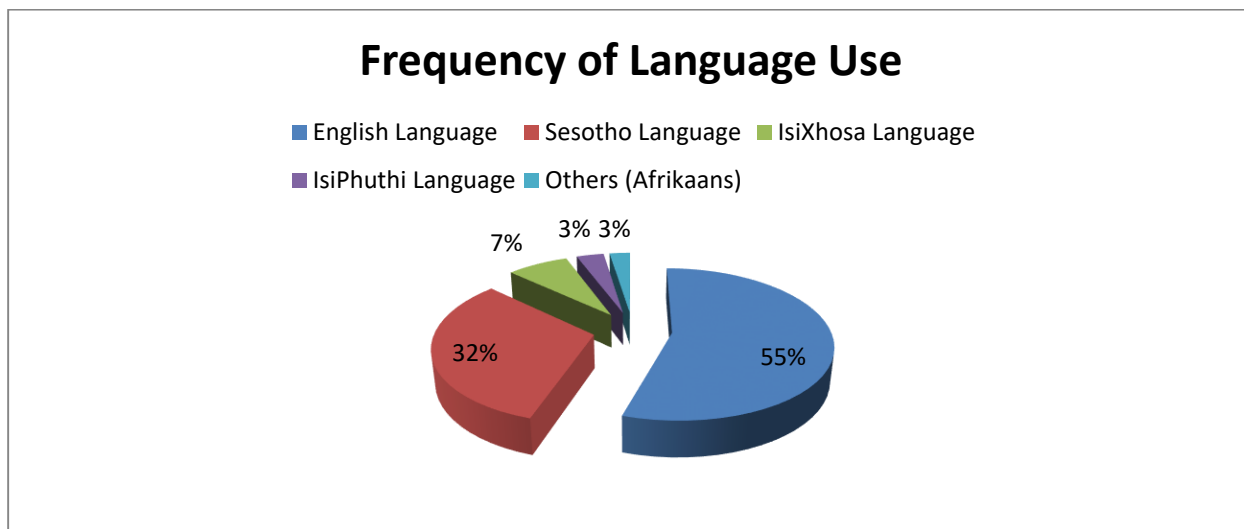
The results from the same classroom revealed that **Ms. X** used English, IsiXhosa, Sesotho and IsiPhuthi at different scale as shown from **Table 5** below for instance presents the researcher's observation on how frequent each language was used. The scores were interpreted as follows: Always= 5 points, Often= 4 points, Sometimes= 3 points, Seldom= 2 points and Never= 1 point (cf. Likert scale). **Table 5** presents the researcher's observation on the frequency of **Ms. X's** use of each language in classroom.

Table 5: Researcher's observation on the frequency of Ms. X's use of each language

TEACHERS' TRANSLANGUAGING EVENTS	FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SOMETIMES/SELDOM/NEVER)				
	English	IsiXhosa	Sesotho	IsiPhuthi	Others
Greeting learners	ALWAYS				
Explaining lesson	OFTEN		SOMETIMES		
Introducing lesson	OFTEN		SOMETIMES		
Drawing learners' attention	OFTEN	SELDOM	SOMETIMES		
Academic content	OFTEN	SELDOM	SOMETIMES	SELDOM	
ESL development	OFTEN	SELDOM	SOMETIMES	SELDOM	
Explaining difficult terms	OFTEN		SOMETIMES		
Attention	OFTEN		SOMETIMES		
Asking questions	OFTEN		SOMETIMES		
Defining new concepts	OFTEN		SOMETIMES		
Giving tasks/homework	OFTEN		SOMETIMES		
Giving feedback	OFTEN		SOMETIMES		
Learners do not understand	OFTEN		SOMETIMES		
Summarizing the lessons	OFTEN		SOMETIMES		
Closing a lesson	ALWAYS				
Dismissing the class	ALWAYS				
Others (Afrikaans)					SOMETIMES
POINTS	67	9	39	4	3

Figure 11 below presents the researcher’s observation on the frequency of **Ms. X’s** use of each language in classroom. As discussed above, the findings are presented in percentages for illustration on the points. It should be noted that all the percentages relating to these questions in the sub-sequent sections were based on the Likert scale.

Figure 11: Researcher’s observation on the frequency of Ms. X’s use of each language



b) The case of a government school in Quthing district- Analysis of Ms. Y

Ms. Y from the church school made use of eight translanguaging strategies to teach academic content, development of learners’ ESL, facilitate and regulate communication and interaction in classroom, foster collaboration, teach and explain ESL content, simplify classroom content, regulate learners’ behaviour and discussions. She employed different strategies for different functions as shown below. Strategies included: calque or loan translation, bridging and negotiation, multilingual group work, translation, paraphrasing and brokering. **Table 6** illustrates the impact of translanguaging on Ms. Y.

Table 6: The impact of translanguaging on Ms. Y

TEACHER	TRANSLANGUAGING STRATEGIES	FUNCTIONS OF TRANSLANGUAGING
Ms. Y	Code-switching	To foster collaboration To teach and explain ESL content To regulate communication To simplify classroom content To regulate interaction/ behaviour To regulate discussion To help in the learning and development of ESL
	Borrowing and loan words	To simplify academic content
	Bridging and negotiation	To simplify classroom content
	Multilingual group work	To enhance collaboration among students
	Transliteracy	To help in the learning and development of ESL
	Metalinguistic awareness	To help in the learning and development of ESL
	Paraphrasing	To help in the learning and development of ESL
	Brokening	To help in the learning and development of ESL

In the same classroom the researcher observed and noted the frequency of language use. **Table 7** below illustrates the frequencies of how the teacher used language to draw learners’ attention, teach academic content, help in ESL development, explain difficult terms, ask questions, define new concepts, give tasks/homework, give feedback, when learners do not understand, summarise the lessons, close a lesson and dismiss the class among others. **Table 7** presents the researcher’s observation on the case of government school.

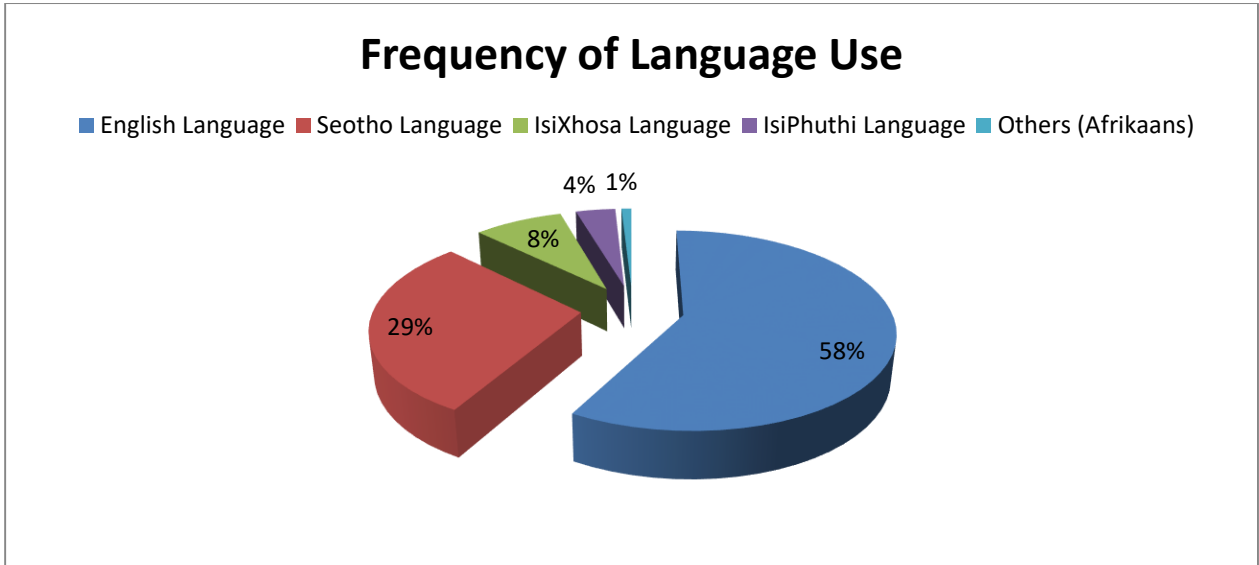
Table 7: Researcher’s observation on the case of government school

TEACHERS’ TRANSLANGUAGING EVENTS	FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SOMETIMES/SELDOM/NEVER)				
	English	IsiXhosa	Sesotho	IsiPhuthi	Others
Greeting learners	OFTEN		SOMETIMES		
Explaining lesson	OFTEN		SOMETIMES		
Introducing lesson	OFTEN		SOMETIMES		
Drawing learners’ attention	OFTEN		SOMETIMES		
Academic content	OFTEN	SELDOM	SOMETIMES	SELDOM	
ESL development	OFTEN	SELDOM	SOMETIMES	SELDOM	
Explaining difficult terms	OFTEN		SOMETIMES		
Attention	OFTEN		SOMETIMES		
Asking questions	OFTEN		SOMETIMES		
Defining new concepts	OFTEN		SOMETIMES		
Giving tasks/homework	OFTEN	SELDOM	SOMETIMES		
Giving feedback	OFTEN		SOMETIMES		
Learners do not understand	OFTEN		SOMETIMES		

Summarizing the lessons	OFTEN		SOMETIMES		
Closing a lesson	OFTEN		SELDOMLY		
Dismissing the class	OFTEN		SELDOMLY		
Others (Afrikaans)					SELDOM
POINTS	64	9	32	4	2

Figure 12 presents the researcher’s observation on the frequency of Ms. Y’s use of each language in classroom. In the context of employment of translanguaging in classrooms, still Ms. Y used English language more than other languages.

Figure 12: Researcher’s observation on the frequency of Ms. Y’s use of each language



c) The case of a private school in Quthing district- Analysis of Ms. Z

The findings from Ms. Z’s classroom showed that she used the least number of translanguaging strategies to teach. Strategies included; code-switching, translation, bridging and negotiation, multilingual group work, translation, paraphrasing and brokering. Her strategies were meant to enhance collaboration, regulate learners’ interaction/ behaviour, regulate discussion, help in the learning and development of ESL, teach and explain ESL content, regulate communication and to simplify classroom content. Table 8 below illustrates the impact of translanguaging on Ms. Z.

Table 8: The impact of translanguaging on Ms. Z

TEACHER	TRANSLANGUAGING STRATEGIES	FUNCTIONS OF TRANSLANGUAGING
Ms. Z	Code-switching	To teach and explain ESL content To regulate communication To simplify classroom content To regulate interaction/ behaviour To regulate discussion To help in the learning and development of ESL
	Bridging and negotiation	To simplify classroom content
	Multilingual group work	To enhance collaboration among students
	Translation	She simplified content
	Paraphrasing	To help in the learning and development of ESL
	Brokening	To help in the learning and development of ESL

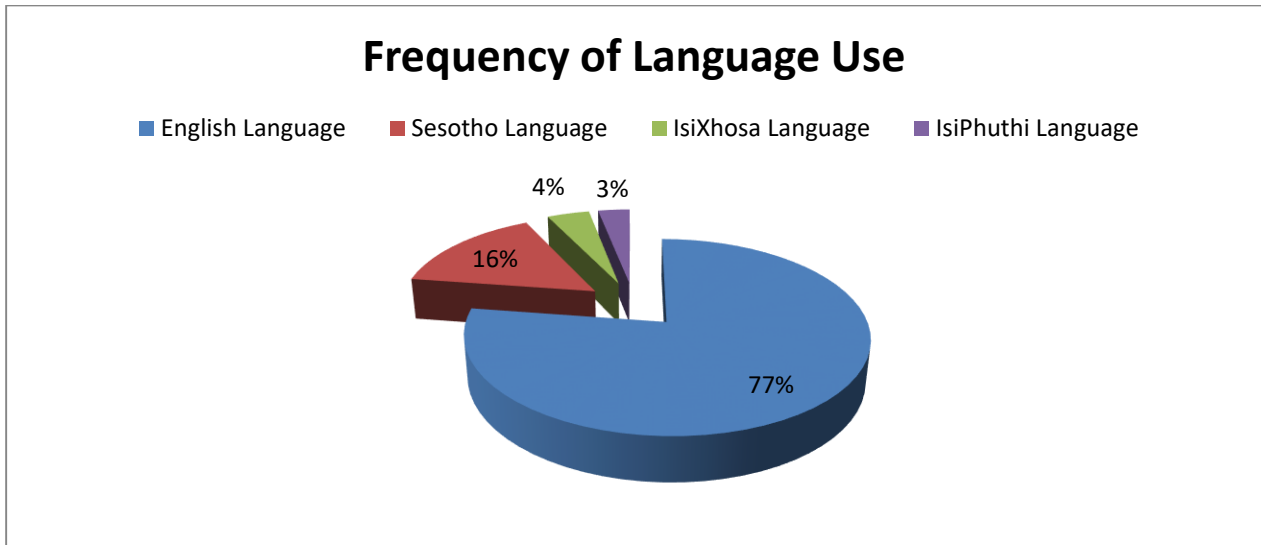
In the same classroom the researcher carried out an observation and noted how frequent the teacher made use of English language, IsiXhosa, Sesotho, IsiPhuthi and other languages. **Table 9** below reflects the researcher’s observation of **Ms. Z’s** use of languages.

Table 9: Researcher’s observation on the case of private school

TEACHERS’ TRANSLANGUAGING EVENTS	FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SOMETIMES/SELDOM/NEVER)				
	English	IsiXhosa	Sesotho	IsiPhuthi	Others
Greeting learners	ALWAYS				
Explaining lesson	ALWAYS				
Introducing lesson	ALWAYS				
Drawing learners attention	OFTEN	SELDOM	SOMETIMES		
Academic content	OFTEN	SELDOM	SOMETIMES		
ESL development	OFTEN		SOMETIMES		
Explaining difficult terms	OFTEN		SOMETIMES		
Attention	ALWAYS				
Asking questions	ALWAYS				
Defining new concepts	ALWAYS				
Giving tasks/homework	ALWAYS				
Giving feedback	ALWAYS				
Learners do not understand	OFTEN		SOMETIMES	SOMETIMES	
Summarizing the lessons	ALWAYS				
Closing a lesson	ALWAYS				
Dismissing the class	ALWAYS				
Others (Afrikaans)					
POINTS	75	4	15	3	0

Figure 13 presents the researcher’s observation on the frequency of **Ms. Z’s** use of each language in the classroom.

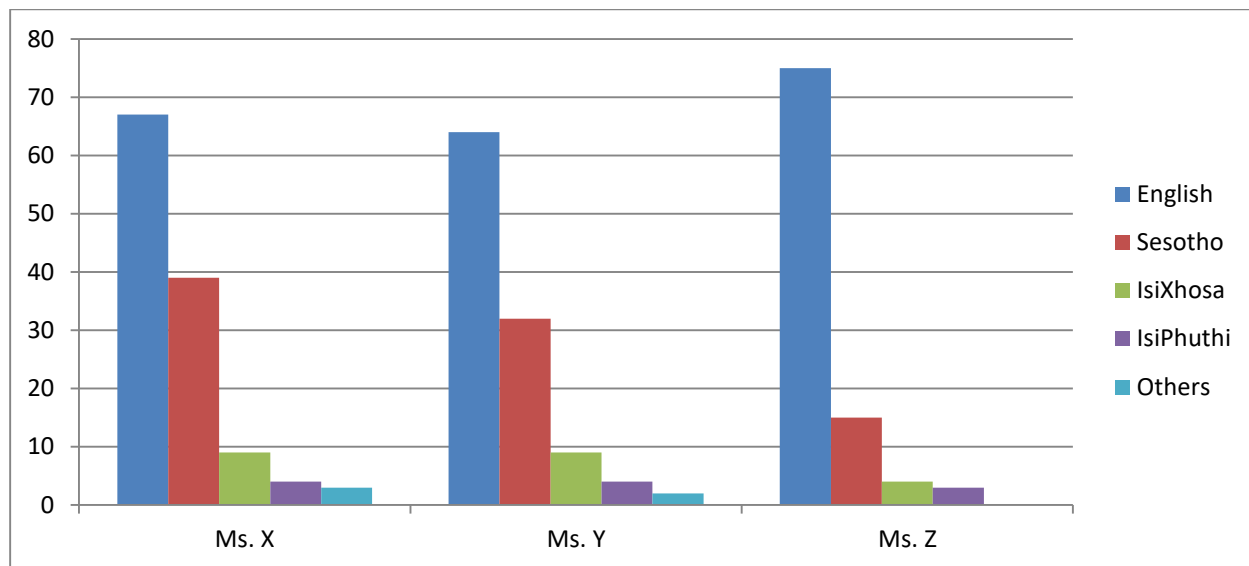
Figure 13: Researcher’s observation on the frequency of Ms. Z’s use of each language



The researcher’s observation of teachers’ use of translanguaging strategies indicated that teachers’ performance largely made use of English language as a medium of instruction to teach ESL. Notably, the private school had the highest points of 75 while the church and the government schools respectively 67 and 64 points usage of English language in classrooms. Sesotho language was second in use in all three schools. As teachers translanguaged, Sesotho language was used more often in the government school with 32 points, the church school had 39 points while the private school had 15 points respectfully. IsiXhosa language was in the third position. The church school and the government schools had 9 points both; while the private schools had 4 points each. These findings are related to research question two on find out how teachers and learners employ translanguaging in the teaching and learning of ESL in the selected primary schools of Quthing district. Also, the findings confirm the study’s hypothesis that teachers and learners employ translanguaging in teaching and learning ESL to enhance performance; private school being least

translanguaged. **Figure 14** below displays the points scored in percentages by the teachers on frequency of language use in classrooms.

Figure 14: Teachers’ frequency of language use in classroom



Teachers’ performance in employment of translanguaging strategies (when they were teaching) brought forth four main categories of themes. These categories are academic content teaching and learning, ESL development, classroom interaction skills and communication skills. These were selected among others because they are related to the second research question and have a direct impact on the teaching, learning and performance of English as a second language in those selected primary schools. The next part analyses these themes or patterns that the findings revealed.

a) Academic content teaching and learning

The emergence of the first theme “*academic content teaching and learning*” was highlighted because it was impacted on by translanguaging strategies. On the one hand, all the teachers from the three selected schools used translanguaging to simplify classroom content which was academic and also explained it. Some of the classroom content was general knowledge while some content was on ESL. In that way classroom information was passed on efficiently and easily, especially

for struggling learners. Both Sesotho and English languages were used in classrooms and learners were free to ask questions in other languages. On the other hand, learners used the opportunity to collaborate with teachers who used Sesotho language to facilitate teaching and learning of English language. Even **Ms. Z.** affirmed “that other things” are better explained in Sesotho to attain deeper understanding of content materials. The findings answered the second research question and supported translanguaging for teaching and learning as premised by the study.

b) English second language development

The second theme, where translanguaging impacted ESL performance was through *development of English as a second language*. Undoubtedly, there was no immediate ESL improvement in proficiency and fluency. **Ms. Y** also said, “...the results on proficiency may not be obvious now...but with time, they will be realized.” Such developments take time to develop in emergent bilinguals everywhere. **Ms. Z.** also agreed that with time proficiency in ESL improved a lot more. However, all the teachers from the three selected schools used translanguaging to help in the learning and development of ESL through various strategies mentioned earlier on. **Ms. X.** held a notion that children developed English language much faster when she interpreted or translated some words especially in proper pronunciation English of some words. However, she switched languages when it was necessary; but most of the time English language was taught in English. Similarly, the findings responded to the second research question and supported translanguaging for ESL teaching and learning. The findings affirmed the second hypothesis that teachers and learners employ translanguaging in teaching and learning ESL to enhance performance.

c) Classroom interaction skills and competence

The third theme “*smooth classroom interaction*” emerged from the findings. This theme demonstrated how translanguaging impacted performance of ESL by both teacher and learners. It

was observed that the teachers and learners understood each other very well when during discussions, having learner-learner interactions and when teachers were giving instructions to the learners through translanguaging. That kind of interaction displayed mutual respect, bonds of friendship, collaboration among the learners and a conducive atmosphere to learn in a meaningful way. Teachers managed to control learners and regulated their behaviours using Sesotho when things were out of order. **Ms. X.** stated that often learners were the first to naturally opt to speak and interact in Sesotho language, and she often responded in the same way in order to engage them in a meaningful way. **Ms. Y.** also agreed that learners initiated a talk in Sesotho. However, she also thought that her learners overused language mixing. The teacher from the private school believed that interaction and communication efficient when translanguaging was used in her classroom.

d) Communication skills and competence

The last theme was “*communication skills and competence.*” Communication involved number a of elements that were fundamental for it to be meaningful, and mutual. Listening and speaking were very important for the interlocutors to encode and decode messages successfully. Therefore, teachers regulated turn-taking which was mostly of the time at their disposal. All the teachers who were interviewed confirmed that most of the time learners who initiated a talk in their mother-tongue were responded to with that same language. **Ms. Y.** emphasised that mixing languages made communication easy because learners understood clearly what was said them. The findings are related to the second research question and they show a support for translanguaging for both communicative and interactive skills. The findings affirmed the second hypothesis. The next section presents the findings from learners’ performance in learning ESL through translanguaging.

4.4.2 Learners' performance in learning ESL through translinguaging

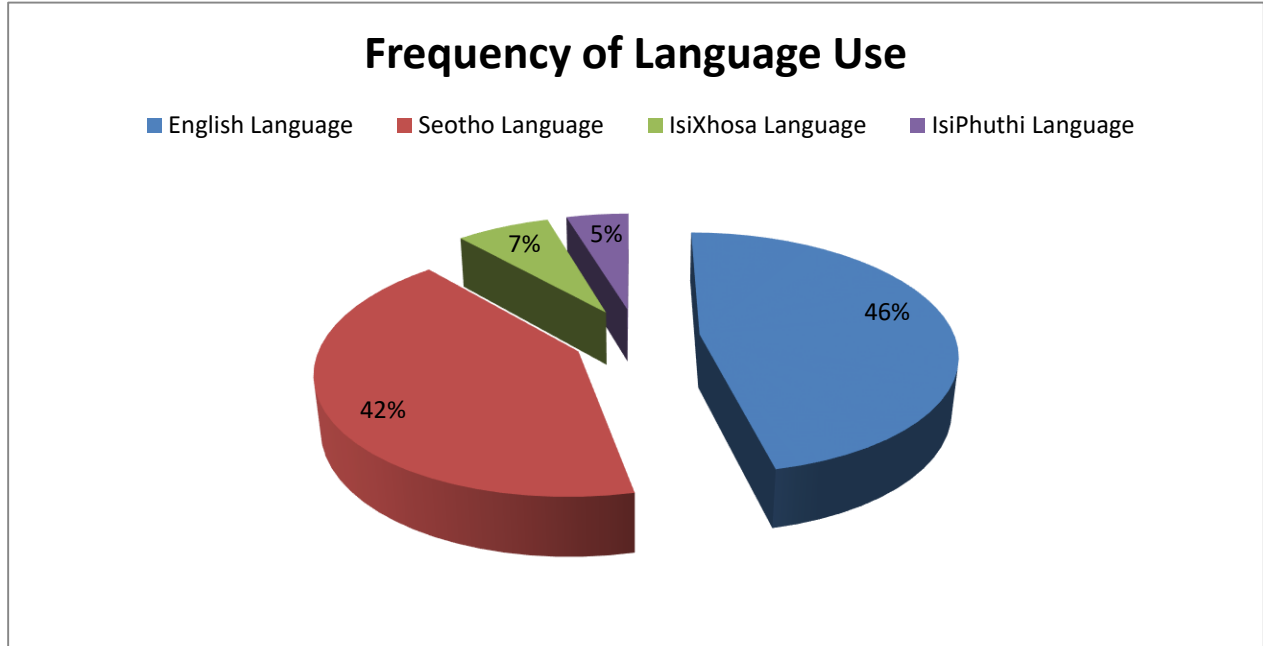
This section presents the findings from learners' performance in learning English as a second language. The researcher observed and noted how learners used translinguaging to communicate and interact with their teachers and among themselves, as well as how they learnt general academic information, and how they were able to use translinguaging for ESL development and ESL content. The observation concerned the frequency of how each language was used from the church school, government school and private school. **Table 10** presents the researcher's observation on the frequency of church school learners' use of each language in classroom.

Table 10: Researcher's observation of church school learners' use of each language

LEARNERS' TRANSLANGUAGING EVENTS	FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SOMETIMES/SELDOM/NEVER)				
	English	IsiXhosa	Sesotho	IsiPhuthi	Others
Responding teachers' greeting	ALWAYS				
Answering teachers' questions	OFTEN	SOMETIMES	SOMETIMES		
Discussing in groups	SOMETIMES		OFTEN		
Interacting with others	SELDOM		OFTEN	SELDOM	
Asking other students	SELDOM		OFTEN		
Saying goodbye to teacher	OFTEN		SOMETIMES		
Others ()					NEVER
POINT	20	3	18	2	1

From the researcher's observation learners from the church school used 46 % of English language, 42 % of Sesotho language, 7 % of IsiXhosa language, 5 % of IsiPhuthi language. **Figure 15** below presents the researcher's observation on the frequency of church school learners' use of each language in classroom in percentages.

Figure 15: Researcher’s observation of church school learners’ use of each language



The observation below concerned the frequency of how each language was used from the government school. **Table 11** below features the researcher’s observation on the frequency of government school learners’ use of each language in classroom.

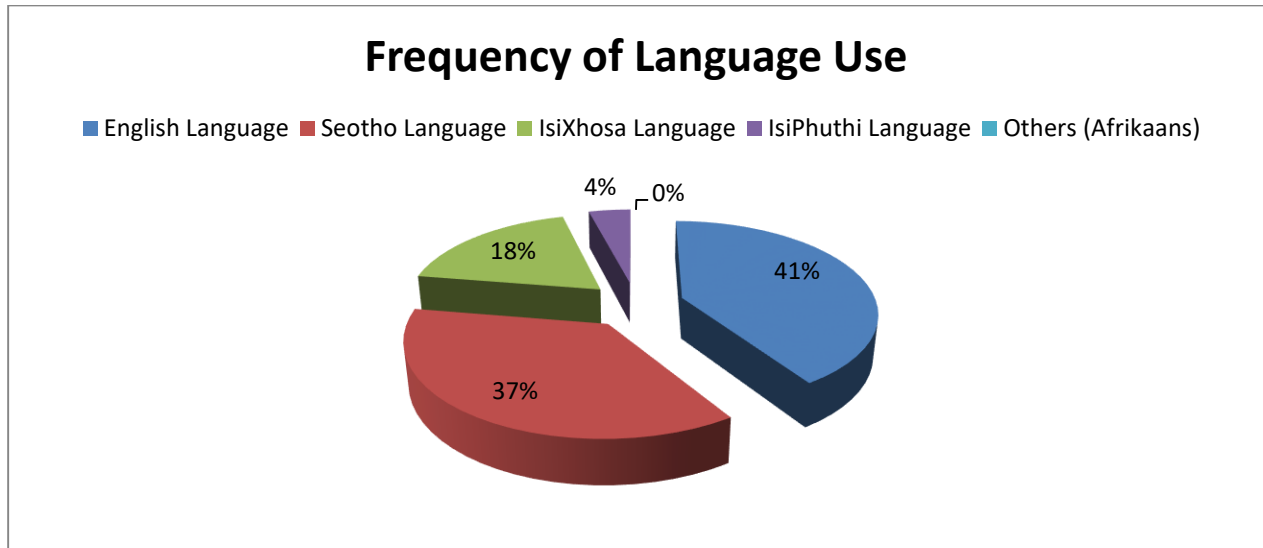
Table 11: Researcher’s observation of government school learners’ use of each language

LEARNERS’ TRANSLANGUAGING EVENTS		FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SOMETIMES/SELDOM/NEVER)				
		English	IsiXhosa	Sesotho	IsiPhuthi	Others
Responding teachers’ greeting	ALWAYS					
Answering teachers’ questions	OFTEN	SOMETIMES	SOMETIMES			
Discussing in groups	SOMETIMES	SOMETIMES	OFTEN			
Interacting with others	SELDOM		OFTEN	SELDOM		
Asking other students	SELDOM	SOMETIMES	OFTEN			
Saying goodbye to teacher	OFTEN		SOMETIMES			
Others ()	20	9	18	2		

From the researcher’s observation learners from the government school used 41 % of English language, 37 % of Sesotho language, 18 % of IsiXhosa language and 4 % of IsiPhuthi language.

Figure 16 below features the researcher’s observation on the frequency of government school learners’ use of each language in percentages.

Figure 16: Researcher’s observation of government school learners’ use of each language



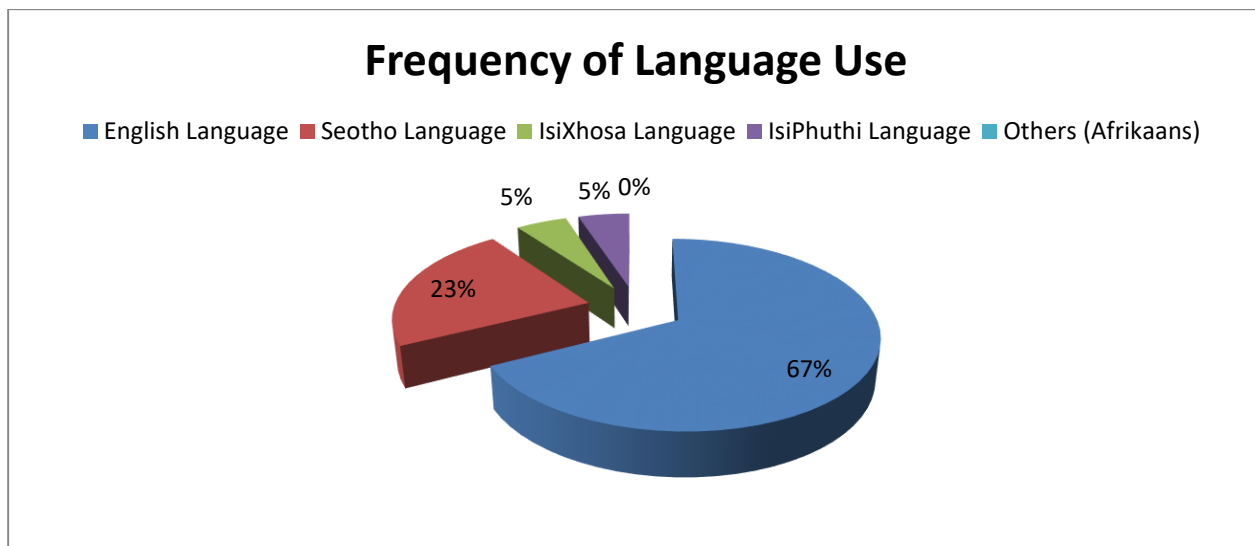
The observation below concerns the frequency of how each language was used from the private school. **Table 12** below presents the researcher’s observation on the frequency of private school learners’ use of each language in classroom.

Table 12: Researcher’s observation of private school learners’ use of each language

LEARNERS’ TRANSLANGUAGING EVENTS	FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SOMETIMES/SELDOM/NEVER)				
	English	IsiXhosa	Sesotho	IsiPhuthi	Others
Responding teachers’ greeting	ALWAYS				
Answering teachers’ questions	ALWAYS				
Discussing in groups	OFTEN		SOMETIMES		
Interacting with others	OFTEN	SELDOM	SOMETIMES	SELDOM	
Asking other students	OFTEN		SOMETIMES		
Saying goodbye to teacher	ALWAYS				
Others ()					NEVER
	27	2	9	2	

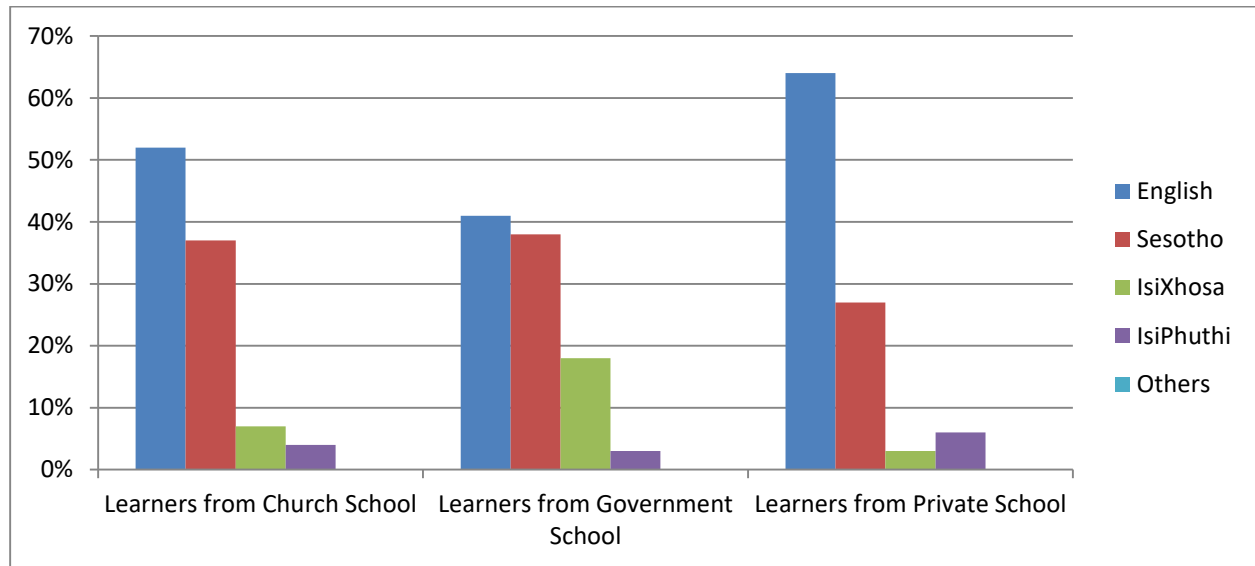
From the researcher’s observation, learners from the private school use 67 % of English language, 23 % of Sesotho language, 5 % of IsiXhosa language and 5 % of IsiPhuthi language. **Figure 17** below presents the researcher’s observation on the frequency of private school learners’ use of each language in percentages.

Figure 17: Researcher’s observation of private school learners’ use of each language



The researcher’s observation of learners’ employment of translanguaging indicated that learners’ performance largely made use of English language as a medium of instruction to learn ESL. Notably, the private school had the highest points of 27, the church school had 20 points while the government school had 20 points usage of English language. Sesotho language was second in use in all three schools. As learners engaged teachers, Sesotho language was used more often in the government and the church schools with 18 points each. The private school had 9 points. For IsiXhosa language, the church school had 3 points; while the government school had 9. The private schools had 2 point. IsiPhuthi language was used minimally while all the schools got 2 point each. **Figure 18** below represents the researcher’s observation of all learners’ use of each language.

Figure 18: Researcher’s observation of all learners’ use of each language



Interpretation

4.4.2.1 Basic Interpersonal Communicative Skills (BICS)

The acronyms BICS and CALP in second language acquisition discourse and learning were introduced by Cummins in 2000. BICS (Basic Interpersonal Communicative Skills) referred to basic listening and speaking skills. According to Cummin, these skills are often acquired quickly by ESL learners. Learners from the three selected school in the Quthing district were no exception to Cummis’ postulation. The distinction was made between BICS and CALP, which are two different kinds of language proficiencies, by noting that some people acquire fluency in the second language as compared to academic proficiency (CALP) in a language (Cummins, 1997). From the findings, learners did not then master the art of communicative and interactive skills in ESL. They needed teachers to guide, regulate and supervise their interaction and their ability to explicitly express their views. Hence, some learners resorted to unnecessary interruptions and use of other languages in order to be understood by their teachers. However, through translanguaging strategies, they were able to use all linguistic resources to learn ESL.

4.4.2.2 Cognitive/Academic language Proficiency (CALP)

CALP (Cognitive Academic Language Proficiency) denotes the ability of an individual to engage with the academic demands of different subjects including ESL teaching and learning. CALP helps learners to cope with cognitive and linguistic demands, which created by the educational and social environment. Mastery CALP occurs only when BICS has been mastered (Skutnabb-Kangas & Cummins, 1988). The findings reveal that ESL proficiency was not mastered by learners because that is a process which was on-going. Therefore, learners translanguage because of limited exposure, experience and inability to express themselves in English language.

4.4.2.3 ESL proficiency development

Language proficiency required that teachers should ensure that learners master, as well as CALP. That meant there was a need for learners to transfer what they know to something new-that is from known (L1) to unknown (L2 or ESL). However, teachers in the transition classes should not assume that non-native speakers, who have acquired fluency in (L2), would have corresponding academic language proficiency. The latter takes about between five to seven years to acquire. Therefore, learners need to be given ample time to develop their CALP (Cummins, 1979). In like manner, learners were able to use their L1s, especially Sesotho language to deal with the unknown concepts in English as a second language in Quthing district.

4.4.2.4 ESL content learning

For the general learning of any classroom content, learners used different means to gain knowledge. Besides to use of code-switching, learners demonstrated their ability to transfer what was learnt in the mother tongue into the second language (ESL). Heugh, (2006) argues that firm foundation in learners' first language helps them make English comprehensible. As in ESL

development, learners who participated in this study used various translanguaging strategies, especially code-switching to deal with academic and general content. The next section covers the summary on employment of translanguaging strategies in ESL.

4.4.3 Summary on employment of translanguaging strategies in ESL classrooms

The second phase of the findings is summed-up by highlighting that there were various ways which teachers applied translanguaging. They used it to regulate learners' interaction and communication, to engage all learners including those from the minority community, simplify difficult content, to raise learners' interest on the topic among other. The phase also presented translanguaging strategies that impacted ESL performance in three selected schools in Quthing district. The performance included translanguaging strategies to enhance academic content teaching and learning, ESL development, communication and interactive skills. The next section features the findings on both the teachers and learners' perspectives on translanguaging.

4.5 An emic perspective on translanguaging

Data were collected through classroom observations and interviews on how teachers used translanguaging strategies to teach ESL. The researcher also used video-recording and observation to interview focus group discussion with 18 selected learners from three primary schools. The last section of this chapter presents the findings based on teachers and learners' perspectives on translanguaging. These perspectives on translanguaging are emic because the views and sentiments that the current study sought to explore are from "inner" participants who revealed what they experience in the teaching and learning ESL because of their diverse backgrounds. This section has three parts namely: teachers' perception on translanguaging, learners' perception on

translanguaging and summary about an emic perception on translanguaging. The researcher asked similar questions to three selected teachers from three selected schools in Quthing district.

4.5.1 Teachers' perspectives on translanguaging

- a) The first translanguaging-related question was on whether translanguaging constraints or affords ESL teaching and learning in schools. To this end, the researcher interviewed the three selected teachers reflected by pseudo name, school proprietorship and extract number in **Table 13**.

Table 13: Teachers' views on translanguaging

Teacher pseudo name	School proprietorship	Extract number
Ms. X.: /1 st T-CS	Church school	16
Ms. Z.: /3 rd T-PS	Government school	17
Ms. Z.: /3 rd T-PS	Private school	18

Extract 16

1. **1st T-CS.:** I think it does both. (.)
2. **R.:** How? (.)
3. **1st T-CS.:** You see, ((thinking)) they understand better when they are being taught in the mother tongue and English language, but that benefits those who are fluent in Sesotho. (0.2) The reason it is negative to other groups of learners is because Sesotho is not what they grew up speaking. So, some children struggle with Sesotho and English. I for one speak only two languages although I can understand Sephuthi and Sexhosa speakers.

Analysis of Extract 16

Among the interviewed teachers, the teacher from the church school indicated that translanguaging has the ability to impact teaching and learning both positively and negatively. No withstanding the

fact that translanguaging afforded learners numerous opportunities to learn, she was concerned that not all learners are beneficiaries. That is, learners who were not fluent in Sesotho were disadvantaged. The situation degraded by the fact that most English language teachers at her school spoke Sesotho only as their L1.

Extract 17

1. **R.:** Do you think the translanguaging constraints or affords ESL teaching and learning in schools such as yours in Quthing district? (.)
2. **2nd T-GS.:** *Ntate, kannete* ((sir, truly)) these children don't understand anything when using English only...not unless we mix languages. There are problems because of their backgrounds, since some of them arrived here not knowing Sesotho. So, we try by all means to teach them Sesotho from grade one. (.)
3. **R.:** So, how are they now in speaking Sesotho?
4. **2nd T-GS.:** They are much better. (.)

Analysis of Extract 17

The teacher from the government school was clear that due to children's competence in ESL, teachers were bound to mix languages as they offered classroom instruction. It was also well understood that by virtue of primary school education being compulsory, children enrolled from different family backgrounds with deferent levels of pre-school exposure to the English language.

This, in turn, implied different levels of pre-learning there were different levels of learning basic competence in Sesotho and English as ESL and a subject. For instance, some of the learners from ethnic minority languages background such as IsiXhosa and IsiPhuthi, enrolled not knowing how to speak Sesotho, yet forced by policy guideline circumstances to learn English and Sesotho simultaneously. This, sadly meant learners from non-Sesotho-speaking ethnic backgrounds were

unlike their counterparts from the mainstream Sesotho-speaking backgrounds, not offered equal opportunities of access to learning via their mother tongue languages. In other circumstances, learners from ethnic minority language backgrounds had pressure to double their effort to learn in Sesotho and English languages as teachers translanguage. This information is consistent with Kolobe and Matsoso (2020).

Extract 18

1. **R.:** Do you think translanguageing constraints or affords ESL teaching and learning in schools such as yours in Quthing district? (.)
2. **3rd T-PS.:** I truly think it helps a lot because we cannot use English language throughout, with no reference to what these kids know, which their mother tongue is. Again, some of them are still very young to understand each and every word spoken to them in English. So, even if we are an English medium, we sometimes use Sesotho. (.)
3. **R.:** How do you do that? (.)
4. **3rd T-PS.:** We sometimes mix languages. (.)

Analysis of Extract 18

The teacher from the private school concurred with other teachers that translanguageing enhanced teaching and learning opportunities because according to her, learners were still young to be instructed in English language only. She indicated that in order to teach learners new concepts, reference to what they already knew was important.

Consistently, the teacher from the government school and another one from the private school also confirmed that translanguageing benefitted ESL teaching and learning in their schools. The teachers pointed out that because of the diversity of learners in their schools; learners were not afforded equal opportunities because those from the minority groups grappled with learning Sesotho language before when they first enrolled at school. The teacher from the church school viewed

translanguaging from both positive and negative sides. She believed that translanguaging enhanced understanding but benefited a certain group of learners who already understood Sesotho language.

4.5.1.1 Translanguaging and interactive competence

- b) The second translanguaging-related question was on how translanguaging impacts teachers' classroom interactions with learners. To this end, the researcher interviewed the three selected teachers reflected by pseudo name, school proprietorship and extract number in **Table 14**.

Table 14: Teachers' views on translanguaging and interactive competence

Teacher pseudo name	School proprietorship	Extract number
Ms. X.: /1 st T-CS	Church school	19
Ms. Z.: /3 rd T-PS	Government school	20
Ms. Z.: /3 rd T-PS	Private school	21

Extract 19

1. **R.:** How is translanguaging in relation to classroom interaction? (.)
2. **1st T-CS.:** Perfect. (.) the reason I say that is because for the learners to be engaged meaningfully, they opt to speak and interact easily in Sesotho, so I often respond in the same way.

Analysis of Extract 19

The teacher from the church school indicated that translanguaging fitted well with her classroom interaction with learners. She noted that the Sesotho language was used to make interaction easy for learners and often learners who actually, are the ones that initiate code-switching in order to negotiate content meaning in classrooms.

Extract 20

1. **2nd T-GS.:** Yes. Ho jwalo. ((that's right)) (.)

2. **R.:** If, so, how?
3. **2nd T-GS.:** Truly, they do well when Sesotho and English are used in class. (.)
4. **R.:** How is translanguaging in relation to classroom interaction?
5. **2nd T-GS.:** I sometimes think they overuse it...(.) I mean Sesotho and English.

Analysis of Extract 20

Ms. Y from the government school affirmed that translanguaging impacted her classroom interaction positively. She related it to learners' performance and saw it as a contributing factor to their good performance in their studies. Her only concern was with overuse of languages other than English in her classroom. Her learners tended to forget that they were still in an English classroom and the medium of instruction ought to be the English language

Extract 21

1. **3rd T-PS.:** Yes, it does. (.)
2. **R.:** If, so, how?
3. **3rd T-PS.:** Your difficult concepts are better explained in Sesotho.... (0.2) because I know Sesotho and English only. So, when they understand something in their own languages, the results are better in English. (.)
4. **R.:** How is translanguaging in relation to classroom interaction? (.)
5. **3rd T-PS.:** It flows. (.)

Analysis of Extract 21

Ms. Z from the private school also agreed that mixing other languages with English languages was beneficial for her classroom interaction because she easily explained difficult concepts with ease. As a Sesotho speaker, she was able to help the majority of learners who knew Sesotho language to perform better in English language.

The selected teachers agreed that mixing other languages with English languages was beneficial for classroom interaction because they easily explain difficult concepts with ease, help majority of learners to perform better in English language. They saw translanguaging as a contributing factor to learners' good performance in their studies. As learners were often the ones that initiate code-switching in order to negotiate content meaning in classrooms, there was a concern with learners' overuse of languages other than English in some classrooms where they seemingly tended to forget that they were in an English classroom.

4.5.1.2 Translanguaging and communicative competence

- c) The third translanguaging-related question was on how translanguaging impacts their classroom communication and whether translanguaging constraints or affords ESL teaching and learning in schools. To this end, the researcher interviewed the three selected teachers reflected by pseudo name, school proprietorship and extract number in **Table 15**.

Table 15: Teachers' views on translanguaging and communicative competence

Teacher pseudo name	School proprietorship	Extract number
Ms. X.: /1 st T-CS	Church school	22
Ms. Z.: /3 rd T-PS	Government school	23
Ms. Z.: /3 rd T-PS	Private school	24

Extract 22

1. **R.:** What about in relation to communication?
2. **1st T-CS.:** Also, very good...with me and amongst themselves (.). like I said, they initiate the talk in Sesotho and I answer in Sesotho sometimes.

Analysis of Extract 22

Ms. X did not commit herself in a sense that she appeared to blame her learners that they were the ones that started mixing languages in her English language classroom. She however, indicated that her communication with her learners through translanguaging was very good.

Extract 23

1. **R.:** What about in relation to communication?
2. **2nd T-GS.:** It makes communication easy. (0.1)

Analysis of Extract 23

The teacher from the government school explicitly stated that translanguaging made her communication with learners simple. The implication was that when she used any available L1 and English language in her classroom to communicate with her learners, they understood each other well.

Extract 24

1. **R.:** What about in relation to communication? (.)
2. **3rd T-PS.:** I understand them, they understand me. Just playing with words.

Analysis of Extract 24

The teacher from the private school stated that she had mutual understanding with her learners when translanguaging was used in her classroom to teach English as a second language. She drew joy from communicating using languages other English language sometimes.

This was only one teacher who did not commit herself to initiating communication with learners through their L1. She blamed her learners for being the ones who started mixing languages in her English language classroom. However, all the teachers approved of translanguaging by indicating that communication through translanguaging as it was very good, it made communication with learners easier and created mutual understanding with learners. Some teachers drew joy from communicating using languages other English language.

4.5.1.3 Translanguaging and ESL content learning

d) Through the fourth question, the researcher sought information on how translanguaging impacted her classroom in relation to ESL content learning. Hence, the researcher interviewed the three selected teachers reflected by pseudo name, school proprietorship and extract number in **Table 16**.

Table 16: Teachers' views on translanguaging and ESL content learning

Teacher pseudo name	School proprietorship	Extract number
Ms. X.: /1 st T-CS	Church school	25
Ms. Z.: /3 rd T-PS	Government school	26
Ms. Z.: /3 rd T-PS	Private school	27

Extract 25

1. **R.:** How is translanguaging helpful in ESL content learning?
2. **1st T-CS.:** It helps to pass English content smoothly and easily. (.) in this case, when I see that they real struggle to understand, I use both Sesotho and English. They also are free to ask questions.

Analysis of Extract 25

Some of the major points shown by **Ms. X** included the fact that when she simplified ESL content through the use of Sesotho language, learners' performance improved and that there was not struggle to disseminate information to her learners. On the other hand, learners gained confidence in themselves and were able to ask questions.

Extract 26

1. **R.:** How is translanguaging helpful in ESL content learning?
2. **2nd T-GS.:** It can be used to facilitate learning English. (0.1).

Analysis of Extract 26

The teacher from the government school spoke from the point of view of a learner. She did not say how she could use languages other than English language to facilitate ESL teaching. Instead, she meant that learners could use it to learn ESL content in classrooms.

Extract 27

1. **R.:** How is translanguaging helpful in ESL content learning?
2. **3rd T-PS.:** Very. Other things are better explained in Sesotho. (.)

Analysis of Extract 27

The teacher agreed that translanguaging was helpful in ESL content learning. However, she did not offer the benefits of such practice. She simply stated that it was better to tell learners information using their L1 sometimes.

Put side by side, teachers mentioned that translanguaging simplified ESL content through the use of Sesotho language, learners could use it to learn ESL content in classrooms, disseminating information was made possible, learners' performance improved as they gain confidence in themselves and were able to ask questions.

4.5.1.4 Translanguaging and ESL proficiency development

- e) The fifth question to the teachers was on how translanguaging impacted their learners' ESL proficiency development. As a result, the researcher interviewed the three selected teachers reflected by pseudo name, school proprietorship and extract number in **Table 17**.

Table 17: Teachers' views on translanguaging and ESL proficiency development.

Teacher pseudo name	School proprietorship	Extract number
Ms. X.: /1 st T-CS	Church school	28
Ms. Z.: /3 rd T-PS	Government school	29
Ms. Z.: /3 rd T-PS	Private school	30

Extract 28

1. **R.:** What about ESL proficiency development for children?
2. **1st T-CS.:** Children develop it much faster. (.) I switch when it is necessary. But most of the time English is taught in English. I may interpret or translate some words for them to hear what I am saying...especially in pronunciation.

Analysis of Extract 28

The teacher from the church school indicated that through translanguaging learners developed ESL proficiency faster. She highlighted some strategies that she used which included interpretation and translation especially with regard to pronunciation of words in English language.

Extract 29

1. **R.:** What about ESL proficiency development for children?
2. **2nd T-GS.:** They results on proficiency may not be obvious now...but with time, they will be realized. (0.1).

Analysis of Extract 29

Ms. Y from the government school did not believe that translanguaging had immediate results in the context of teaching and learning English as a second language or any other language which is not the learners' L1. The question of learners' proficiency was attached to time. **Ms. Y** believed that even if other languages impact ESL learning, proficiency was related to language exposure to the target language (TL).

Extract 30

1. **R.:** What about ESL proficiency development for children? (.)
2. **3rd T-PS.:** Still, with time proficiency improves a lot more. (.)

Analysis of Extract 30

In consistence with the teacher from the government school, **Ms. Z** said that the issue of proficiency was time-based. She agreed that translanguaging impacted ESL proficiency positively. When compared, teachers believed that the issue of proficiency was time-based. For example, **Ms. Y** from the government school did not believe that translanguaging had immediate results. She believed that even if other languages impacted ESL learning, proficiency was related to exposure to the Target Language (TL) and translanguaging. Strategies such as interpretation and translation proved to be important for some teachers.

Towards the end of interviews, the researcher asked all the three selected teachers the level from which they would recommend that learners be taught ESL using translanguaging as a teaching and learning strategy. Both the church and primary school teachers responded that learners should be taught through translanguaging because that was what was happening already in many schools although some languages in Lesotho were not included. The teacher from the private school believed that learners should be taught ESL using other languages from the formal early Childhood Care and Development (ECCD) because this is the stage at which learners would have a firm foundation on what words mean in other languages.

The cases from the three selected primary school shown above indicated the use of translanguaging and strongly supported it. Teachers presented numerous reasons to support the point that translanguaging impacted performance of ESL positively. Through strategies such as

interpretation, code-switching and translation and other strategies teachers believed that learners' performance improved but there should be a clear, inclusive language policy that does not discriminate against the minority languages in the Quthing primary schools. They believed that the Ministry of Education and Training should deploy teachers who are conversant with languages spoken in the Quthing district. The next section covers learners' perceptions on translanguaging.

4.5.2 Learners' perceptions on translanguaging

This section presents learners' perceptions of translanguaging from the three selected primary schools in the Quthing district. After the researcher had formed discussion groups from Grade 4 learners, he observed their communicative and interactive competences and then conducted a semi-structured interview with them. The interviews were video recorded in order to highlight elements of communicative competence and interactive competence with the researcher. Perceptions on translanguaging from the three groups form: (a) the case of church school, (b) the case of government school and (c) the case of private school. Below each school case there are codes representing a participant and the researcher's dialogue.

From the semi-structured interviews with participants, the researcher elicited data that showed a learner's attitude, perceptions, thoughts and views about translanguaging. However, in cases where learners did not grasp the meaning of translanguaging, the researcher opted for a familiar and simplistic form of the meaning of translanguaging (code-switching/code-mixing) in order to help learners to understand. Among other questions which were asked was whether a learner liked translanguaging or not, then probing questions followed.

A. The Case of Church School

The researcher sought to know from the six selected learners whether they preferred to be taught ESL using other languages. As a result, the researcher interviewed the six selected learners reflected by pseudo name, school proprietorship and extract number in **Table 18**.

Table 18. The church school learners' views on translanguaging

Learner pseudo name	School proprietorship	Extract number
1 st M.B-CS	Church school	31
1 st MG-CS	Church school	32
1 st XB-CS	Church school	33
1 st XG-CS.,	Church school	34
1 st PB-CS.	Church school	35
1 st PG-CS	Church school	36

1st MB-CS.: was a 9-year-old first Mosotho boy from the church school. His first language was Sesotho. He was also able to speak English language. According to him, he preferred his teachers to use both Sesotho and the English language because he was able to listen and pay attention. He often used Sesotho to talk to his friends or fellow-learners at school and to communicate with people in his neighbours. Below is the answer given to the question the researcher asked.

Extract 31

1. **1st MB-CS.:** *Ke eng hoo* ((what is that)) sir?
2. **R.:** Oh..okey...when you and your teacher use English language and other languages.
3. **1st MB-CS.:** I like...*rea utloisisa* ((we understand)).
4. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
5. **1st MB-CS.:** Yes sir. (SD). ((a learner selects (I strongly agree)))

6. **R.:** Thank you so much. .(.)

Analysis 31

1stMB-CS he did not know what translanguaging was and then after the explanation was provided he said that he liked it because it made understanding possible. He even asked for clarity in his own L1. The learner indicated that he strongly supported the idea of learners having the opportunity to learn the English language with freedom to restoring the use of other languages which they are competent in; namely Sesotho to better negotiate meaning and understanding of the target language

1stMG-CS.: was a 9-year-old first Mosotho girl from the church school and spoke Sesotho as her first language and English as her second language. Sesotho was her home language for communicating with parents, caretakers and friends. She preferred that her teachers use Sesotho and English at school because they as learners “hear more.” **1stMG-CS.:** was implying that when spoken to, they understood concepts faster when Sesotho and English were used in classroom interactions. Below is the answer given to the question the researcher asked.

Extract 32

1. **1stMG-CS.:** *Re utloa teacher oeng.* ((we hear what the teacher is saying))
- 3 **R.** Do you think that learners should be taught English using other languages?

(0.3) ((Shown Linkert scale to select from)). .(.)
- 4 **1stMG-CS.:** Yes sir. (A) ((a learner selects (I agree)))
- 5 **R.:** Thank you so much.

Analysis 32

The learner also pointed out that the use of Sesotho and English language enhanced their understanding as learners. She therefore, indicated her degree of approval of translanguaging by selecting “I agree” from the scale that was provided by the researcher.

1st XB-CS.: was a 10-year-old first Xhosa boy from the church school. He was able to speak IsiXhosa, Sesotho and English but he regarded IsiXhosa as his first language. At home he used IsiXhosa and Sesotho when speaking to his parents/caregivers. **1st XB-CS** preferred that teachers at his school should use English and Sesotho languages because that made things are easy. He used English and Sesotho to talk to his friends or fellow-learners at school and also when communicating with people in his neighbourhoods. Below is the answer given to the question the researcher asked.

Extract 33

1. **1st XB-CS.:** I like it
2. **R.:** Why?
3. **1st XB-CS.:** I don't know sir.
4. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
5. **1st XB-CS.:** Nothing sir. (U) ((a learner selects (I am undecided)))
6. **R.:** Thank you gentleman.
7. **1st XB-CS.:** Welcome sir.

Analysis 33

There was an indication that the learner benefited from the use of more than one language in the classroom but he was not sure why he liked mixing languages in classroom. The most plausible reason is that the learner never gave a thought about language switching and translanguaging as a

whole. He even indicated that he was not sure whether learners should be taught English language using other languages.

Code: 1st XG-CS.: was a 9-year-old first Xhosa girl from the church school who stated that IsiXhosa was her first language. She used both Sesotho and IsiXhosa at home to communicate with her parents or caregivers. She preferred that IsiXhosa, Sesotho and English be used her school.

Below is the answer given to the question the researcher asked.

Extract 34

1. **1st XG-CS.:** It is good.
2. **R.:** Why?
3. **1st XG-CS.:** Feela ((no reason)) sir. .(.)
4. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
5. **1st XG-CS.:** Yes sir. (D) ((the learner selects (I disagree))).

Analysis 34

The girl was not opposed to translanguaging but had no reason to support or refute it. She, however, disagreed that translanguaging should be used in teaching English language in classrooms.

1st PB-CS.: was an 11-year-old first Phuthi boy from the church school. He spoke IsiPhuthi as his first language. He used this language at home but also used IsiPhuthi and Sesotho to speak to parents/caregivers and friends. **1st PB-CS** preferred that all the teachers at his school use all available languages learners spoke. However, he did not seem to know the reason why he did not approve of translanguaging use in his school. Below is the response to the question which the researcher asked.

Extract 35

1. **1st PB-CS.:** No sir. (.)
2. **R.:** Why?
3. **1st PB-CS.:** I don't know it.
4. **R.:** Using more than two languages in classrooms.
5. **1st PB-CS.:** I like. (.)
- 7 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 8 **1st PB-CS.:** Ha hona letho ((no reason)) sir. (SD) (((the learner selects (I strongly disagree))))
- 9 **R.:** Sure.

Analysis 35

The learner provided conflicting points in the sense that he did not like translanguaging at first, but after being told that with translanguaging one can use two languages for learning classrooms level, he changed his mind and liked it. As per his choice at the end of the interview, he decided that he strongly disagrees that translanguaging was the best option.

1st PG-CS.: was a 10-year-old first Phuthi girl from the church school. She was able to speak Sesotho and English. She used IsiPhuthi as her first language at home. She preferred that teachers at school use IsiPhuthi and English because she understood concepts better. **1st PG-CS** sometimes used IsiPhuthi and sometimes Sesotho when talking to her friends or fellow-learners at school and people in her neighbourhoods. Below is the answer given to the question the researcher asked.

Extract 36

1. **1st PG-CS.:** What is translanguaging sir? (.)
2. **R.:** Okey....(0.1) for example.....(0.2) when a teacher is using more than one language in classroom.

3. **1st PG-CS.:** I am okey with it. (.)
4. **R.:** Why? .(.)
5. **1st PG-CS.:** We understand quickly sir.
- 7 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)). (.)
- 8 **1st PG-CS.:** Yes sir. (A) ((the learner selects (I agree))).
- 9 **R.:** Thank you very much.

Analysis 36

The learner agreed that translanguaging should be used in classrooms because it enhanced her understanding which became quicker than when instruction was confined only to English for a medium of learning and instruction. Generally, the three learners agreed that translanguaging should be used to teach English as a second language in classrooms. One learner strongly agreed; while two learners were undecided. The next item concerns the case of government school.

B. The Case of Government School

The researcher sought to know from the six selected learners whether they preferred to be taught ESL using other languages or not. As a result, the researcher interviewed the six selected learners reflected by pseudo name, school proprietorship and extract number in **Table 19**.

Table 19. The government school learners' views on translanguaging

Leaner pseudo name	School proprietorship	Extract number
2 nd MB-GS	Government school	37
2 nd MG-GS	Government school	38
2 nd XB-GS	Government school	39
2 nd XG-GS	Government school	40
2 nd PB-GS	Government school	41
2 nd PG-GS.	Government school	42

2nd MB-GS was a 12-year-old second Mosotho boy from the government school. He spoke Sesotho with his parents, caretakers and friends at home. **2nd MB-GS** preferred that teachers at his school use Sesotho and English because they “listened” and understood classroom content. His answer about liking translanguaging in his classroom is shown below.

Extract 37

1. **2nd MB-GS.:** I like...*rea utloisisa*. ((we understand)). (.)
2. **R.:** Do you think that learners should be taught English using other languages? (0.3) ((Shown Linkert scale to select from)).
3. **2nd MB-GS.:** Yes sir. (A) ((the learner selects (I agree))).
4. **R.:** Thank you so much.

Analysis 37

The learner agreed that the learners should be taught English using other languages. The implication is that the learner already knew about the importance of other languages in order to enhance content learning.

2nd MG-GS was a 10-year-old second Mosotho girl from the government school. She said she was able to speak IsiXhosa, Sesotho and English languages even though she used Sesotho.

2nd MG-GS said Sesotho was her first language at home. She also used it to communicate with her friends or fellow-learners at school. She preferred that teachers at her school use English and Sesotho languages to teach.

Extract 38

1. **2nd MG-GS:** yes... (0.2) I like sir.
2. **R.:** Why?
3. **2nd MG-GS.:** errr... (0.2) mmhm... (0.2) because we use it in class always. (.)
5. **R.:** Do you think that learners should be taught English using other languages?

- (0.3) ((Shown Linkert scale to select from)).
4. **2nd MG-GS.:** Ha ho letho sir. (A) ((the learner selects (I agree))).
 5. **R.:** Thank you so much.

Analysis 38

2nd MG-GS said that mixing languages in classroom was happening and did not see anything wrong with that because was already happening. Therefore, she agreed that learners should be taught using other languages to understand concepts in English better.

2nd XB-GS.: was a 13-year-old second Xhosa boy from the government school. He was able to speak IsiXhosa, Sesotho and English language. IsiXhosa was his first language but he used IsiXhosa and Sesotho when speaking with his parents or caregiver and friends or fellow-learners at school. He preferred that his teachers use Sesotho and IsiXhosa at school. When communicating with people in his neighbourhoods he used either Sesotho or IsiXhosa depending on whom he was talking to.

Extract 39

1. **2nd XB-GS.:** I don't know trans.... (0.2)
2. **R.:** It is when you and your teacher use English language and other languages.
3. **2nd XB-GS.:** Yes, it is ok. (.)
4. **R.:** Why?
5. **2nd XB-GS.:** *Re utloisisa ntho tse thata.* ((we understand difficult things)).
6. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
7. **2nd XB-GS.:** Yes sir. (A) ((the learner selects (I agree))).
8. **R.:** Thank you so much.

Analysis 39

The learner approved the use of translanguaging in classrooms. It enabled him to understand difficult concepts.

2nd XG-GS.: was a 13 years-old second Xhosa girl from the government school. She was able to speak IsiXhosa as her first language, English and a little bit of Sesotho language. At home she used IsiXhosa when speaking to her parents or caregivers. She preferred that teachers use all the languages to teach but use IsiXhosa particularly because it was her language. When talking to her friends or fellow-learners at school she used IsiXhosa and a bit of Sesotho and English.

Extract 40

1. **2nd XG-GS.:** yes sir. (.)
2. **R.:** Why?
3. **2nd XG-GS.:** Because we speak together with my friends and solve problems(.
4. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
5. **2nd XG-GS.:** No sir. (D) ((the learner selects (I disagree)))
6. **Res.:** Thank you so much.

Analysis 40

Although the learner indicated that she disagreed about school children being taught English language using other languages. She indicated that through translanguaging there was cooperation among them in order to solve subject-related problems they experienced. This was an indication that translanguaging offered opportunities for collaboration among learners.

2nd PB-GS.: was a 9-year-old second Phuthi boy from the government school. He was able to speak both Sesotho and IsiPhuthi, the latter being his first language. At home **2nd PB-GS** used

IsiPhuthi and Sesotho. The two languages were also used when speaking parents and caregivers. He preferred that his teachers use English language at school because he said, “I didn’t know it.” Extract 41 shows his response to the question the researcher asks.

Extract 41

1. **R.:** Do you like translanguaging in your classroom?
2. **2nd PB-GS.:** Yes. I like it. (.)
3. **R.:** Why?
4. **2nd PB-GS.:** It is good. In some ways it brings people together (.)
5. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
6. **2nd PB-GS.:** No sir. (U). ((the learner selects (I am undecided))).
7. **Res.:** Thank you so much.

Analysis 41

The learner was not sure whether English should be taught using other languages; he was able to highlight its importance relationally. He mentioned that through the use of different languages participants forge bonds of friendships as that leads to people to interact and unite.

2nd PG-GS.: was an 11-year-old second Phuthi girl from the government school. She had the ability to speak IsiPhuthi, English and Sesotho. At home **2nd PG-GS** used IsiPhuthi and Sesotho to talk to parents and caregivers. The learner was aware that some of the learners at her school were not fluent in Sesotho language. She opted for all languages available at the school to be used in classroom when teaching English language. One of her reasons was that some children were not good in Sesotho. Her communication with her friends or fellow-learners at school and with people

in her neighbourhoods was in IsiPhuthi language. When the researcher asked her whether she liked translanguaging or not, she responded as in extract 42 below,

Extract 42

1. **2nd PG-GS.:** no sir. (.)
2. **R.:** It is when you and your teacher use English language and other languages.
3. **2nd PG-GS.:** I like it. (.)
4. **R.:** Why?
5. **2nd PG-GS.:** I understand and have Basotho and Baphuthi friend now (.)
6. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
7. **2nd PG-GS.:** No sir. (.) (SD) ((the learner selects (I strongly disagree))).
8. **R.:** Thank you so much.

Analysis 42

Clearly, the learner did not know the term translanguaging but the element of mixing languages when teaching and learning made her to say that she liked it. The most important point made by the learner was related to friendships. For her language mixing created friendships regardless of cultural background. She finally decided to strongly disagree that English language should be taught using other languages. The response was treated as non-conformity to the hypothesis two and also translanguaging as a whole.

C. The Case of Private School

The researcher sought to know from the six selected learners whether they preferred to be taught ESL using other languages or not. As a result, the researcher interviewed the six selected learners reflected by pseudo name, school proprietorship and extract number in **Table 20**.

Table 20. The private school learners' views on translinguaging

Learner pseudo name	School proprietorship	Extract number
3 rd MB-PS	Government school	43
3 rd MG-PS	Government school	44
3 rd XB-PS	Government school	45
3 rd XG-PS	Government school	46
3 rd PB-PS	Government school	47
3 rd PG-PS	Government school	48

3rdMB-PS.: was an 11-year-old third Mosotho boy from the private school. He indicated that he was able to speak IsiXhosa, Sesotho and English and Sesotho was his first language and home language. He spoke Sesotho with his parents or caregivers and preferred his teachers to use English language at school because he valued it. That was why he used both English and Sesotho languages to talk to his friends or fellow-learners at school. He used Sesotho to communicate with people in neighbourhoods. The researcher probed for whether he liked or did not like translinguaging and the reasons for his answer. His response was as presented below,

Extract 43

1. **3rd MB-PS.:** I think it is important because we work together with all people and those that cannot speak English very well (.)
2. **R.:** Why?
3. **3rd MB-PS.:** It helps people to understand. (.)
4. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
5. **3rd MB-PS.:** Yes sir. (SA) ((the learner selects (I strongly agree))).
6. **R.:** Thank you so much.

Analysis 43

The learner strongly agreed that translanguaging offered opportunities for collaboration in order to gain deeper understanding and also emphasized its importance. **3rd MB-PS**'s response, seemingly attach cooperation and understanding as benefits from translanguaging.

3rdMG-PS: was a 10-year-old third Mosotho girl from the private school. She was able to able to speak Sesotho and English language. **3rdMG-PS** regarded Sesotho as her first language and home language. She used Sesotho to speak to her parents, caregivers, friends and learners at school. She thought that translanguaging was wonderful.

Extract 44

1. **R.:** Why?
2. **3rd MG-PS.:** We understand more and our teachers use Sesotho. (.)
3. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
4. **3rd MG-PS.:** Yes sir. (A) ((the learner selects (I agree))).
5. **R.:** Thank you so much.

Analysis 44

Besides using other languages to learn English language, the learner indicated that her teachers used Sesotho to teach English sometimes. This was attributed to the fact that most of teachers in her school were Sesotho speakers.

3rdXB-PS: was a 10-year-old third Xhosa boy from the private school. He spoke Sesotho, IsiXhosa and English fluently. IsiXhosa was his first language and also a home language. He used IsiXhosa when speaking to his parents and caregivers. **3rdXB-PS:** preferred that his teachers use Sesotho and English at school. He used Sesotho and IsiXhosa when talking to his friends or fellow-learners

at school and also when communicating with people in his neighbourhoods. His response to the question of translanguaging is shown in **extract 45** below.

Extract 45

1. **3rd XB-PS.:** Ye...((yes)) I also like it. (.)
2. **R.:** Why?
3. **3rd XB-PS.:** Er... (0.1) I don't know... (0.1) maybe it is okay. We enjoy more (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 26 **3rd XB-PS.:** No sir. (D) ((the learner selects (I disagree))).
- 27 **R.:** Thank you so much.

Analysis 45

The learner disagreed that English language should be taught using other language although he did not provide concrete reasons for his response. However, he thought it was a good idea because of entertainment or fun that resulted from such a classroom setting. The response was treated as non-conformity to the hypothesis two and also translanguaging.

3rdXG-PS.: was a 10-year-old third Xhosa girl from the private school. She was able to speak IsiXhosa, Sesotho and English language fluently. When speaking to her parents/caregivers, she used both IsiXhosa and Sesotho sometimes although her first language was IsiXhosa. **3rdXG-PS** preferred that her teachers use Sesotho, English and IsiXhosa at school because she was competent such languages. She used Sesotho and IsiXhosa sometimes when she spoke to her friends or fellow-learners at school. She used IsiXhosa when communicating with people in her neighbourhoods. The researcher asked her about translanguaging.

Extract 46

1. **R.:** Do you like transanguaging in your classroom?
2. **3rd XG-PS.:** That's ok. (.)
3. **R.:** Why? (.)
4. **3rd XG-PS.:** We will know things quickly and we are free to talk to others. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(((Shown Linkert scale to select from))).
- 7 **3rd XG-PS.:** Yes sir. (SA) ((the learner selects (I strongly agree))).
- 26 **R.:** Thank you so much.

Analysis 46

The learner mentioned a point to do with freedom to talk to others, indicating that using other languages liberates oneself. That speaks to the issue of freedom of association which transanguaging offered among learners and those who were from different backgrounds. Moreover, the learner affirmed that learning was quicker and that was why she agreed with use of other languages in the teaching of English language should be taught using other languages.

3rdPB-PS: was 11-year-old third Phuthi boy from the private school. He spoke Sesotho and IsiPhuthi languages fluently. **3rdPB-PS:** used IsiPhuthi as his home and first language. He preferred that teachers use only English language for teaching because English language was supposed to be a medium of instruction at his school. He used English language and sometimes Sesotho language to talk to his friends or fellow-learners at school and IsiPhuthi to communicating with people in his neighbourhoods. When the researcher asked him about transanguaging he said the following;

Extract 47

1. **3rd PB-PS.:** I do like it sir. (.)
2. **R.:** Why? (.)

3. **3rd PB-PS.:** It makes the class nice... (0.1) or... (0.1) interesting...and it includes our cultures (.)
- 27 **R.:** Do you think that learners should be taught English using other languages? (0.3) ((Shown Linkert scale to select from)).
4. **3rd PB-PS.:** No sir. (U). ((I am Undecided))
5. **R.:** Thank you so much.

Analysis 47

The learner mentioned that he liked using other languages in his classroom to learn but at the same time did not approve of it. There were a number of reasons for that, which included the fact that his school was an English medium school which must focus more on English language learning than any other language available at school. However, the learner highlighted the fact that through inclusion of other languages cultural barriers were broken.

3rdPG-PS: was a 9-year-old third Phuthi girl from the private school. She was able to speak Sesotho, IsiPhuthi and English. IsiPhuthi was her first and home language. **3rdPG-PS** used IsiPhuthi to speak to her parents or caregivers. She often used English language to speak to her friends or fellow-learners. **3rdPG-PS** preferred that her teachers not use translanguaging at school because her school was a private school. She used IsiPhuthi and Sesotho to communicating with people in her neighbourhoods. When the researcher asked her about translanguaging, she gave the following reasons;

Extract 48

1. **3rd PG-PS.:** Yes...for me I like it. (.)
2. **R.:** Why?
3. **3rd PG-PS.:** Because some things are difficult in English so teacher uses Sesotho to explain them for us. (.)

4. **R.:** Do you think that learners should be taught English using other languages? (.)
(0.3) ((Shown Linkert scale to select from)).
- 8 **3rd PG-PS.:** No sir. (SD). ((strongly disagree))
- 9 **R.:** Thank you so much.

Analysis 48

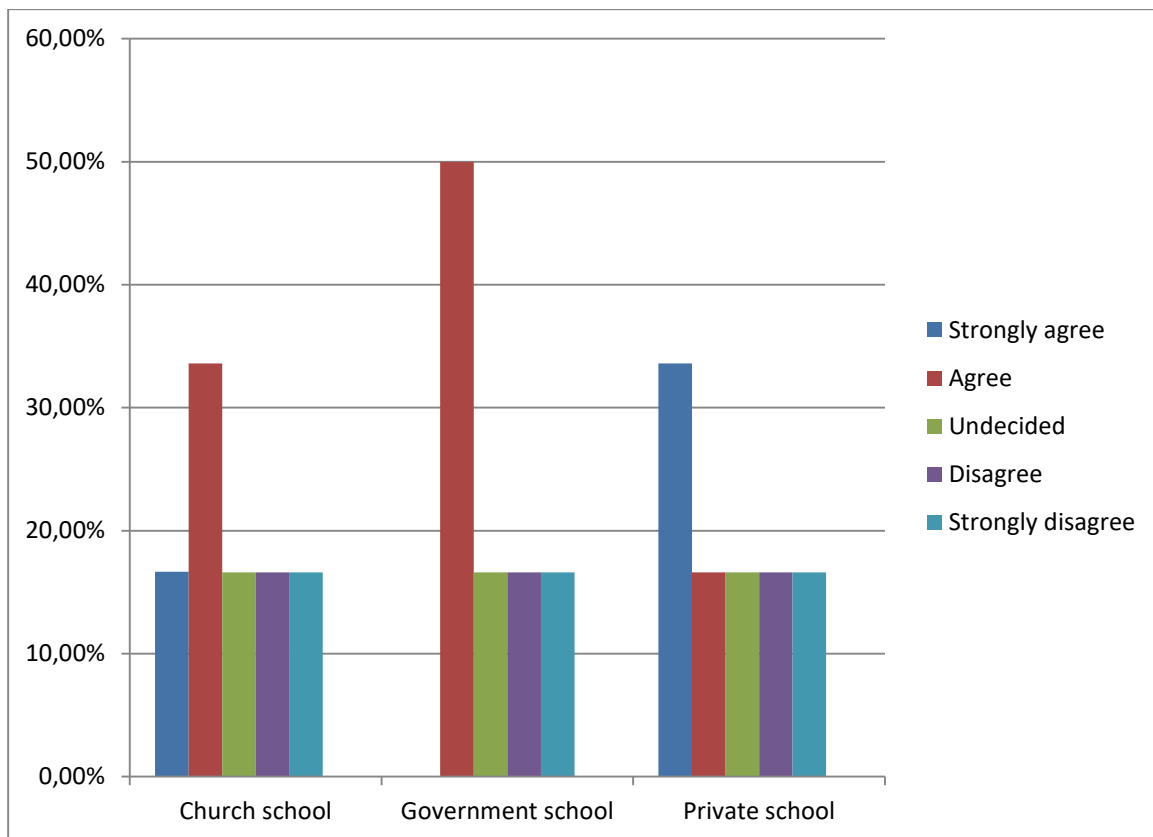
The learner liked translanguaging but strongly disagreed that learners ought to be taught English language in other languages. The fact that teaching English language in a private school was a policy, it was always difficult and incomprehensible how other languages were to be included in classroom interactions. The learner indicated that teachers on the other hand, used Sesotho to explain difficult concepts to learners.

After all the learners from the three selected schools were interviewed, they were asked a question about their views on translanguaging. They were asked whether they liked translanguaging in their classrooms or not. From the church school two learners said they agreed that translanguaging should be used to teach ESL in classrooms, one strongly agreed, one learner was undecided, one learner disagreed and one learner strongly disagreed. From the government school three learners said they agreed that translanguaging should be used to teach ESL in classrooms, one learner was undecided, one learner disagreed and one learner strongly disagreed. None of the learners from the government school *strongly* agreed that translanguaging should be used to teach English as a second language in classrooms. From the private school two learners said that they strongly agree that translanguaging should be used to teach ESL in classrooms, one learner agreed, one learner was undecided, one learner disagreed while one learner strongly disagreed.

In a nutshell, from a total of eighteen selected learners representing three primary schools in the Quthing district, the findings revealed that nine learners approved of translanguaging. Five learners

agreed and three learners strongly agreed. Six learners were against translanguaging (three disagreed while three strongly disagreed). One learner from each school was undecided. Therefore, the findings revealed that majority of selected learners that represented others were for translanguaging and wanted to be taught ESL using their (L1) languages. Their views gave a glimpse about how learners from a certain gender, type of school and linguistic background perceived translanguaging in terms of ESL performance in three selected primary school in Quthing district. Figure 19 below illustrates the findings that represent learners' level of approval or disapproval of translanguaging in classrooms.

Figure 19 represents Learners' level of approval or disapproval of translanguaging



The next item summarises phase three of the study about teachers and learners' views and perceptions concerning translanguaging.

4.5.3 Summary about an emic perception on translanguaging.

The three school cases from the three selected primary school highlighted above indicated the trend in which most of the learners and teacher directed their perception about translanguaging. The teacher from the church school strongly agreed with the use of translanguaging as a teaching and learning strategy, while the teacher from the government school just agreed. The teacher from the private school strongly agreed with the use of translanguaging. Teachers presented numerous reasons to support the point that translanguaging impacted performance of ESL positively. Through strategies such as interpretation, code-switching and translation and other strategies teachers believed that learners' performance improved but there should be a clear, inclusive language policy that does not discriminate against minority languages in the Quthing primary schools. All selected teachers who participated in the current study believed that the Ministry of Education and Training (MoET) should deploy teachers who are conversant with languages that are predominantly spoken in the Quthing district. The findings are interpreted and discussed in the next chapter.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION

5.1 Introduction

This chapter presents interpretation and discussion based on the findings that were presented in the previous chapter. With the aim of exploring the impact of translanguaging strategies on the performance of ESL in three selected primary schools in the Quthing district, this study was guided by three supplementary research questions below:

- 1.6.1 What are the dimensions of translanguaging phenomenon in three selected primary schools in the Quthing district?
- 1.6.2 How does translanguaging impact the teaching and learning of ESL in the selected primary schools of the Quthing district?
- 1.6.3 What are the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district?

The interpretations and discussions are based on the results emanating from explored research questions of this study and relevant studies carried out by other previous researchers. Firstly, the discussion is based on the existential translanguaging in three primary schools. Secondly, this is followed by the discussion on the effects of translanguaging on ESL performance in three primary schools. Thirdly, the study discusses translanguaging and perspectives from the three selected primary schools. The next item is existential translanguaging in three primary schools below.

5.2 Existential translanguaging in three primary schools

This first part of discussion is related to the first research question which sought to explore the existence of translanguaging phenomenon in three selected schools in the Quthing district. There

are three key findings that emerged from the three primary schools based on four forms of translanguaging namely; instructional foundations, collaborative work, translanguaging resources and multilingual ecology. The three findings are in relation to translanguaging space, translanguaging schools and translanguaging classrooms. The first item is translanguaging space.

5.2.1 Translanguaging spaces

First and foremost, the discussion on translanguaging space is linked to two forms of translanguaging namely; translanguaging resources and multilingual ecology. Upon arrival at the selected primary schools in the Quthing districts, the researcher observed and noted that translanguaging resources were inadequate in all schools. The private school had a library but one not well equipped with reading and relevant resources. Comparatively, the other schools had not library facilities at all. Also, there were neither any translanguaged textbooks for learners nor information technologies/facilities such as computer laboratories, nor the internet. Some schools had noticeable shortage of teachers and classrooms. The infrastructure was also a course of concern with dilapidated corrugated iron roofing and broken windows. The church school had 96 learners in one classroom with shortage of chairs. They had to sit on the floor or share a chair. None of the teachers was a minority language speaker. However, all the teachers were professionally trained and had teaching experience.

Wei (2011: 1225) calls translanguaging spaces “...a socially constructed context where individuals creatively and critically use their linguistic resources to strategically communicate.” This speaks to multilingual ecology that had to prevail in schools in order to realise translanguaging space. Learners and teachers were able to participate in brokering where a student asked another student for translation or meaning of a word in ESL which create mutual understanding and lack of ambiguity, especially from the selected private school. For instance, a learner from a private school

was able to explain to his teacher that other learners call him “nkalakatha” and “Skhokho” because he was seen a tough person by his peers at school and his football skills. These terms were explained to the teacher to understand the language used by teenagers when playing around their own space where parents are often absent.

5.2.2 Translanguaging schools

Existence of translanguaging was validated by the fact that all the teachers did not deny the existence of translanguaging in their schools. The church school was the most translanguaged school with 43% while the government and private schools registered 35% and 23% respectively. Some teachers’ justification was that concepts were made simple for the learners through translanguaging which exists both outside classrooms and inside classrooms because learners came from different backgrounds. Some teachers were concerned that learners who were not able to speak Sesotho upon enrolment in their schools struggled to perform well in their studies. However, August *et al.* (2006) note that some researchers and educators hold that effective instruction for emergent bilinguals should leverage heritage languages in instruction. A call is made by Cummins (2005) who issues a proposal, that researchers and educators must find innovative ways of leveraging students’ languages through use of cognate instruction, dual language books, and relationship between foreign language and literacy classes to foster students’ cross-linguistic transfer in classrooms. The implication is that teachers should find innovative ways to teach all emergent bilinguals and implement the stipulated curriculum and syllabus in ESL.

The essence of this is that, the role that is played by teacher is crucial in the implementation of curriculum. The position teachers occupy is compatible to that of a curriculum developer who similarly is expected to link theory and practice. The curriculum as educational plan is often simply presented to teachers as a blue print in the form of government document written for teachers to

interpret. Bartlett (1990) states that teachers connect the context of curriculum formation and context of curriculum performance because they need techniques, strategies and different methods of contextualize it as a plan which is to be implemented. Most of teachers interpret it according to their different techniques, experiences and attitudes. As teachers question and test theories in teaching and learning using different skills in classrooms, they also plan their activities in a way that allows for smooth teaching and learning (Stenhouse, 1975: 144).

5.2.3 Translanguaging classrooms

The existence of translanguaging displayed in classrooms through translanguaging took instructional foundations form. This was done in order to create an opportunity for learners to utilise their multiple languages to negotiate conceptualization of academic content. This was done in order to create opportunity for students to utilize their multiple languages and negotiate (CALP and BICS (Cummins 2000). Multilingual ecology as a form of translanguaging and collaborative work were key in the presence/existence of translanguaging in classrooms. Teachers from the three primary schools were able to create classrooms that celebrated some students' home languages, cultures and also made learners aware of different languages features. Using resources in students' home languages, such as pictures that were displayed on the classroom walls, for each genre and topic studied was minimal. By teaching from the known to the unknown, teachers helped emergent bilinguals develop background and content knowledge and also helped in building students' literacy skills.

5.3 Effects of translanguaging on ESL performance in three primary schools

Part of discussion is related to the second research question how teachers and learners employ translanguaging strategies in the teaching and learning of ESL from the selected three schools in Quthing district. Therefore, the discussions are based on the employment and functions of

translanguaging on the performance of ESL. The effects of translanguaging impact ESL performance. The most relevant form of translanguaging in classroom is instructional foundations and strategies thereof. There are three focal points which affected and impacted ESL performance. These three focal points are translanguaging as a pedagogical tool for teaching ESL, translanguaging as ESL learning strategy and hindrances to ESL teaching and learning in the three primary schools.

5.3.1 Translanguaging as a tool for teaching ESL

There were a number of ways in which teachers from the primary schools used translanguaging to teach ESL. The teacher from the church school used about 45% of translanguaging for instructional foundations. The teacher from the government school used about 25% of language mixing for instructional foundations; while the teacher from the private school used about 5% of translanguaging in her classroom. Translanguaging strategies that teachers used involved code-switching, borrowing and loan words (calque or loan translation), bridging and negotiation, multilingual group work, paraphrasing, brokering among others. The strategies were employed for the following instructional purposes:

- pass greetings to learners,
- explain lessons,
- introduce lessons,
- draw learners' attention,
- teach academic content,
- for ESL development,
- explain difficult terms,
- call for attention,

- ask questions,
- define new concepts,
- give tasks/homework,
- give feedback,
- explain when learners did not understand,
- summarize the lessons,
- close lessons and to dismiss a class.

The main functions of translanguaging strategies in the study were to:

- foster collaboration,
- teach and explain ESL content,
- regulate communication,
- simplify classroom content,
- enhance deeper understanding,
- regulate interaction/ behaviour,
- regulate discussion,
- help in the learning and development of ESL,
- tsimplify academic content,
- enhance collaboration among students and
- minimise ambiguity.

All the teachers agreed that they did not necessarily plan translanguaging in their lesson plans. Neither did they even consider it as a necessary formality in their preparations for Grade four learners doing ESL. The reason, according to teachers was that their schools and educational policy

prohibited that kind of practice. However, teachers sometimes allowed learners to express themselves in languages other than the English language. For example, **Ms. X** acknowledged that she created opportunities for students to utilize their multiple languages and negotiate academic content.

At this juncture, the relevance of the postulation by Harley and Wedekind (2004) is noted. The authors argue that when it comes to practice, there is a 'gap', 'mismatch', 'disjuncture' or 'lack of fit', between the official plans made by policy developer/maker and the actual classroom practices of teachers and pupils. One must acknowledge that the Lesotho Education Language Policy (LELP) stipulates that minority languages must be included and taught as subjects from elementary classes. However, teachers and learners do not entirely put that into practice because there is no effort made by the (MoET) to implement the policy. Some teachers who participated in this study could but only sympathise with learners that struggled to speak Sesotho language because their L1s are not put into practice.

Heugh (2006) further catalyse the above argument pointing out that early transition to second language programs does not always produce successful results. The reason for such an argument is that when the first language is suddenly taken away, there is damage in social and cognitive areas, which take a long time to rectify late in language development stages.

It is important to also acknowledge that translanguaging strategies provided rich opportunities for teachers and learners to negotiate, generate and contribute in meaning-making/ formulation process. Concepts that were not so obvious to learners are better understood when teacher used L1 to teach ESL. That contributes to language development of learners. Learners were able to use the opportunity to collaborate with teachers who used the Sesotho language to facilitate teaching and

learning of English language. Teachers affirmed that other concepts are better when they were explained in Sesotho as they enable learners to gain deeper understanding of content materials. For example, in **Extract 17**, turn **2**, the second teacher from the government school stated that:

“...these children don't understand anything when using English only...since some of them arrived here not knowing Sesotho... we try by all means to teach them Sesotho from grade one.” The implication was that, for new learners to fit-in, they must be taught Sesotho. The teacher's response neglects IsiPhuthi and IsiXhosa-speaking learners.

Furthermore, it is worth acknowledging that there was no immediate ESL improvement in proficiency and fluency because such developments in English language take time to develop in emergent bilinguals everywhere. The current study offered a snapshot or an opportunity look into the future regarding what translanguaging has to offer to both learners and teachers. However, all the teachers from the three selected schools used translanguaging and agreed that if (LELP) was implemented, the needs of the minority language groups would be answered and learners would perform better in ESL and content/academic learning.

With regard to communicative and interactive competences, teachers recognised and affirmed translanguaging as an epistemological vehicle towards the future heteroglossic approach towards English second language learning and teaching. All the interviewed teachers affirmed that most of the time, learners engaged in discussions, asked a question or made a request using their mother tongue. That enhanced learners' confidence and participation. Teachers also realised that translanguaging offered a number of important elements, such as promotion of learner's identity and cultural background, which are fundamental for communication and interaction to be meaningful, smooth and mutual. Translanguaging also helped to clarify or rid off distortions,

misunderstandings and ambiguities for the interlocutors to encode and decode messages/information successfully.

In like manner, teachers did not have to be confined to their fixed, static and monolingual status under a dominant language even if their L1 differed from that of students. Teachers participated in translanguaging practice as *knowledgeable-others*, *co-learners* and *collaborators*. However, those were just few categories in which teachers participated in translanguaging practices. Teachers acting as experts or knowledgeable-others often positioned themselves to act as collaborators and as co-learners even if they were monolinguals/did not know IsiPhuthi or IsiXhosa.

In reference to Vygotsky's (1978) Zone of proximal development (ZPD) and scaffolding, learners were provided with opportunities to test and construct knowledge under the guidance of a teacher as the knowledgeable-other. The current study describes teachers' role as knowledgeable-others on two counts. Firstly, teachers participated in translanguaging practices as knowledgeable-others in one way or the other. When selected teachers invited participation or gave instructions through translanguaging, they in consistence with Wenger, (1998) acted as broker and leveraged boundary objects. By leveraging a particular expertise, teachers helped in the development of students' understanding. They participated in helping to facilitate students learn new content over and above what learners already knew by scaffolding novices' participation (Wenger, 1998). Students then became full participants because they were guided from what they knew to what they did not know through translanguaging process.

Secondly, teachers participated in translanguaging practices as students' co-learners. In as much as teachers were knowledgeable, teachers sometimes tapped into learners' cultural knowledge and

L1 proficiency based on their background. That meant that learners were knowledgeable-others in respect to their first language and so they taught monolingual teachers something new and negotiated, shaped and collaborated in the meaning-making process. According to Wenger (1998; 214) teachers and tutors ought to learn about learners' translanguaging practices because that is the easiest way to comprehend their personal experience. That in turn helped teachers to teach learners effectively, which were in consistent with (Velasco & García, 2014).

Thirdly, teachers participated in translanguaging practices as collaborators. Earlier on in the study, it was noted that often learners initiated translanguaging naturally/spontaneously and unconsciously. When teachers leveraged their own and their learners' translanguaging resources to collaborate in an academic task, they became collaborators. Selected teachers from the three primary schools did not try to stop learners who initiated talk, request or gave information using their mother tongue. That kind of participation demanded teachers to recognize the resources students already possessed and that contributed to the fulfillment of academic tasks. Learners also recognized the contribution that teachers made in classroom activities.

5.3.2 Translanguaging as ESL learning strategy

There are a number of ways in which learners from the three selected primary schools used translanguaging to learn ESL. However, the most prominent strategy was code-switching. As recipients of knowledge from their teachers, learners did not have a vast range to engage their teachers through numerous strategies. Through translanguaging learners benefited more in areas of communication and interaction, ESL development and academic content. By using translanguaging they were not only able to form bonds of friendships among themselves, but also created their own linguistic repertoires to communicate and interacted effectively. This boosted their participation and confidence in classroom activities and tasks. It also developed ESL

language skills and deeper understanding of classroom content particularly among learners with lower proficiency in the target language. These learners experienced a sense of belonging when their cultural background and languages were acknowledged and used in teaching and learning.

Translanguaging impacted learners' communicative and interactive skills positively because it helped develop their target language proficiency. The distinction was made between BICS and CALP which were two different kinds of language proficiency by noting that most of learners acquired fluency in the first language as compared to academic proficiency (CALP) in a second language (Cummins, 2000; 1997). Based on Cummins (2000) theoretical framework, the current study had premised that through translanguaging, learners' Cognitive Academic Language Proficiency (CALP) would be affected and impacts the ability of individuals to engage with the academic demands of different subjects including ESL. CALP helped learners to successfully deal with cognitive and linguistic demands, which were created by their educational and social environment. Mastery of CALP occurred only when the demands of BICS were mastered (Skutnabb-Kangas & Cummins, 1988). From the researcher's point of view, learners in Grade 4 had not yet perfected the art of communicative and interactive skills in ESL because some learners either resorted to unnecessary interruptions in order to be understood by their teachers, or were absent-minded and lacked of listening skills. Learners needed teachers to guide, regulate and supervise their interactions and their ability to explicitly express their views.

Secondly, translanguaging helped learners to develop ESL proficiency. Language proficiency required that teachers should ensure that learners master BICS, as well as CALP. That meant there was a need for learners to transfer what they knew to something new. That is, the information they knew from known L1 was transferrable to unknown (L2 or ESL). For an example, the *concept* of a word "table" in English language being linked with an *object* called "table" and a Sesotho *word*

“tafole” relates with what L1 a learner knows. However, teachers in the transition classes should not assume that non-native speakers who have acquired fluency in L2, would have corresponding academic language proficiency. CALP takes about between five to seven years to acquire. Therefore, learners must be given ample time to develop their CALP (Cummins, 1979). When teachers understand these theories, they help in the development of appropriate techniques, strategies and approaches to ESL teaching and learning. In like manner, learners in the current study were able to use their L1s, especially Sesotho language to deal with the unknown concepts in English as a second language in Quthing district. From the researcher’s point of view, ESL proficiency was not mastered by learners because that was a process which was on-going. Therefore, learners translanguaged because of limited exposure, experience and inability to express themselves fully in English as a language.

Thirdly, translanguaging helped in the development and learning of any academic content. For the general learning of any classroom content, learners used different means to gain knowledge. Besides the use of code-switching, learners in the three selected schools were able to transfer what was learnt in the mother tongue into the second language (ESL). Sufficient first language (L1) establishment for an adequate degree of transfer where the first language was kept as the primary medium of learning, implied that language knowledge and skills in L1 could be transferred into any other target language (cf. Cummins, 1979). Heugh, (2006) argues that firm foundation in learners’ first language would help learners make English language comprehensible. As in ESL development, learners used various translanguaging skills to deal with academic and general content even when it was not related to ESL teaching and learning in classrooms.

5.4 Summary of Chapter 5

This chapter presented the data and its analysis and the discussion. This chapter has five sections. Existence of translanguaging phenomenon was discussed through translanguaging space, schools and classrooms. The discussion was as related to the first research question on dimensions of translanguaging phenomenon in selected primary schools in the Quthing district. Another part of discussion was on the impact of translanguaging on ESL teaching, learning and performance in three primary schools. The sub-topics were related to translanguaging as a tool for teaching ESL and as a learning strategy. This part was linked to the second research question on how teachers and learners employ translanguaging in teaching and learning of ESL in Quthing district. Lastly, the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district were discussed.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

From the previous chapter, this qual-quantitative comparative case study presented discussions about translanguaging phenomenon in three selected primary schools in the Quthing district. This chapter presents an introduction, the summary of the main findings and conclusions based on the findings from three fundamental research questions. The research questions on dimensions of translanguaging, employment of translanguaging and perceptions on translanguaging. There are also the contributions on both theory and pedagogy. The limitations and recommendations mark an end to this research.

6.2 Summary of the main findings

The main findings of the current study are summarized in three parts based on the three research questions which anchored this work. For the first research question, which was concerned with the existence and dimensions of translanguaging in Quthing primary school, the findings revealed three major themes namely; translanguaging space, translanguaging schools and translanguaging classrooms.

Translanguaging space was linked to two forms of translanguaging namely; translanguaging resources and multilingual ecology. It was observed and noted that translanguaging resources were inadequate in all schools. There was a lack of well furniture library at the private school while the other two schools had none. The schools were also wanting in computers, libraries, internet facilities and translanguaged textbooks for learners. However, participants in all selected primary

schools created translanguaging space both in and outside classroom. This promoted multilingual ecology.

The teachers did not deny the existence of *translanguaging in their schools*. According to ESL teachers, the church school was the most translanguaged school with 43%; while the government and the private schools were 35% and 23% respectively. Teachers noted that the different ethnic minority language backgrounds of learner made translanguaging outside and inside classrooms unavoidable. However, there was a concern that learners who were not able to speak Sesotho upon enrolment implicitly not afforded equal opportunities as their Sesotho-speaking counter-parts.

The existence of *translanguaging was displayed in classroom* through the translanguaging dimension called instructional foundations. As learners and their teachers utilized their multiple languages and negotiated academic content CALP and BICS multilingual ecology as a form of translanguaging and collaborative work were indicative of the presence/existence of translanguaging in classrooms. Teacher created classrooms that celebrated students' home languages and cultures while also making learners aware of different languages features.

The second part of the findings is based on the second research question. There are three major findings which affected ESL performance. They include translanguaging as a pedagogical tool for teaching ESL, translanguaging as ESL learning strategy and hindrances to ESL teaching and learning in three primary schools in the Quthing district.

Teachers employed translanguaging as a *tool for teaching ESL*. Translanguaging strategies that teachers used involved:

- code-switching,

- borrowing and loan words,
- calque or loan translation,
- bridging and negotiation,
- multilingual group work,
- paraphrasing and brokering.

The strategies were employed to:

- pass greetings to learners,
- explaining lessons,
- introduce lessons
- draw learners' attention,
- teach academic content,
- for ESL development,
- explain difficult terms,
- call for attention,
- ask questions,
- define new concepts,
- give tasks/homework,
- give feedback,
- explain when learners did not understand,
- summarizing the lessons,
- close lessons and
- dismiss a class.

Teachers used translanguaging strategies to foster collaboration, to teach and explain ESL content, to regulate communication, to simplify classroom content, to enhance deeper understanding, to regulate interaction/ behaviour, to regulate discussion, to help in the learning and development of ESL, to simplify academic content, to enhance collaboration among students and to minimise ambiguity. In a nutshell, teachers used translanguaging strategies to: (a) teach academic content teaching ESL, (b) for English second language development, (c) to promote classroom interaction skills and competence and (d) to promote communication skills and competence as shown in the discussions in chapter five.

Learners used *translanguaging as ESL learning strategy*. As recipients of knowledge from their teachers, learners did not have range vast enough to engage their teachers through numerous strategies. Through translanguaging learners benefited a lot in areas of **communication and interaction, ESL development and academic content**. Using translanguaging learners were able to form bonds of friendships among themselves, but also created their own linguistic repertoires communicated and interacted effectively. All these enhanced their participation and confidence in classroom activities and tasks. Learners developed ESL language skills especially for lower proficiency learners and gained deeper understanding of classroom content. They were also able to have a sense of belonging when their cultural background and languages were acknowledged and used in teaching and learning.

The third part of the finding is based on the third research question. It has *teachers' and learners' views and perceptions* about translanguaging as the only theme. On one hand, teachers indicated that learners who were not fluent with Sesotho were not offered equal opportunities as their Sesotho-speaking counter-parts. Teacher viewed transition period from learners' L1 to ESL as short, abrupt and not practical. Teachers pointed out that they found it easy to teach, disseminate

information and explained difficult concepts through translanguaging. Teachers also believed that through translanguaging learners develop ESL proficiency faster, had their ESL performance enhanced and maintained minority languages. However, some teachers were concerned that learners overused languages other than English in their classrooms because learners tended to forget that they were still in an English classroom. Interaction must be regulated in order to achieve classrooms objectives of ESL.

On the other hand, learners' perceptions were also positive about translanguaging in their classrooms. The findings revealed that the majority of selected learners were for translanguaging and wanted to be taught ESL using other IsiXhosa and IsiPhuthi languages. Some learners believed that content was easier, simpler and understandable when languages were mixed because their performance was impacted positively. Some were not convinced that languages should be mixed in ESL because their school language policy did not allow that; especially from the private school. The next section draws conclusions based of the finding of this study.

6.3 Conclusion

The aim of the study was to explore the impact of translanguaging strategies on performance in ESL in three selected primary schools in the Quthing district. Based on research questions, the study also set out to achieve the following objectives shown:

- 1.8.1 Investigate the dimensions of translanguaging phenomenon in three selected primary schools in the Quthing district.
- 1.8.2 Find out how translanguaging impacts the teaching and learning of ESL in the selected primary schools of the Quthing district.

- 1.8.3 Examine the views about the effects of translanguaging on ESL teachers and learners' performance in the selected primary schools of the Quthing district.

As shown in the findings from the previous chapter the overall findings revealed that the impact of translanguaging on ESL performance for a transition class needed to be considered. Although teachers presented themselves as being disempowered curriculum implementers, they did in actual fact actively construct strategies to teacher in bilingual contexts where they were required to teach English as a second language for transition classes. This scenario has leads to answering and making conclusions on questions on the dimensions and existence of translanguaging phenomenon in the Quthing district as s revealed below.

6.3.1 Research question 1. Existence of translanguaging

This study concludes that elements of translanguaging existed in three selected schools in the Quthing district. The teachers and learners used different strategies to communicate and interact. They did that for content learning, socializing, and for ESL development. Such elements and dimensions of translanguaging were more pronounced in church and government schools than in private school in the Quthing district. The finding affirmed the study's hypothesis that there are multiple dimensions of translanguaging phenomenon in the selected primary schools. They included instructional foundations, multilingual ecology, translanguaging resource and collaborative work.

The researcher discussed the dimensions of translanguaging in the three selected schools for ESL performance and the place of minority languages in the education for IsiPhuthi and IsiXhosa learners in Lesotho. Based on the observations and interviews carried out with language teachers in this study, it was evident that minority languages were excluded teaching planning (lesson

plans). The implication is that minority languages are neither used as a medium of instruction, nor taught as subjects even in the schools where learners use IsiPhuthi or IsiXhosa as their L1. This has negative impact on the education of minority language learners who were continuously exposed to other languages such as Sesotho to which they had very minimal access before Grades 1-3. That put minority language learners at a disadvantage when they had to be evaluated like their Sesotho-speaking counter-parts who were generally viewed as more competent in Sesotho language, which was taught as a subject and used as a medium of instruction from Grade 1.

Li (2015) notes the disadvantages that some heritage language institutions usually bring by focusing on teaching literacy in their ethnic languages only. Such institutes adhere to on using the specific community language in their own domain. Often times, early primary education adheres to a strict policy of 'no English,' which sometimes brings many challenges for both teachers and learners. Teachers and school policy makers adhere to the principle that English when teaching and learning the students' home languages. The goal is to mastering the target language and there is no space given to use, speak, or write in English. Teachers believe in keeping the two languages separate/excluded and expect learners to use one language at a time. This too, becomes detrimental to learner's academic growth and ESL development. Another conclusion is on answering the research question about the way teachers and learners employ translanguaging in teaching and learning ESL in the three selected primary schools in Quthing district as revealed below.

6.3.2 Research question 2. Impact of Translanguaging

The conclusion to this study's research question is that translanguaging was used in the three selected primary schools. Translanguaging was used sparingly, naturally, spontaneously, unconsciously and without prior planning when teaching or learning. Teachers and learners engage in some translanguaging strategies such as translating, code-switching, using semiotic tools and

other linguistic repertoires to negotiate the process of meaning-making and shaping knowledge. It is evident that the findings of this study suggest that a will to implement the current LELP can result in progression in learners' performance in ESL learning. The researcher noted that incorporating translanguaging for emergent bilingual learners is more likely to make learners enthusiastic to learn new languages and be better able to fulfill academic tasks. The communicative and interactional skills were also enhanced as they forged bonds of friendships and deeply understood academic content in ESL. Therefore, it is sensible to conclude that the second hypothesis is affirmed that teachers and learners' employment of translanguaging enhances ESL teaching, learning and performance in the three selected primary schools in the Quthing district. The final conclusion made below addresses the last research question on learners and teachers' perspective about translanguaging in the three selected primary schools in Quthing district.

6.3.3 Research question 3. Perceptions on Translanguaging

The study concludes that teachers and learners welcome and approve of translanguaging in ESL classrooms as a teaching and learning strategy for numerous reasons discussed in the previous chapter. These reasons ranged from personal, socio-culture, identity, content learning, language development, social constructs, natural and relational purposes among others (Appendix 11A). Some of these helped learners to attain cognitive, linguistic, and social capabilities. Research on translanguaging demonstrate that if emergent bilinguals are exposed to a combination of different communication approaches, learners are freer, happier, and more spontaneous, than when they are exposed to just one approach. On the basis of this postulation, the study concludes that teachers and learners are in support of translanguaging in the three selected primary schools of the Quthing district as highlighted by the findings. The hypothesis that teachers and learners are in support of

translanguaging in classrooms is affirmed since learners' performance (communicatively and interactionally) was enhanced in all the selected primary schools of the Quthing district.

This work implies that traditional language-in-education policy-makers, tutors, scholars, researchers and educators have to move beyond binaries of English-only and traditional monolingualism towards understanding classrooms as spaces with spectrum of language users with varied proficiencies. Such space allow for the use heteroglossic approaches and linguistic resources to make meaning and enhance performance of English as a second language (ESL) through translanguaging lens and its strategies.

6.4 Contributions

This comparative case study provided insights for understanding translanguaging and its potential for emergent bilingual classrooms where minority languages were present. The researcher noted that language has a critical role in preservation of identity, family cohesion and relationships. The present study highlighted the importance of maintaining home languages among learners, teachers and families of minority languages in the Quthing district primary schools. When learners first learn to speak, read and write in their heritage languages they could easily communicate with their grandparents, cousins, relatives, and community members. That is important because their identity and many cultural and religious beliefs are passed on through learners' first languages (L1). If those were to be lost, part of their personal and family identity would be lost. Regarding heritage languages, Brown (2011:13) states that they "...provides the sense of identity to minority language speakers and that must be accompanied by other aspects of the cultural heritage" when learning a second language such as English as a second language.

In addition, this study has shown that if the Lesotho Education Language Policy (LELP) can be implemented to create conditions that promote the use on minority language, that can help promote and recognize minority groups' status in Lesotho. Subsequently, bilingual education can be enhanced as a foundation. Matsau (2004: 65) argues that for all speakers to enjoy their linguistic rights and have access to quality education, language policies should "...recognize and spell out the role of all languages in the country and their potential in the realization of the aspirations of their users". On the basis of this, it is reasonable concluded in this study that there is a need to extend the introduction of minority languages in all primary schools in Lesotho. The implication is that IsiPhuthi and IsiXhosa have to be used as mediums of instruction in the schools, and also be taught as subjects. The mentioned minority languages can be used with a view of developing and preserving them in order to use them to enhance ESL learning, teaching and performance amongst emergent bilinguals.

6.4.1 Theoretical contributions

The findings from the study support and expand the notion of dynamic bilingualism and translanguaging where researchers investigate the effects of using one's first language linguistic repertoires to teach and learn a second language (Cummins, 2017: 103; Garcia & Wei, 2014; Carroll & Mazak, 2017). Concerning Cummins' 2000 Dual Iceberg Theory (DIT) on the disparities between heteroglossic and monoglossic approaches in language use in classrooms, the current study reiterates the sentiments, principles, propositions and ethos shared in inclusive bilingual ESL education through the translanguaging lens and dynamic bilingualism. In conjunction with a growing body of research in translanguaging as a new norm, this study shares and affirms that linguistic resources can be leveraged and be deployed by individual that do not

shared common language or heritage language. The study recommends a contextualised, relevant, responsive and linguistically sensitive curriculum that nurtures the African concept of “Ubuntu-translanguaging” to enhance ESL performance, competence, teaching and learning (Makalela, 2016; 2019). “Ubuntu_translanguaging” advocates for one language not being complete without the other, which resonates with the statement “I am because you are” (Sefotho, 2019; 2022).

6.4.2 Pedagogical contributions

This study challenges teachers and educators to rethink language and literacy practices they enact in their classrooms in order to impact the performance of ESL. This is especially important in the bilingual context of primary schools in the Quthing district in Lesotho, where classroom language and literacy instructions tend to limit minority learners’ opportunities to participate actively in their ESL learning. In this regard, the current study affirms the position highlighted in studies by other researchers such as Prinsloo & Stein (2004) and Puddemann *et al.* (2000). In part, this is attributed to instructions that are mostly teacher-centered, monolingual, textbook dominated which take monoglossic approach to teaching and learning as a norm.

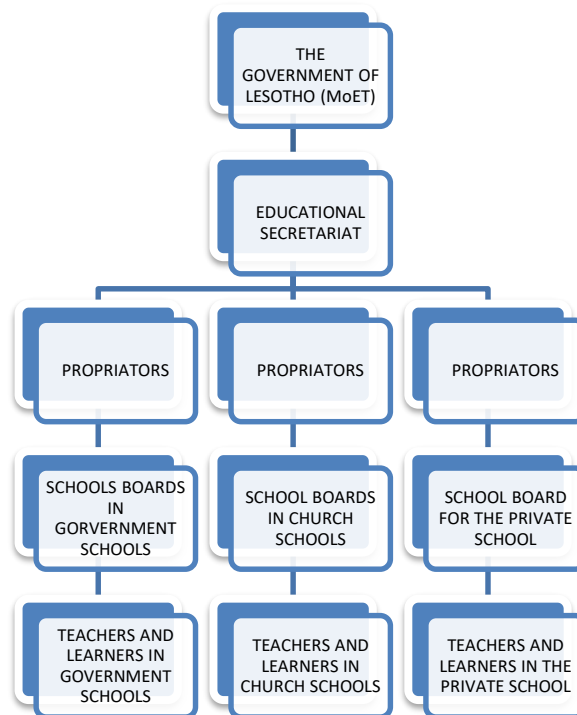
In relation to learners, this study and other studies show that classrooms that make use dynamic bilingualism, biliteracy and translanguaging strategies enhance ESL learners’ language learning, literacy learning and performance (Franken & August, 2011; Soltero-Gonzalez *et al.*, 2012). A clear example is made in Jimenez’s *et al.* (1996) who found that successful Spanish-English bilinguals who were 4th and 5th graders differed from their less successful counterparts because they were able to use bilingual strategies in learning English as a second language. The next section presents the researcher’s proposed model regarding translanguaging.

TRANSLANGUAGING MODEL FOR EMERGENT BILINGUALS (TM)

Based on Lesotho Education Language Policy 2019 (LELP), this model is aimed at enhancing English second language ESL teaching, learning and performance in transition classrooms (Grade 4) through translanguaging lens in districts where minority languages are prevalent in Lesotho.

Figure 20 below presents the researcher's proposed model regarding translanguaging in Lesotho.

Figure 20: Proposed Translanguaging Model (TM) for emergent bilinguals in Lesotho



MONITORING AND IMPLIMENTATION

1. **The Ministry of Education and Training** through its advisory board coordinates and liaises with proprietors and education secretariats to ensure that school boards manage and administer proper and efficient running of schools where translanguaging is implemented.
2. **Education secretariat:** liaise with the Ministry of Education and Training to organize, coordinate and supervise the educational work with all proprietors.
3. **Proprietors:** work together with school boards for proficient implementation of school educational goals
4. **School boards:** manage; oversee the management and the proper and efficient running of the school where translanguaging is prevalent.
5. **Teachers:** implement translanguaging in teaching and learning of English second language where minority languages/emergent bilinguals are available in transition classrooms.
6. **Learners:** be taught and learn ESL using their L1 (translanguaging) as a complimentary tool to enhance deeper understanding of academic content, deeper understanding, develop English second language and communicate effectively.

In order to avoid overuse and abuse of translanguaging in English second language ESL classrooms where learners are of different hereditary languages (especially where IsiPhuthi IsiXhosa) used, caution must be taken. A systematic goal-oriented and strategic approach to the use of translanguaging in teaching and learning of ESL must be exercised in transition classrooms (Grade 4).

The above contribution of the study is attributed to the paradigm shift in the teaching and learning of English second language in Lesotho. Demystifying ESL and using different approaches such as

translanguaging to teach and learn benefits learners and help open opportunities such as gaining admission into tertiary schools.

6.5 Limitations

There are at least two points that indicate the limitations of the current study. The first is its interpretive nature of the analysis as an explorative qualitative comparative case study. While interpretation is by no means particular to quantitative research, this study uses methods of inquiry that rely on inference, where conclusions about the translanguaging phenomena are based on evidence and in some way, the researcher's prior knowledge. The findings presented in the study's analysis reflect the researcher's interpretation of data and should not be taken as a definitive conclusion about translanguaging pedagogies in these three primary schools in Quthing district or any other bilingual classrooms. Instead, these findings offer entry points/snapshot for understanding new possibilities of translanguaging impact on ESL performance in the classroom and new areas of investigation to be addressed in further research.

The second limitation is based on the qualitative nature of this work. The findings from the study are applicable to classroom contexts in the Quthing district and others elsewhere with similar characteristics; but are by no means replicable. While non-generalisation of findings is a common feature of qualitative research (Corbin & Strauss, 2008), it is particularly salient in this study based on theoretical lens of translanguaging on how bilingual education is opposed to monoglossic approaches to ESL in specific contexts. This study explored communicative and interactional language use/performance by three teachers and eighteen different learners in different classroom contexts. The findings of the current study serve as starting off-point for future research that focus investigation on understanding aspects of translanguaging from the perspective of parents,

learners, curriculum developer, policy-makers and tutors/teachers. The last section is on the suggestions and recommendations for further research.

6.6 Recommendations

Based on the participants' views on translanguaging, findings from the field and the conclusions, the current study presents the following recommendations that:

- a. The Ministry of Education and Training (MoET) deploy teachers who are conversant with IsiPhuthi and IsiXhosa, which are languages and spoken in Quthing district.
- b. Learners be taught ESL using other languages from nursery school because at that level learners would have a firm foundation of what words mean in other languages.
- c. Teachers be trained to teach minority languages in Lesotho for multilingual and rural regions such as those found Quthing district.
- d. Textbooks, IT (including computers and AI-Artificial Intelligence applications/software and internet) and other E-cultural resources be installed and used to enhance ESL teaching and learning because they offer opportunities for translanguaging space and practice.
- e. IsiPhuthi and IsiXhosa languages be recognised as official in education and in all official places in order to promote inclusivity and unity among citizens.
- f. Translanguaging be used *intentionally* to promote ESL teaching, learning and performance in primary schools.

Critical Discourse Analysis (CDA) as one of the current study's theoretical frame-work challenged monoglossic approach into ESL teaching and learning in education. The status quo of Lesotho's two-fold official languages particularly in strategic places such as in business, law, politics, health and education should include minority languages. These recommendations, by extension, serve to

remind the global community that language learning as well as language teaching is not static. Teaching and learning is not fixed, separated and exclusive; but it is inter-relational, fluid, inclusive and prone to change.

Critical discourse analysis (CDA) stance and ideologies were linked to the language use in three primary schools in the Quthing district. As gathered from the findings, teachers believed that politicians, policy-makers and other stake holders have to review their stance towards language-in-education and align it properly. An analysis on how social and political inequalities manifest/reproduced themselves is what teachers' recommendations challenge.

In order to challenge inequality related to social justice and language exclusion of minority languages, focus/attention have to be on supporting and helping to develop the consciousness about Critical discourse analysis (CDA) principle. It is a principle that is based on the notion that meaningful education for emergent bilinguals is both transformative and critical (Garcia & Flores, 2012).

From the English second language teaching and learning perspective, this study adopts Lucas and Villegas' (2013) position that the use translanguaging strategies in the classroom settings be employed in a linguistically responsive and coordinated manner in situations where a teacher and students draw from their full linguistic repertoires in order to make meaning and negotiate ESL content in bilingual classrooms. Essentially, teachers respond to the students' bilingual abilities and build a classroom environment which is ecologically engaging so that emergent bilinguals may become interested in learning English as a second language.

In order to address the situation of emergent bilinguals in Lesotho with minority L1, in line with Cummins (2000) Dual Iceberg Theory (DIT) and translanguaging theory, the assessment of

emergent bilinguals learning ESL should avoid associating problems in the learners; but seek to establish and understand provisions and procedures of implementing the recent (LELP). There is need for all stake-holders to be involved in the decisions regarding the curriculum for emergent bilingual learners in place such as the Quthing district. There must also be coordination between the Lesotho Government and the professionals on the issues of bilingual education in order to address language issues, which the findings reveal, point to a huge barrier confronting the performance of ESL in bi-multilingual settings in Lesotho. Addressing these barriers opens opportunities for bilingual learners to go beyond primary and high school levels into tertiary levels.

Drawing from the understanding of these dynamics, the study further recommends that teaching and learning materials used in transition classrooms (Grade 3-4) be made relevant, up-to-date and stimulating in order to fulfill the needs of emergent bilingual learners especially in areas such as the Quthing district. Currently, few materials found in the three selected schools in the Quthing district are either outdated or unrelated to ESL daily outcomes and learners' lived experiences. Lee and Kim (2008) recommend that heritage language materials that may be used to teach learners must be content or theme based. This study suggests that the idea of incorporating modern AI (Artificial Intelligent App/systems) is most welcome in educational spheres where linguistic dynamism is prevalent among emergent bilinguals. Such applications can assist monolingual teachers in learning IsiXhosa or/and IsiPhuthi or any other language.

The study further recommends that by exploring teachers and emergent bilinguals' use of translanguaging strategies, researchers may exceed the boundaries around language use in classrooms. That way, educators can easily practice flexible bilingualism. Such kind of approach to language use may assist in learners' development in a target language (TL), thus achieve desired

results and enhanced learners' performance in ESL. Moreover, translanguaging, as a tool has a potential to unpack learners' prior knowledge, enhance sense of learners' cultural identity, and be used as scaffold for learners to learn ESL. Therefore, this study recommends that studies that monitor learners' developments in both their L1 and English as a second language be carried out for a longer period of time after transition classrooms.

Last but not least, future research can as well be conducted to observe the influence or impact of translanguaging in teaching and learning subjects such as accounts, mathematics, science, art, or history through the incorporation of heritage languages at all levels of schooling. That could also provide insights into effective strategies for educating emergent bilinguals in other subjects through their L1.

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Appendix 1A. Classroom Observation Guide for Teachers

TEACHERS’ TRANSLANGUAGING EVENTS	FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SELDOMLY/NEVER)				
	English	IsiXhosa	Sesotho	Isiphuthi	Others
Greeting learners					
Explaining lesson					
Introducing lesson					
Drawing learners’ attention					
Academic content					
ESL development					
Explaining difficult terms					
Attention					
Asking questions					
Defining new concepts					
Giving tasks/homework					
Giving feedback					
Learners do not understand					
Summarizing the lessons					
Closing a lesson					
Dismissing the class					
Others ()					

Appendix1B. Classroom Observation Guide for learners

LEARNERS’ TRANSLANGUAGING EVENTS	FREQUENCY OF LANGUAGE USED (ALWAYS/OFTEN/SELDOMLY/NEVER)				
	English	IsiXhosa	Sesotho	Isiphuthi	Others
Responding teachers’ greeting					
Answering teachers’ questions					
Discussing in groups					
Interacting with others					
Asking other students					
Saying goodbye to teacher					
Others ()					

Appendix 2. Jefferson Transcription System

Jefferson Transcription System

[] Square brackets mark the start and end of overlapping speech. They are aligned to mark the precise position of overlap as in the example below.

↓ ↑ Vertical arrows precede marked pitch movement, over and above normal rhythms of speech. They are used for notable changes in pitch beyond those represented by stops, commas and question marks.

→ Side arrows are used to draw attention to features of talk that are relevant to the current analysis.

Underlining Indicates emphasis; the extent of underlining within individual words locates emphasis and also indicates how heavy it is.

CAPITALS mark speech that is hearably louder than surrounding speech. This is beyond the increase in volume that comes as a byproduct of emphasis.

(0.4) Numbers in round brackets measure pauses in seconds (in this case, 4 tenths of a second). If they are not part of a particular speaker's talk they should be on a new line. If in doubt use a new line.

(.) A micropause, hearable but too short to measure.

((staccato)) Additional comments from the transcriber, e.g. about features of context or delivery. she wa::nted
Colons show degrees of elongation of the prior sound; the more colons, the more elongation.

hhh Aspiration (out-breaths); proportionally as for colons.

.hhh Inspiration (in-breaths); proportionally as for colons.

Yeh, 'Continuation' marker, speaker has not finished; marked by fall-rise or weak rising intonation, as when delivering a list.

Yeh. Full stops mark falling, stopping intonation ('final contour'), irrespective of grammar, and not necessarily followed by a pause.

bu-u- hyphens mark a cut-off of the preceding sound.

>he said< 'greater than' and 'lesser than' signs enclose speeded-up talk. Occasionally they are used the other way round for slower talk.

solid.= =We had 'Equals' signs mark the immediate 'latching' of successive talk, whether of one or more speakers, with no interval.

heh heh Voiced laughter. Can have other symbols added, such as underlining, pitch movement, extra aspiration.

Appendix 3. Entry/Initial semi-structured interview Guide with teachers

Teacher Name _____

1. Please tell me about your teaching education and qualifications.
2. Name the language(s) you are able to use.
3. Which language(s) do you use at home?
4. Tell me about your experiences of learning or speaking a foreign language at your school.
5. Does translanguaging phenomenon exist in your school? What about in your ESL classroom?
6. Do you create opportunity for students to utilise their multiple languages and negotiate academic content? Explain.
7. Do you encourage students to use both their home languages and English language to negotiate meaning? How?
8. Do you use teaching aids and resources in students’ home languages for topics studied in ESL? May you provide some examples?
9. Do you often create a classroom that celebrates students’ home languages, cultures and also make learners aware of different languages features in your ESL classrooms?
10. Is there anything important that I should know about?

(The teacher was requested to indicate in percentage how she viewed the presence of as translanguaging in her school as the table shows below).

Teacher Ms. Z	Existence of Translanguaging at school	Instructional Foundations	Collaborative Work	Translanguaing Resources	Multilingual Ecology
Percentage					

Appendix 4 Post-Observation Interview Guide with Learners

Learners' Name _____

1. Name the language(s) you are able to use.
2. Which language(s) do you regard as your first language?
3. Which language(s) do you use at home?
4. What language(s) do/did you use when speaking to your parents/caregivers?
5. What is the main language used at your school by your teachers?
6. Which language would you prefer your teachers to use at school? Why?
7. Which language(s) do you use when you talk to your friends/fellow-learners at school?
8. Which language(s) do you use when communicating with people in your neighborhoods?
9. Do you like translanguaging in your classroom? Why?
10. Do you think that learners should be taught English using other languages?

Appendix 5 Exit/Post-observation interview with teachers

1. Do you think translanguaging constraints or affords ESL teaching and learning in schools such as yours in Quthing district? How?

2. Do you think translanguaging enhances learners' performance in ESL? If, so, how?

a) In relation to classroom interaction

b) In relation to communication

c) ESL content learning

d) ESL proficiency development

3. From which level of ESL teaching and learning would you recommend translanguaging as a teaching strategy? Why?

((a teacher is shown Linkert scale to select his/her preference of translanguaging)).

4. Is there anything important that I should know about?

Appendix 6 A letter to the principal

National University of Lesotho
Department English and Linguistics
Faculty of Humanities
P.O. Box Roma
Maseru

01st September 2023

The Principal
xxx Primary School
Quthing 700
Lesotho

Dear Madam/Sir,


Ref: Request to carry out a research study

My name is Ts'epo Emmanuel Tapole, a student at National University of Lesotho. I am carrying out a research-based study on: **A QUAL-QUANTITATIVE EXPLORATION OF TRANSLANGUAGING IMPACT ON ESL TEACHERS AND LEARNERS' PERFORMANCE IN THREE SELECTED PRIMARY SCHOOLS IN QUTHING DISTRICT** under the supervision of Professor Mabileba Kolobe and Dr. Raphael Thuube. The research is in fulfillment of the requirements for PhD in Linguistics. I would be grateful if you could allow me to carry out the study at your school.

The study involves observing learning and teaching of Grade 4 ESL learners and interviewing some learners and ESL classroom teacher during free time. It will, therefore, not interfere with children's daily school programme. The information will be treated with utmost confidentiality and the children's names will not be disclosed in the research report.

Thank you in advance and in anticipation of your help.

Yours faithfully


Ts'epo Emmanuel Tapole (Student Number: 201005110)
Cell: 58134840 and 62134840.



Appendix 7 A letter to a parent

National University of Lesotho
Department English and Linguistics
Faculty of Humanities
P.O. Box Roma
Maseru

01st September 2023

Dear Parent,

Ref: Request to include your child in a research project

My name is Ts'epo Emmanuel Tapole, a student at National University of Lesotho. I am carrying out a research-based study on: **A QUAL-QUANTITATIVE EXPLORATION OF TRANSLANGUAGING IMPACT ON ESL TEACHERS AND LEARNERS' PERFORMANCE IN THREE SELECTED PRIMARY SCHOOLS IN QUTHING DISTRICT** under the supervision of Professor Mabileba Kolobe and Dr. Raphael Thuube. The research is in fulfillment of the requirements for PhD in Linguistics. I would be grateful if you could allow me to include your child in my research project.

The study involves observing learning and teaching of Grade 4 ESL learners and interviewing some learners and ESL classroom teacher during free time. It will, therefore, not interfere with children's daily school programme. The information will be treated with utmost confidentiality and the children's names will not be disclosed in the research report.

Thank you in advance and in anticipation of your help.

Yours faithfully



Ts'epo Emmanuel Tapole (Student Number: (201005110)

Cell: 58134840 and 62134840



Appendix 8 Reference letter to a principal

National University of Lesotho
Department English and Linguistics
Faculty of Humanities
P.O. Box Roma
Maseru

01st September 2023

To whom it may concern,

Dear Madam/Sir

Ref: Reference letter

This is to certify and to introduce Ts'epo Emmanuel Tapole as a PhD student in Linguistics at National University of Lesotho. He is carrying out a research-based study on: **A QUAL-QUANTITATIVE EXPLORATION OF TRANSLANGUAGING IMPACT ON ESL TEACHERS AND LEARNERS' PERFORMANCE IN THREE SELECTED PRIMARY SCHOOLS IN QUTHING DISTRICT** under my supervision and Dr. Raphael Thuube. The research is in fulfillment of the requirements for PhD in Linguistics. I would be grateful if you could allow him to carry out the study at your school.

The study will not interfere with children's daily school programme. The information will be treated with utmost confidentiality and the children's names will not be disclosed in the research report. Please render him necessary support needed.

Thank you in advance.

Sincerely,

Professor M. Kolobe (Supervisor)

Doctor R. Thuube (Co-supervisor)



Appendix 9. Parental consent form

1. The Project

The purpose of this research is to explore a research-based study on: **A QUAL-QUANTITATIVE EXPLORATION OF TRANSLANGUAGING IMPACT ON ESL TEACHERS AND LEARNERS' PERFORMANCE IN THREE SELECTED PRIMARY SCHOOLS IN QUTHING DISTRICT** under the supervision of Professor MabilebaKolobe and Dr. Raphael Thuube. The research is conducted by Ts'epo E. Tapole, a student at the National University of Lesotho, for academic purposes. The participants are children (aged 9:0-13:0) whose first language is either IsiXhosa, IsiPhuthi or Sesotho and who learn English as their second language.

2. What will be done

Participants' naturalistic speech will be video recorded while they are interacting with their teacher when they are being taught by their English language in classroom..

3. Risks or discomfort

Participants will not be exposed to any risk or discomfort.

4. Confidentiality

The information gathered in this study is confidential. The findings of the research may be published, but an individual's identity will be concealed.

5. Right of Participation

Participation is on voluntary basis and participants may quit at any time they feel uncomfortable. A decision to quit will not affect future relationship with the researcher, supervisor, participants, parents or teachers.

6. Who to contact

Questions about the research may be directed to Ts'epo Tapole (the researcher) on 58134840, or Professor M. Kolobe (the supervisor) on XXXX, or Dr. R. Thuube (the co-supervisor) onXXXX.

7. Consent to Participate

I HAVE READ THE CONSENT FORM AND FULLY UNDERSTAND IT. I GIVE CONSENT FOR MY CHILD TO PARTICIPATE IN THE STUDY.

PARENT'S NAME AND SIGNATURE

CHILD'S GENDER AND NAME

DATE

NAME OF THE RESEARCHER

CHILD'S PLACE AND DATE OF BIRTH

RESEARCHER'S SIGNATURE



Appendix 10: Consent Form for Research Participants

Title of Project: A QUAL-QUANTITATIVE EXPLORATION OF TRANSLANGUAGING IMPACT
ON ESL TEACHERS AND LEARNERS' PERFORMANCE IN THREE SELECTED PRIMARY
SCHOOLS IN QUTHING DISTRICT

Researcher: Emmanuel Tšepo Tapole, student at the National University of Lesotho

I have read information sheet and I am aware of the purpose of this research study. I am willing to be part of this study and have been given researcher's contact details in case I need any further information. My signature certifies that I have decided to participate, having read and understood the information given and had an opportunity to ask questions.

I.....give my permission for my data to be used as part of this study as indicates in the information sheet, and understand that I can withdraw at any time and my data will be destroyed.

Signature.....Date.....

I have explained the nature of the study to the subject and, in my opinion, the subject is voluntarily and knowingly giving informed consent to participate.

Researcher's

Signature.....Date.....



TRANSCRIPTION

APPENDIX 11 A-C Transcription-Entry/Initial semi-structured interview with teachers

APPENDIX 11A

Interview 1

Code: 1st T-CS.: First Teacher from the Church School

Code: R.: Researcher

1. **R.:** Please tell me about your teaching experience and qualifications. (.)
2. **1st T-CS.:** He! (0.2) Ntate (Sir). (0.3). I came to teaching late because I first worked at a clothing store. (.). Then I went to school for my studies and obtained Diploma in Primary Education, majoring in Sesotho and English language. So, I only have two years of Teaching experience. (.)
3. **R.:** How many learners are here madam? (.)
4. **1st T-CS.:** Eish ((thinking)) (0.4) as you can see, there 96 learners in this classroom.
5. **R.:** Name the language(s) you are able to use.
6. **1st T-CS.:** Ke ipuela Sesotho le sekhooba sir. ((I only speak Sesotho and English sir)).
7. **R.:** Thanks. ((Nods)). (.)
9. **R.:** Which language(s) do you use at home?
(0.2).
10. **1st T-CS.:(.)** At home I use Sesotho.
(0.2).

- 11 **R.:** Tell me about your experiences learning or speaking a foreign language at your school.
- 12 **1st T-CS.:** I like foreign languages. (.) Here, I did not know much about IsiXhosa, but now I can pick words here and there and actually understand what people are saying.
- 13 **R.:** Does translanguaging phenomenon exist in your school? (.)
14. **1st T-CS.:** Definitely.
- 15 **R.:** What about in your ESL classroom?
- 16 **1st T-CS.:** Oh yes (0.2) all the time. (.) Things have to be simplified in the words that they can understand.
- 17 **R:** Do you create opportunity for students to utilize or use their multiple languages and negotiate academic content? (.)
- 18 **1st T-CS:** Ho joalo ntate. ((it is so sir)).
- 19 **R:** And do you include other languages in your lesson plan?
20. **1st T-CS:** Nope!!! ((no!!!)) (0.1) that is not allowed. (.)
- 21 **R:** Okey. (0.1). why madam?
- 22 **1st T-CS:** Because we are not mandated to do so.
- 23 **R:** Do you encourage students to use both their home languages and English language to negotiate meaning?
- 24 **1st T-CS:** Yes, (.) when there is a need to do so (0.1) yes.
- 25 **R.:** How?
- 26 **1st T-CS:** I allow them to switch languages to express a point or discuss in groups.

27 **R.:** Do you use teaching aids and resources in students' home languages for topics studied in ESL?

28 **1st T-CS:** Yes. (.).

29 **R.:** If so, may you provide some examples?

30 **1st T-CS:** We don't have books like that (.) but pictures can be used sometimes. Even Using a chalkboard, one can show them that lereho ((noun)) le bolela ((means)) noun.

31 **R.:** Do you often create a classroom that celebrates students' home languages, cultures and also make learners aware of different languages features in your ESL classrooms?

32. **1st T-CS.:** I do.

(0.3).

We have artifacts from Sesotho, IsiPhuthi and IsiXhosa on the wall...(0.1) you see?

((she points at animal skin and Basotho traditional broom)) (0.2)

33 **R.:** Oh!

(0.2) that's great.

34. **R.:** Is there anything important that I should know about?

(0.2)

35 **1st T-CS.:** kea leboha ntate ((thank you sir)).

(The teacher was requested to indicate in percentage how she viewed the presence of as translanguaging in her school as the table shows below).

Table

Teacher Ms. Z	Existence of Translanguaging at school	Instructional Foundations	Collaborative Work	Translanguaing Resources	Multilingual Ecology
Percentage					

36 **R.:** Thanks a lot.

APPENDIX 11B

Interview 2

Code: 2nd T-GS: Second Teacher from the Government School

Code: R.: Researcher

1. **R.:** Please tell me about your teaching experience and qualifications. (0.1).
2. **2nd T –GS.:** It has been wonderful so far. I am a registered teacher with six years of teaching experience. (0.1). I first taught for two years in Mafeteng district. (0.1). I major in English and Sesotho and at the moment I teach grade 4 of 28 students.
3. **R.:** Thank you (0.1). and the qualifications? (0.1).
4. **2nd T –GS.:** Oh yes, I have Diploma in Primary Education.
5. **R.:** Thank you. (0.1).
6. **R.:** Name the language(s) you are able to use.
7. **2nd T –GS.:** I am able to use Sesotho and English. However, I can now understand a bit of IsiXhosa.
8. **R.:** Which language(s) do you use at home?
9. **2nd T –GS.:** Sesotho ntate. ((sir)). (0.1).
10. **R.:** Tell me about your experiences learning or speaking a foreign language at your school. (0.1).
11. **2nd T –GS.:** My first days here in Quthing were not pleasant because when I arrived I taught Grade 1 which was composed of learners who were beginning to learn Sesotho. (0.1). It much difficult to pass the message across in either IsiPhuthi or IsiXhosa because

- I did not know them. I was then moved to advanced learners in Grade six. (0.1).
- 12 **R.:** Does translanguaging phenomenon exist in your school? (0.1).
- 13 **2nd T –GS.:** Yes nstate, ((sir)). (0.1). it does. (0.1). Hakere. ((Is it not so that)) it's like code-switching?
- 14 **R.:** Yes. What about in your ESL classroom? (0.1).
- 15 **2nd T –GS.:** Even in my class too.
- 16 **R.:** Do you create opportunity for students to utilize/use their multiple languages and negotiate academic content? (0.1).
- 17 **2nd T –GS.:** Yes. (0.1).
- 18 **R.:** I mean, do you deliberately plan and allow learners to use their mother tongue to learn in class? (0.1).
- 18 **2nd T –GS.:** I don't plan it as in a lesson plan...but I allow them to use other languages to express themselves. (0.1).
- 20 **R.:** Okey. Why?
- 21 **2nd T –GS.:** Because that's the most practical way to teach these little ones.
- 22 **R.:** Do you encourage students to use both their home languages and English language to negotiate meaning? (0.1).
- 23 **2nd T –GS.:** Yes. (0.1).
- 24 **R.:** They can discuss in any language they are comfortable with or respond in Sesotho if they know the answer. (0.1).
- 25 **R.:** Do you use teaching aids and resources in students' home languages for topics studied in ESL? (0.1).
- 26 **2nd T –GS.:** There are limited resources for that when need arise, (0.1). I use them for

demonstrations in class. (0.1).

27 **R.:** If so, may you provide some examples? (0.1).

28 **2nd T –GS.:** I think you can see some pictures on the wall. ((pointing at the picture)).
(0.1). I tell them [Tau] in English is called a lion.

29 **R.:** Do you often create a classroom that celebrates students' home languages, cultures and also make learners aware of different languages features in your ESL classrooms?
(0.2).

30 **2nd T –GS.:** Actually, (0.1). our school in general encourage home languages and the culture where these kids come from. So is my class...mhhh...((in-breaths)).
(0.3)

Wait and see when we celebrate Moshoeshoe's Day, you will be impressed kannete. ((truly)). (0.1).

31 **R.:** I see.
(0.3)

32. **R.:** Is there anything important that I should know about? (0.1).

33 **2nd T –GS.:** Nna kannete ke lebohela boteng bahau koano. ((really, I am grateful for your presence here)). (0.1). He, bana ke lisono bana hoba jwale ba bang ba fihla mona ba satsebe Sesotho. (0.1). ((hey, these children are desperate because now, some of them arrive here not knowing Sesotho)). (0.1). Jwale rona hare tsebe puo tsa bona. ((and we don't know their languages)). (0.1).

(The teacher was requested to indicate in percentage how she viewed the presence of as translanguaging in her school as the table shows below).

Table

Teacher Ms. Y	Existence of Translanguaging at school	Instructional Foundations	Collaborative Work	Translanguaing Resources	Multilingual Ecology
Percentage					

34 **R.:** Thank you mme. ((madam)).

APPENDIX: 11C

Interview 3

Code: 3rd T-PS: Third Teacher from the Private School

Code: R.: Researcher

1. **R.:** Please tell me about your teaching experience and qualifications. (.)
2. **3rd T-PS.:** I have four years of teaching experience here in Quthing and I have not been employed by the government as yet....hahaha...ya! ((yes)). (.)
3. **R.:** Oh sorry...(.)
4. **3rd T-PS.:** But I will soon. ((Sigh)). I have registered with TSC after school. So. I got employed here where you find me. ((Pause)). What else did you say?
5. **R.:** I said...(.)
6. **3rd T-PS.:** Oh! I remember. I have Diploma in Primary education.... I teach Sesotho and English in a class of 47 students. (.)
7. **R.:** Name the language(s) you are able to use.
8. **3rd T-PS.:** As I have said, I specialise in Sesotho and English languages sir...
9. **R.:** Thanks. (.)
10. **R.:** Which language(s) do you use at home? (.)
11. **3rd T-PS.:** Ahhh...at home I use Sesotho most of the time although ke thetha ((I speak IsiXhosa)) sometimes
12. **R.:** Tell me about your experiences learning or speaking a foreign language at your school.
(.)

- 13. 3rd T-PS.:** Ke sharp. ((I am fine)). Although I am not fluent in Sephuthi ((IsiPhuthi)).and
Sexhosa, ((IsiXhosa)). I am able to hear everything when they speak.
- 14. R.:** Does translanguaging phenomenon exist in your school and what about in your ESL
classroom? (.)
- 15. 3rd T-PS.:** Obviously, children come from different backgrounds but I feel for those who
do not speak Sesotho, especially when they are in the first grade. They struggle to fit in
kannete. ((honestly)). (.)
- 16. R.:** Do you create opportunity for students to utilize their multiple languages and
negotiate academic content?
- 17. 3rd T-PS.:** I don't understand the question ...ere eng? ((what does it mean)). (.)
- 18. R.:** I mean, do you deliberately plan and allow learners to use their mother tongue to
learn in class?
- 19. 3rd T-PS.:** All the time because they are still young. (.)
- 20. R.:** And do you include other languages in your lesson plan?
- 21. 3rd T-PS.:** No. 'cause' ((because)) it's not allowed hakere? ((isn't it)). (.)
- 22. R.:** Okey. (.) (0.3)
- 23. R.:** Do you encourage students to use both their home languages and English language to
negotiate meaning and how?
- 24. 3rd T-PS.:** I don't encourage them...they automatically mix languages.
- 25. R.:** Which ones? (.)
- 26. 3rd T-PS.:** Mostly, ke ((it is)). Sesotho and English.
- 27. R.:** Do you use teaching aids and resources in students' home languages for topics
studied in ESL? (.) If so, may you provide some examples?

28. 3rd T-PS.: I think integrated syllabi is structured in such a way that Sesotho and English languages can be used simalteniously.

29. R.: Okey. So...? (.)

30. 3rd T-PS.: Such as the text called “Hands On” for grade four learners. (.)

31. R.: But it is written in English. (.)

32. 3rd T-PS.: Yes, ho jwalo. ((it is like that)). (.)

33. R.: Do you often create a classroom that celebrates students’ home languages, cultures and also make learners aware of different languages features in your ESL classrooms?

34. 3rd T-PS.: Bana bana ((these children)). Sir bahola le lipuo tsa bona motseng koana. ((grow up using their first languages in their villages)). Bothata ke hore jwale sekolong mona batla buisoa Sesotho le sekhoa feela. ((the problem is that here at school, they are engaged in Sesotho and English only)). Eba bothata ho basa tsebeng Sesotho kannete ntate. ((it becomes a problem for those who do not know Sesotho honestly sir)).

35. R.: I see. (.)

36. R.: Is there anything important that I should know about?

37. 3rd T-PS.: Ache, ke nahana re qetile sir. ((no, I think we have finished sir)). (.)

38. (The teacher was requested to indicate in percentage how she viewed the presence of as translanguating in her school as the table shows below).

Teacher Ms. Z	Existence of Translanguaging at school	Instructional Foundations	Collaborative Work	Translanguaing Resources	Multilingual Ecology
Percentage					

39. R.: Kea leboha mme. ((thank you madam)). (.)

TRANSCRIPTION: APPENDIX 12 A-C

APPENDIX 12 A Transcription-Post-Observation Interview Guide with Learners

12A-CHURCH SCHOOL

Interview: 1

Code: R.: Researcher

Code: 1st MB-CS.: First Mosotho Boy from the Church School

Age:9 years old.

7. **R.:** Name the language(s) you are able to use.
8. **1st MB-CS.:** I can speak Sesotho sir...(.)
9. **R.:** What about English language? .(.)
10. **1st MB-CS.:** I can speak. .(.)
11. **R.:** Which language(s) do you regard as your first language?
12. **1st MB-CS.:** Sesotho sir.
13. **R.:** Which language(s) do you use at home? .(.)
14. **1st MB-CS.:** Sesotho sir.
15. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
16. **1st MB-CS.:** We speak Sesotho sir.
17. **R.:** What is the main language used at your school by your teachers?
18. **1st MB-CS.:** They use English and Sesotho.... (0.1)
19. **R.:** Which language would you prefer your teachers to use at school?
20. **1st MB-CS.:** Sesotho and English. .(.)
21. **R.:** Why? .(.)

22. **1st MB-CS.:** We listen. (.)
23. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
24. **1st MB-CS.:** Sesotho. (.)
25. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
26. **1st MB-CS.:** Sesotho sir. (.)
27. **R.:** Do you like translanguaging in your classroom and why?
28. **1st MB-CS.:** Ke eng hoo ((what is that)) sir?
29. **R.:** Oh...okey...when you and your teacher use English language and other languages.
30. **1st MB-CS.:** I like...rea utloisisa ((we understand)).
31. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
32. **1st MB-CS.:** Yes sir. (SD). ((a learner selects (I strongly agree)))
33. **R.:** Thank you so much. (.)

Interview: 2

Code: R.: Researcher

Code: 1st MG-CS.: First Mosotho Girl from the Church School

Age: 9 years old.

2. **R.:** Name the language(s) you are able to use.
3. **1st MG-CS.:** Ke bua ((I speak)) Sesotho sir
4. **R.:** What about English language?
5. **1st MG-CS.:** Le eona ((that too)) sir.
6. **R.:** Which language(s) do you regard as your first language?
7. **1st MG-CS.:** Ke (.) Sesotho sir.

8. **R.:** Which language(s) do you use at home? .(.)
9. **1st MG-CS.:** (.) E ntse ele ((it is still)) Sesotho sir. .(.)
10. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
11. **1st MG-CS.:** Re bua ((I speak)) Sesotho sir. .(.)
12. **R.:** What is the main language used at your school by your teachers?
13. **1st MG-CS.:** English and Sesotho.
14. **R.:** Which language would you prefer your teachers to use at school?
15. **1st MG-CS.:** Sesotho and English. (.)
16. **R.:** Why? .(.)
17. **1st MG-CS.:** Because.... (0.3) er.... we hear more. .(.)
18. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
19. **1st MG-CS.:** Sesotho sir.
20. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
21. **1st MG-CS.:** Sesotho sir.
22. **R.:** Do you like translanguaging in your classroom?
23. **1st MG-CS.:** (.) Ke eng ((what is it)) sir?
24. **R.:** It is when you and your teacher use English language and other languages.
25. **1st MG-CS.:** Ache, nna kea rata. ((oh no, for me I like it)).
26. **R.:** Why? .(.)
27. **1st MG-CS.:** Re utloa teacher oreng. ((we hear what the teacher is saying))
34. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)). .(.)

28. **1st MG-CS.:** Yes sir. (A) ((a learner selects (I agree)))

29. **R.:** Thank you so much.

Interview: 3

Code: R.: Researcher

Code: 1st XB-CS.: First Xhosa Boy from the Church School

Age: 10 years old.

4. **R.:** Name the language(s) you are able to use.

5. **1st XB-CS.:** IsiXhosa, Sesotho and English. (.)

6. **R.:** Which language(s) do you regard as your first language?

7. **1st XB-CS.:** IsiXhosa sir. (.)

8. **R.:** Which language(s) do you use at home?

9. **1st XB-CS.:** IsiXhosa and Sesotho sir. (.)

10. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?

11. **1st XB-CS.:** IsiXhosa sir. (.)

12. **R.:** What is the main language used at your school by your teachers?

13. **1st XB-CS.:** English and Sesotho sir. (.)

14. **R.:** Which language would you prefer your teachers to use at school?

15. **1st XB-CS.:** English and Sesotho sir. Because things are easy. (.)

16. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?

17. **1st XB-CS.:** English and Sesotho sir. (.)

18. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?

19. **1st XB-CS.:** English and Sesotho sir. (.)

20. **R.:** Do you like translanguaging in your classroom? Why?

21. **1st XB-CS.:** Er.... (0.2) I don't know that sir...
22. **R.:** When the teacher uses more than one language in classrooms and encourages you to do the same.
23. **1st XB-CS.:** I like it
24. **R.:** Why?
25. **1st XB-CS.:** I don't know sir.
35. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
26. **1st XB-CS.:** Nothing sir. (U) ((a learner selects (I am undecided)))
27. **R.:** Thank you gentleman.
28. **1st XB-CS.:** Welcome sir.

Interview: 4

Code: R.: Researcher

Code: 1st XG-CS.: First Xhosa Girl from the Church School

Age: 9 years old.

4. **R.:** Name the language(s) you are able to use.
5. **1st XG-CS.:** IsiXhosa, Sesotho and English language sir. .(.)
6. **R.:** Which language(s) do you regard as your first language?
7. **1st XG-CS.:** IsiXhosa sir. .(.)
8. **R.:** Which language(s) do you use at home?
9. **1st XG-CS.:** IsiXhosa sir. .(.)
10. **R.:** What language(s) do/did you use when speaking to your parents/caregivers? .(.)

11. **1st XG-CS.:** IsiXhosa and sometimes....it is mhh.... (0.3) Sesotho.
12. **R.:** What is the main language used at your school by your teachers?
13. **1st XG-CS.:** Sesotho and English sir. .(.)
14. **R.:** Which language would you prefer your teachers to use at school?
15. **1st XG-CS.:** IsiXhosa, Sesotho and English. .(.)
16. **R.** Why? .(.)
17. **1st XG-CS.:** Because.... (0.2) yes ((laugh)). .(.)
18. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
19. **1st XG-CS.:** IsiXhosa
20. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
21. **1st XG-CS.:** IsiXhosa and Sesotho. .(.)
22. **R.:** Do you like translanguaging in your classroom?
23. **1st XG-CS.:** Eh.... (0.2). I am not sure.... (0.1) mmh.... (.) sir? .(.)
24. **R.:** When the teacher uses more than one language in classrooms and encourages you to do the same.
25. **1st XG-CS.:** It is good.
26. **R.:** Why?
27. **1st XG-CS.:** Feela ((no reason)) sir. .(.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 26 **1st XG-CS.:** Yes sir. (A) ((the learner selects (I agree))).

Interview: 5

Code: R.: Researcher

Code: 1st PB-CS.: First Phuthi Boy from the Church School

Age: 11 years old.

6. **R.:** Name the language(s) you are able to use.
7. **1st PB-CS.:** I speak IsiPhuthi sir. .(.)
8. **R.:** IsiPhuthi only?
9. **R.:** Which language(s) do you regard as your first language?
10. **1st PB-CS.:** Sephuthi sir. .(.)
11. **R.:** Which language(s) do you use at home?
12. **1st PB-CS.:** Sephuthi sir. .(.)
13. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
14. **1st PB-CS.:** Sephuthi sir.... (0.2) and also Sesotho sir. .(.)
15. **R.:** What is the main language used at your school by your teachers?
16. **1st PB-CS.:** They teach in Sesotho and English sir. .(.)
17. **R.:** Which language would you prefer your teachers to use at school?
18. **1st PB-CS.:** All of them. (.)
19. **R.:** Why?
20. **1st PB-CS.:** Because we learn very well sir. (.)
21. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
22. **1st PB-CS.:** Sephuthi and Sesotho. .(.)
23. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
24. **1st PB-CS.:** Sephuthi and Sesotho. .(.)
25. **R.:** Do you like translanguaging in your classroom?

26. **1st PB-CS.:** No sir. (.)
27. **R.:** Why?
28. **1st PB-CS.:** I don't know it.
29. **R.:** Using more than two languages in classrooms.
30. **1st PB-CS.:** I like. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 26 **1st PB-CS.:** Ha hona letho ((no reason)) sir. (U) ((the learner selects (I am undecided)))
- 27 **R.:** Sure.

Interview: 6

Code: R.: Researcher

Code: 1st PG-CS.: First Phuthi Girl from the Church School

Age: 10 years old.

6. **R.:** Name the language(s) you are able to use.
7. **1st PG-CS.:** Sesotho, Sephuthi and English sir.....(0.3)
8. **R.:** Which language(s) do you regard as your first language?
9. **1st PG-CS.:** Sephuthi sir. (.)
10. **R.:** Which language(s) do you use at home?
11. **1st PG-CS.:** Sesotho and Sephuthi sir. (.)
12. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
13. **1st PG-CS.:** Sephuthi sir. (.)
14. **R.:** What is the main language used at your school by your teachers?

15. **1st PG-CS.:** The main are Sesotho and English. (.)
16. **R.:** Which language would you prefer your teachers to use at school?
17. **1st PG-CS.:** Sephuthi and English sir. (.)
18. **R.:** Why?
19. **1st PG-CS.:** Because I speak Sephuthi and I will understand more. (.)
20. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
.(.)
21. **1st PG-CS.:** Sometimes it is Sephuthi and sometimes Sesotho sir. (.)
22. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
23. **1st PG-CS.:** The two.... (0.2) Sephuthi and Sesotho.
24. **R.:** Do you like translanguaging in your classroom? (.)
25. **1st PG-CS.:** What is translanguaging sir? (.)
26. **R.:** Okey.... (0.1) for example.... (0.2) when a teacher is using more than one language in classroom.
27. **1st PG-CS.:** I am okey with it. (.)
28. **R.:** Why? (.)
29. **1st PG-CS.:** We understand quickly sir.
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)). (.)
- 26 **1st PG-CS.:** Yes sir. (A) ((the learner selects (I agree))).
- 27 **R.:** Thank you very much.

APPENDIX 12 B: Transcription-Post-Observation Interview Guide with Learners

12B-GOVERNMENT SCHOOL

Interview: 1

Code: R.: Researcher

Code: 2nd MB-GS.: Second Mosotho Boy from the Government School

Age:12 years old.

30. **R.:** Name the language(s) you are able to use.

31. **2nd MB-GS.:** I can speak Sesotho sir.... (0.2)

32. **R.:** Can you speak English language?

33. **2nd MB-GS.:** I can speak sir. .(.)

34. **R.:** Which language(s) do you regard as your first language?

35. **2nd MB-GS.:** Sesotho sir. .(.)

36. **R.:** Which language(s) do you use at home?

37. **2nd MB-GS.:** Sesotho sir. .(.)

38. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?

39. **2nd MB-GS.:** We all speak Sesotho sir...most of the time. .(.)

40. **R.:** What is the main language used at your school by your teachers?

41. **2nd MB-GS.:** Our teachers use English and Sesotho.... (.)

42. **R.:** Which language would you prefer your teachers to use at school?

43. **2nd MB-GS.:** Sesotho and English. .(.)

44. **R.:** Why?

45. **2nd MB-GS.:** We listen and we understand sir. .(.)

46. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?

47. **2nd MB-GS.:** Sesotho. .(.)
48. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
49. **2nd MB-GS.:** Sesotho sir. .(.)
50. **R.:** Do you like translanguaging in your classroom and why?
51. **2nd MB-GS.:** Ke eng hoo ((what is that)) sir? .(.)
52. **R.:** Oh....okey...it is when you and your teacher use English language and other languages.
.(.)
53. **2nd MB-GS.:** I like...rea utloisisa. ((we understand)). (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 28 **2nd MB-GS.:** Yes sir. (A) ((the learner selects (I agree))).
- 26 **R.:** Thank you so much.

Interview: 2

Code: R.: Researcher

Code: 2nd MG-GS.: Second Mosotho Girl from the Government School

Age: 10 years old.

6. **R.:** Name the language(s) you are able to use. (.)
7. **2nd MG-GS.:** I can speak.... (0.2) mmm Xhosa, Sesotho and English language.
8. **R:** ok. (.)
9. **R.:** Which language(s) do you regard as your first language?
10. **2nd MG-GS.:** My first language is Sesotho. (.)

11. **R.:** Which language(s) do you use at home?
12. **2nd MG-GS.:** At home we use Sesotho sir. (.)
13. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
14. **2nd MG-GS.:** Sesotho sir. (.)
15. **R.:** What is the main language used at your school by your teachers?
16. **2nd MG-GS.:** Sesotho sir.
17. **R.:** Which language would you prefer your teachers to use at school?
18. **2nd MG-GS.:** English language and Sesotho. (.)
19. **R.:** Why?
20. **2nd MG-GS.:** they always use that...sir. (.)
21. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
22. **2nd MG-GS.:** I use Sesotho sir. (.)
23. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
24. **2nd MG-GS.:** Le bona ((them too)) ... (0.2) errr...we speak Sesotho. (.)
25. **R.:** Do you like translanguaging in your classroom?
26. **2nd MG-GS.:** Ha ke tsebe na ke eng ((I don't know what that is)) sir. (.)
27. **R.:** It is when you and your teacher use English language and other languages.
28. **2nd MG-GS.:** yes... (0.2) I like sir.
29. **R.:** Why?
30. **2nd MG-GS.:** errr.... (0.2) mmhm... (0.2) because we use it in class always. (.)
27. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).

31. **2nd MG-GS.:** Ha ho letho sir. (A) ((the learner selects (I agree))).
32. **R.:** Thank you so much.

Interview: 3

Code: R.: Researcher

Code: 2nd XB-GS.: Second Xhosa Boy from the Government School

Age: 13 years old.

9. **R.:** Name the language(s) you are able to use.
10. **2nd XB-GS.:** ke ((its)) Sexhosa, Sesotho le English. (.)
11. **R.:** Which language(s) do you regard as your first language?
12. **2nd XB-GS.:** Sexhosa. (.)
13. **R.:** Which language(s) do you use at home?
14. **2nd XB-GS.:** Sexhosa le Sesotho. (.)
15. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
16. **2nd XB-GS.:** Sexhosa and Sesotho sir. (.)
17. **R.:** What is the main language used at your school by your teachers?
18. **2nd XB-GS.:** Sesotho and English sir. (.)
19. **R.:** Which language would you prefer your teachers to use at school?
20. **2nd XB-GS.:** English sir. (.)
21. **R.:** Why?
22. **2nd XB-GS.:** We want to know it. (.)
23. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
24. **2nd XB-GS.:** Sesotho and Sexhosa sir. (.)

25. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
26. **2nd XB-GS.:** Ho tsoa hore na ke mang ((it depends on who there)) ... (0.1) ka nako engoe ke ((sometimes it's) Sexhosa kapa ((or)) Sesotho.
27. **R.:** Do you like translanguaging in your classroom?
28. **2nd XB-GS.:** I don't know trans.... (0.2)
29. **R.:** It is when you and your teacher use English language and other languages.
30. **2nd XB-GS.:** Yes, it is ok. (.)
31. **R.:** Why?
32. **2nd XB-GS.:** Re utloisisa ntho tse thata. ((we understand difficult things)).
- 25 **R.:** Do you think that learners should be taught English using other languages? (0.3) ((Shown Linkert scale to select from)).
- 26 **2nd XB-GS.:** Yes sir. (A) ((the learner selects (I agree))).
- 27 **R.:** Thank you so much.

Interview: 4

Code: R.: Researcher

Code: 2nd XG-GS.: Second Xhosa Girl from the Government School

Age: 13 years old.

7. **R.:** Name the language(s) you are able to use.
8. **2nd XG-GS.:** Oh... (0.1) okey. It is IsiXhosa, English and a little Sesotho.
9. **R.:** A little Sesotho?
10. **2nd XG-GS.:** May be 10 percent sir. (.)
11. **R.:** Which language(s) do you regard as your first language?
12. **2nd XG-GS.:** IsiXhosa sir. (.)

13. **R.:** Which language(s) do you use at home?
14. **2nd XG-GS.:** IsiXhosa sir. (.)
15. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
16. **2nd XG-GS.:** IsiXhosa sir. (.)
17. **R.:** What is the main language used at your school by your teachers?
18. **2nd XG-GS.:** Sesotho and English sir. (.)
19. **R.:** Which language would you prefer your teachers to use at school?
20. **2nd XG-GS.:** All the languages... (0.1) IsiXhosa. (.)
21. **R.:** Why?
22. **2nd X-GS.:** It is my language. (.)
23. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
24. **2nd XG-GS.:** IsiXhosa, Sesothonyana ((a bit of Sesotho)) and English. (.)
25. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
26. **2nd XG-GS.:** It depends... (0.1). who is talking.... (0.1) sometimes IsiXhosa or Sesotho.
27. **R.:** Do you like translanguaging in your classroom?
28. **2nd XG-GS.:** yes sir. (.)
29. **R.:** Why?
30. **2nd XG-GS.:** Because we speak. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 26 **2nd XG-GS.:** No sir. (U) ((the learner selects (I am undecided)))
- 27 **Res.:** Thank you so much.

Interview: 5

Code: R.: Researcher

Code: 2nd PB-GS.: Second Phuthi Boy from the Government School

Age: 9 years old.

8. **R.:** Name the language(s) you are able to use.
9. **2nd PB-GS.:** Sesotho and Sephuthi. (.)
10. **R.:** Which language(s) do you regard as your first language?
11. **2nd PB-GS.:** ke ((it's)) Sephuthi sir. (.)
12. **R.:** Which language(s) do you use at home?
13. **2nd PB-GS.:** Sephuthi le ((and)) Sesotho. (.)
14. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
15. **2nd PB-GS.:** Sephuthi le ((and)) Sekhooa ((English)). (.)
16. **R.:** What is the main language used at your school by your teachers?
17. **2nd PB-GS.:** English sir. (.)
18. **R.:** Which language would you prefer your teachers to use at school?
19. **2nd PB-GS.:** English sir. (.)
20. **R.:** Why?
21. **2nd PB-GS.:** Because I don't know it. (.)
22. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
23. **2nd PB-GS.:** I use Sesotho and IsiPuthi... (0.2)
24. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
25. **2nd PB-GS.:** IsiPhuthi sir. (.)
26. **R.:** Do you like translanguaging in your classroom?

27. **2nd PB-GS.:** Err.... ((silence)). (.)
28. **R.:** It is when you and your teacher use English language and other languages.
29. **2nd PB-GS.:** Yes. I like it. (.)
30. **R.:** Why?
31. **2nd PB-GS.:** It is good. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 26 **2nd PB-GS.:** No sir. (U). ((the learner selects (I am undecided))).
- 27 **Res.:** Thank you so much.

Interview: 6

Code: R.: Researcher

Code: 2nd PG-GS.: Second Phuthi Girl from the Government School

Age: 11 years old.

9. **R.:** Name the language(s) you are able to use.
10. **2nd PG-GS.:** Sephuthi, English and Sesotho. (.)
11. **R.:** Which language(s) do you regard as your first language?
12. **2nd PG-GS.:** Sephuthi. (.)
13. **R.:** Which language(s) do you use at home?
14. **2nd PG-GS.:** Sephuthi. (.)
15. **R.:** What language(s) do/did you use when speaking to your parents/caregivers
16. **2nd PG-GS.:** Sephuthi le ((and)) Sesotho. (.)
17. **R.:** What is the main language used at your school by your teachers?
18. **2nd PG-GS.:** English and Sesotho. (.)
19. **R.:** Which language would you prefer your teachers to use at school?

20. **2nd PG-GS.:** Many languages. (.)
21. **R.:** Why?
22. **2nd PG-GS.:** Some children are not good in Sesotho. (.)
23. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
24. **2nd PG-GS.:** Sephuthi sir. (.)
25. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
26. **2nd PG-GS.:** We speak Sephuthi. (.)
27. **R.:** Do you like translanguaging in your classroom?
28. **2nd PG-GS.:** no sir. (.)
29. **R.:** It is when you and your teacher use English language and other languages.
30. **2nd PG-GS.:** I like it. (.)
31. **R.:** Why?
32. **2nd PG-GS.:** I understand. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
- 26 **2nd PG-GS.:** No sir. (.) (U) ((the learner selects (I am undecided))).
- 27 **R.:** Thank you so much.

APPENDIX 12 C: Transcription-Post-Observation Interview Guide with Learners

12C-PRIVATE SCHOOL

Interview: 1

Code: R.: Researcher

Code: 3rd MB-PS.: Third Mosotho Boy from the Private School

Age: 11 years old.

4. **R.:** Name the language(s) you are able to use.
5. **3rd MB-PS.:** I can use Xhosa, Sesotho and English. (.)
6. **R.:** Which language(s) do you regard as your first language?
7. **3rd MB-PS.:** Ke ((it's)) Sesotho sir. (.)
8. **R.:** Which language(s) do you use at home?
9. **3rd MB-PS.:** Sesotho but sometimes we speak Xhosa. (.)
10. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
11. **3rd MB-PS.:** Sesotho sir. (.)
12. **R.:** What is the main language used at your school by your teachers?
13. **3rd MB-PS.:** We use English. (.)
14. **R.:** Which language would you prefer your teachers to use at school?
15. **3rd MB-PS.:** English sir. (.)
16. **R.:** Why?
17. **3rd MB-PS.:** (.) Because it is important.
18. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
19. **3rd MB-PS.:** Sesotho and English sir. (.)

20. **R.:** Which language(s) do you use when communicating with people in your neighborhoods? (.)
21. **3rd MB-PS.:** Sesotho sir. (.)
22. **R.:** Do you like translanguaging in your classroom?
23. **3rd MB-PS.:** May you explain it to sir.... (.)
24. **R.:** It is when you and your teacher use English language and other languages.
25. **3rd MB-PS.:** I think it is important. (.)
26. **R.:** Why?
27. **3rd MB-PS.:** It helps people to understand. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
28. **3rd MB-PS.:** Yes sir. (A) ((the learner selects (I agree))).
- 26 **R.:** Thank you so much.

Interview: 2

Code: R.: Researcher

Code: 3rd MG-PS.: Third Mosotho Girl from the Private School

Age: 10 years old.

6. **R.:** Name the language(s) you are able to use.
7. **3rd MG-PS.:** Na ke bua ((I speak)) Sesotho and English. (.)
8. **R.:** Which language(s) do you regard as your first language?
9. **3rd MG-PS.:** Ke bua ((I speak)) Sesotho. (.)
10. **R.:** Which language(s) do you use at home?

11. **3rd MG-PS.:** Sesotho sir. (.)
12. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
13. **3rd MG-PS.:** Sesotho sir. (.)
14. **R.:** What is the main language used at your school by your teachers?
15. **3rd MG-PS.:** English sir. (.)
16. **R.:** Which language would you prefer your teachers to use at school?
17. **3rd MG-PS.:** English sir. (.)
18. **R.:** Why?
19. **3rd MG-PS.:** We are supposed to learn it sir. (.)
20. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
21. **3rd MG-PS.:** Its Sesotho sir. (.)
22. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
23. **3rd MG-PS.:** Most of the time we speak Sesotho. (.)
24. **R.:** Do you like translanguaging in your classroom?
25. **3rd MG-PS.:** What is it? (.)
26. **R.:** It is when you and your teacher use English language and other languages.
27. **3rd MG-PS.:** I think it's wonderful. (.)
28. **R.:** Why?
29. **3rd MG-PS.:** We understand more. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
29. **3rd MG-PS.:** Yes sir. (A) ((the learner selects (I agree))).

26 **R.:** Thank you so much.

Interview: 3

Code: R.: Researcher

Code: 3rd XB-PS.: Third Xhosa Boy from the Private School

Age: 10 years old.

4. **R.:** Name the language(s) you are able to use.
5. **3rd XB-PS.:** Sesotho, Sexhosa and English. (.)
6. **R.:** Which language(s) do you regard as your first language?
7. **3rd XB-PS.:** Sexhosa sir. (.)
8. **R.:** Which language(s) do you use at home?
9. **3rd XB-PS.:** We use Sexhosa. (.)
10. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
11. **3rd XB-PS.:** Sesotho and Sexhosa. (.)
12. **R.:** What is the main language used at your school by your teachers?
13. **3rd XB-PS.:** Our teacher uses English. (.)
14. **R.:** Which language would you prefer your teachers to use at school?
15. **3rd XB-PS.:** Sesotho and English. (.)
16. **R.:** Why? (.)
17. **3rd XB-PS.:** We are used to that. (.)
18. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
19. **3rd XB-PS.:** Sesotho or Sexhosa. (.)
20. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
21. **3rd XB-PS.:** Sesotho or Sexhosa. (.)

22. **R.:** Do you like translanguaging in your classroom?
23. **3rd XB-PS.:** I don't know.... (0.1) what it is... (0.1) .er... (.)
24. **R.:** It is when you and your teacher use English language and other languages.
25. **3rd XB-PS.:** Ye...((yes)) I also like it. (.)
26. **R.:** Why?
27. **3rd XB-PS.:** Er... (0.1) I don't know... (0.1) maybe it is okay. (.)
28. **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
29. **3rd XB-PS.:** No sir. (D) ((the learner selects (I disagree))).
30. **R.:** Thank you so much.

Interview: 4

Code: R.: Researcher

Code: 3rd XG-PS.: Third Xhosa Girl from the Private School

Age: 10 years old.

5. **R.:** Name the language(s) you are able to use.
6. **3rd XG-PS.:** IsiXhosa, Sesotho and English language sir. (.)
7. **R.:** Which language(s) do you regard as your first language?
8. **3rd XG-PS.:** IsiXhosa. (.)
9. **R.:** Which language(s) do you use at home?
10. **3rd XG-PS.:** IsiXhosa sir. (.)
11. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
12. **3rd XG-PS.:** We speak IsiXhosa and Sesotho sometimes. (.)
13. **R.:** What is the main language used at your school by your teachers?
14. **3rd XG-PS.:** My teacher speaks English language and Sesotho sometimes. (.)

15. **R.:** Which language would you prefer your teachers to use at school?
16. **3rd XG-PS.:** I prefer Sesotho, English and IsiXhosa sir. (.)
17. **R.:** Why?
18. **3rd XG-PS.:** Because I know them. (.)
19. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school? (.)
20. **3rd XG-PS.:** Sesotho... (0.1) but sometimes IsiXhosa sir.
21. **R.:** Which language(s) do you use when communicating with people in your neighborhoods? (.)
22. **3rd XG-PS.:** IsiXhosa. (.)
23. **R.:** Do you like translanguaging in your classroom?
24. **3rd XG-PS.:** Translanguaging is like.... (0.1) er.... (.)
25. **R.:** It is when you and your teacher use English language and other languages.
26. **3rd XG-PS.:** That's ok. (.)
27. **R.:** Why? (.)
28. **3rd XG-PS.:** We will know things quickly. (.)
- 28 **R.:** Do you think that learners should be taught English using other languages?
(((Shown Linkert scale to select from))).
30. **3rd XG-PS.:** Yes sir. (A) ((the learner selects (I agree))).
- 29 **R.:** Thank you so much.

Interview: 5

Code: R.: Researcher

Code: 3rd PB-PS.: Third Phuthi Boy from the Private School

Age: 11 years old.

6. **R.:** Name the language(s) you are able to use.
7. **3rd PB-PS.:** Sesotho and Sephuthi sir. (.)
8. **R.:** What about English language?
9. **3rd PB-PS.:** Yes... (0.1) I can speak it too.
10. **R.:** Which language(s) do you regard as your first language?
11. **3rd PB-PS.:** Sephuthi sir. (.)
12. **R.:** Which language(s) do you use at home?
13. **3rd PB-PS.:** Err... (0.1) re sebelisa ((we use)) Sephuthi. (.)
14. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
15. **3rd PB-PS.:** Sephuthi. (.)
16. **R.:** What is the main language used at your school by your teachers?
17. **3rd PB-PS.:** English. (.)
18. **R.:** Which language would you prefer your teachers to use at school? (.)
19. **3rd PB-PS.:** English. (.)
20. **R.:** Why? (.)
21. **3rd PB-PS.:** Because our school is English medium sir. (.)
22. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
(.)
23. **3rd PB-PS.:** English language and sometimes Sesotho language. (.)
24. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
25. **3rd PB-PS.:** Sephuthi sir. (.)
26. **R.:** Do you like translanguaging in your classroom?

27. **3rd PB-PS.:** Explain it to me sir. (.)
28. **R.:** It is when you and your teacher use English language and other languages.
29. **3rd PB-PS.:** I do like it sir. (.)
30. **R.:** Why? (.)
31. **3rd PB-PS.:** It makes the class nice... (0.1) or... (0.1) interesting. (.)
- 30 **R.:** Do you think that learners should be taught English using other languages?
(0.3) ((Shown Linkert scale to select from)).
32. **3rd PB-PS.:** No sir. (SD). ((strongly disagree))
33. **R.:** Thank you so much.

Interview: 6

Code: R.: Researcher

Code: 3rd PG-PS.: Third Phuthi Girl from the Private School

Age: 9 years old.

5. **R.:** Name the language(s) you are able to use.
6. **3rd PG-PS.:** I can speak Sesotho, Sephuthi and English sir. (.)
7. **R.:** Which language(s) do you regard as your first language? (.)
8. **3rd PG-PS.:** Sephuthi. (.)
9. **R.:** Which language(s) do you use at home? (.)
10. **3rd PG-PS.:** Sephuthi. (.)
11. **R.:** What language(s) do/did you use when speaking to your parents/caregivers?
12. **3rd PG-PS.:** Sephuthi. (.)
13. **R.:** What is the main language used at your school by your teachers?
14. **3rd PG-PS.:** English language. (.)
15. **R.:** Which language would you prefer your teachers to use at school? (.)

16. **3rd PG-PS.:** English language sir. (.)
17. **R.:** Why? (.)
18. **3rd PG-PS.:** Because our school is a private school. (.)
19. **R.:** Which language(s) do you use when you talk to your friends/fellow-learners at school?
20. **3rd PG-PS.:** Often, we just use English language. (.)
21. **R.:** Which language(s) do you use when communicating with people in your neighborhoods?
22. **3rd PG-PS.:** Our neighbors...we speak Sephuthi and Sesotho also. (.)
23. **R.:** Do you like translanguaging in your classroom?
24. **3rd PG-PS.:** Translanguaging is like.... (.)
25. **R.:** It is when you and your teacher use English language and other languages.
26. **3rd PG-PS.:** Yes...for me I like it. (.)
27. **R.:** Why?
28. **3rd PG-PS.:** Because some things are difficult in English so teacher uses Sesotho to explain them for us. (.)
- 25 **R.:** Do you think that learners should be taught English using other languages? (.)
(0.3) ((Shown Linkert scale to select from)).
- 26 **3rd PG-PS.:** No sir. (SD). ((strongly disagree))
- 27 **R.:** Thank you so much.

TRANSCRIPTION APPENDIX 13 A-C Exit/Post-observation interview with teachers

APPENDIX 13 A:

Exit/Post-observation interview with teachers from church school/views about translanguaging

Code: R.: Researcher

Code: 1st T-CS.: First Teacher from the Church School

4. **R.:** Do you think translanguaging constraints or affords ESL teaching and learning in schools such as yours in Quthing district?
5. **1st T-CS.:** I think it does both. (.)
6. **R.:** How? (.)
7. **1st T-CS.:** You see, ((thinking)) they understand better when they are being taught in in the mother tongue and English language, but that benefits those who are fluent in Sesotho. (0.2) The reason it is negative to other groups of learners is because Sesotho is not what they grew up speaking. So, some children struggle with Sesotho and English. I for one speak only two languages although I can understand Sephuthi and Sexhosa speakers.
8. **R.:** Do you think translanguaging enhances learners' performance in ESL?
9. **1st T-CS.:** Yes. ((nods)) (.)
10. **R.:** If, so, how?
11. **1st T-CS.:** Like I said, (.) majority of my students speak Sesotho; therefore, their performance is better compared to those who speak either Sephuthi or Sexhosa because I use Sesotho and English in my class.
12. **R.:** How is translanguaging in relation to classroom interaction? (.)

13. **1st T-CS.:** Perfect. (.) the reason I say that is because for the learners to be engaged meaningfully, they opt to speak and interact easily in Sesotho, so I often respond in the same way.
14. **R.:** What about in relation to communication?
15. **1st T-CS.:** Also very good...with me and amongst themselves (.). like I said, they initial the talk in Sesotho and I answer in Sesotho sometimes.
16. **R.:** How is translanguaging helpful in ESL content learning?
17. **1st T-CS.:** It helps to pass English content smoothly and easily. (.) in this case, when I see that they real struggle to understand, I use both Sesotho and English. They also are free to ask questions.
18. **R.:** What about ESL proficiency development for children?
19. **1st T-CS.:** Children develop it much faster. (.) I switch when it is necessary. But most of the time English is taught in English. I may interpret or translate some words for them to hear what I am saying...especially in pronunciation.
20. **R.:** From which level of ESL teaching and learning would you recommend translanguaging as a teaching strategy?
21. **1st T-CS.:** Probably for the rest of primary schooling. (.)
22. **R.:** Why?
23. **1st T-CS.:** It's happening already. (0.1)
24. **R.:** Is there anything important that I should know about?
- ((a teacher is shown Linkert scale to select his/her preference of translanguaging)). ((the learner selects (I strongly disagree))).
25. **1st T-CS.:** No, thank you sir. (.)

26. **R.:** No. I thank you. (.)

27. **1st T-CS.:** Sharp ((its fine)) ((laughing)).

APPENDIX 13 B:

Exit/Post-observation interview with a teacher from government school/views about translanguaging

Code: R.: Researcher

Code: 2nd T-GS.: Second Teacher from the Government School

5. **R.:** Do you think translanguaging constraints or affords ESL teaching and learning in schools such as yours in Quthing district? (.)
6. **2nd T-GS.:** Ntate, kannete ((sir, truly)) these children don't understand anything when using English only...not unless we mix languages. There are problems because of their backgrounds, since some of them arrived here not knowing Sesotho. So, we try by all means to teach them Sesotho from grade one. (.)
7. **R.:** So, how are they now in speaking Sesotho?
8. **2nd T-GS.:** They are much better. (.)
9. **R.:** Do you think translanguaging enhances learners' performance in ESL?
10. **2nd T-GS.:** Yes. Ho jwalo. ((that's right)) (.)
11. **R.:** If, so, how?
12. **2nd T-GS.:** Truly, they do well when Sesotho and English are used in class. (.)
13. **R.:** How is translanguaging in relation to classroom interaction?
14. **2nd T-GS.:** I sometimes think they overuse it...(.) I mean Sesotho and English.
15. **R.:** What about in relation to communication?

16. **2nd T-GS.:** It makes communication easy. (0.1)
17. **R.:** How is translanguaging helpful in ESL content learning?
18. **2nd T-GS.:** It can be used to facilitate learning English. (0.1)
19. **R.:** What about ESL proficiency development for children?
20. **2nd T-GS.:** They results on proficiency may not be obvious now...but with time, they will be realized. (0.1)
21. **R.:** From which level of ESL teaching and learning would you recommend translanguaging as a teaching strategy?
22. **2nd T-GS.:** The rest of primary school level.
23. **R.:** Why?
24. **2nd T-GS.:** Because it is already there although some languages here in Lesotho are not included.
25. **R.:** Is there anything important that I should know about?
26. **2nd T-GS.:** I think the language policy must be reviewed or may...changed because it seems it is irrelevant to us here in Quthing....so that will take long.
- ((a teacher is shown Linkert scale to select his/her preference of translanguaging)). ((the learner selects (I strongly disagree))).
27. **R.:** Thank you madam.
28. **2nd T-GS.:** Dankie. ((thanks))

APPENDIX 13 C:

Exit/Post-observation interview with a teacher from private school/views about translanguaging

Code: R.: Researcher

Code: 3rd T-PS.: Third Teacher from the Private School

5. **R.:** Do you think translanguaging constraints or affords ESL teaching and learning in schools such as yours in Quthing district? (.)
6. **3rd T-PS.:** I truly think it helps a lot because we cannot use English language throughout, with no reference to what these kids know, which their mother tongue is. Again, some of them are still very young to understand each and every word spoken to them in English. So, even if we are an English medium, we sometimes use Sesotho. (.)
7. **R.:** How do you do that? (.)
8. **3rd T-PS.:** We sometimes mix languages. (.)
9. **R.:** Do you think translanguaging enhances learners' performance in ESL?
10. **3rd T-PS.:** Yes, it does. (.)
11. **R.:** If, so, how?
12. **3rd T-PS.:** You... difficult concepts are better explained in Sesotho.... (0.2) because I know Sesotho and English only. So, when they understand something in their own languages, the results are better in English. (.)
13. **R.:** How is translanguaging in relation to classroom interaction? (.)
14. **3rd T-PS.:** It flows. (.)
15. **R.:** What about in relation to communication? (.)
16. **3rd T-PS.:** I understand them, they understand me. Just playing with words.
17. **R.:** How is translanguaging helpful in ESL content learning?

18. **3rd T-PS.:** Very. Other things are better explained in Sesotho. (.)

19. **R.:** What about ESL proficiency development for children? (.)

20. **3rd T-PS.:** Still, with time proficiency improves a lot more. (.)

21. **R.:** From which level of ESL teaching and learning would you recommend translanguaging as a teaching strategy? (.)

22. **3rd T-PS.:** Kannete ntate ho tloha ((truly sir, from)) nursery school.

23. **R.:** Why? (.)

24. **3rd T-PS.:** Kehona moo ba tla ithuta sekhoaa hantle le hore na mantsoe a bolelang ka puo tse ling. ((That's where they will learn English well and what words mean in other languages)). (.)

25. **R.:** Is there anything important that I should know about? (.)

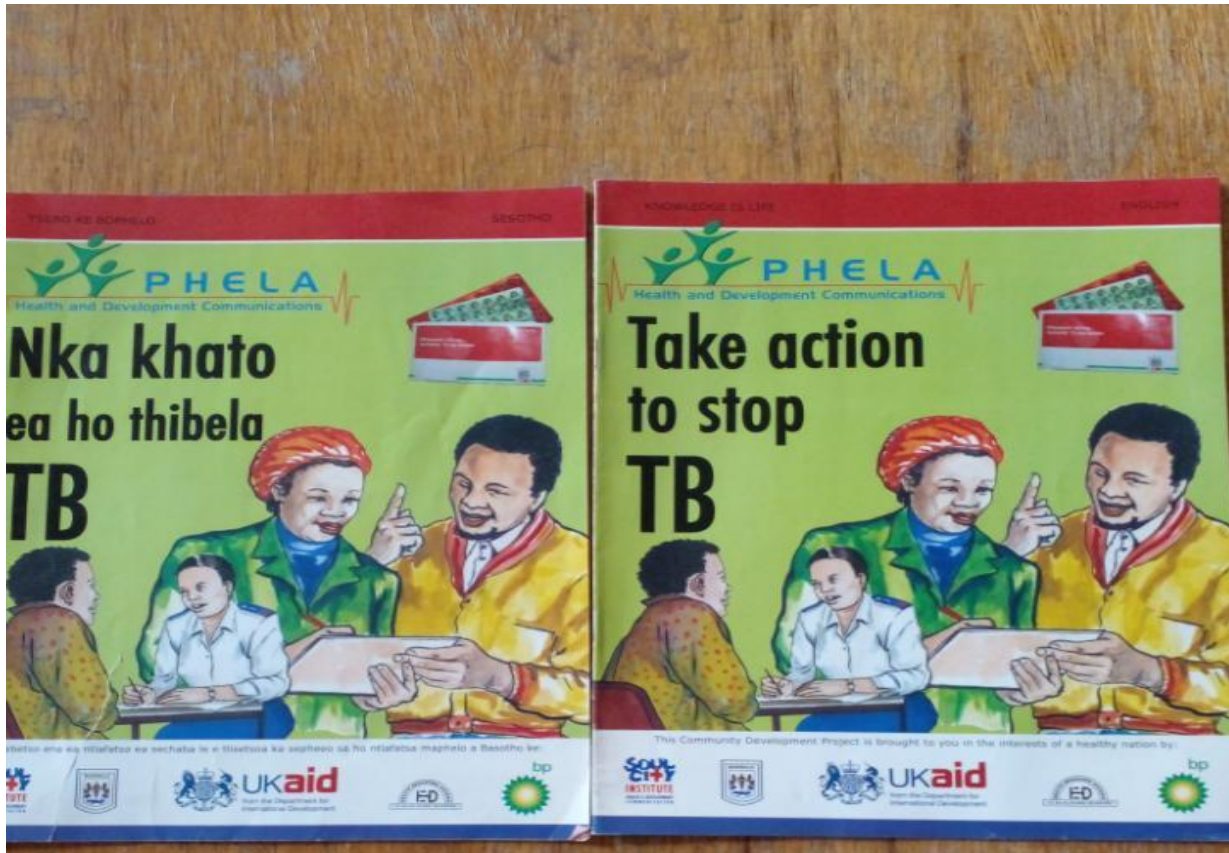
26. **3rd T-PS.:** Nkare 'muso o shebeta baea ((that the government should consider the issue of)) teachers' deployment hantle. ((well)). May be ba romelle litichere tse tsebang puo tse na tsa mona Quthing. ((they should deploy teachers who are conversant with languages found here in Quthing)). (.)

((a teacher is shown Linkert scale to select his/her preference of translanguaging)). ((the learner selects (I strongly disagree))).

27. **R.:** Thank you mme. ((madam)).

28. **3rd T-PS.:** You are most welcome.

Appendix 14: Picture 1



Appendix 15: Picture 2



Appendix 16: Codes for participants

- Code: **R.:** Researcher
 - Code: **1st T-CS.:** First Teacher from the Church School/ **Ms. X**
 - Code: **2nd T –GS.:** Second Teacher from the Government School/ **Ms. Y**
 - Code: **3rd T-PS.:** Third Teacher from the Private School/ **Ms. Z**
-
- Code: **R.:** Researcher.
 - Code: **Ms. X.:** /**1st T-CS/** First Teacher from the Church School.
 - Code: **Ms. Y.:** /**2nd T-GS/** Second Teacher from the Government School.
 - Code: **Ms. Z.:** /**3rd T-PS /**Third Teacher from the Private School.

PARTICIPANTS FROM THE CHURCH SCHOOL

Code: R.: Researcher

Code: Ms. X.: /1st T-CS/ First Teacher from the Church School.

Code: 1st MB-CS.: is a 9 years-old First Mosotho boy from the Church School.

Code: 1st MG-CS.: is a 9 years-old First Mosotho Girl from the Church School

Code: 1st XB-CS.: was a 10 years-old First Xhosa Boy from the Church School

Code: 1st XG-CS.: was a 9 years-old First Xhosa Girl from the Church School

Code: 1st PB-CS.: was an 11 years-old First Phuthi Boy from the Church School

Code: 1st PG-CS.: was a 10 years-old First Phuthi Girl from the Church School.

PARTICIPANTS FROM THE GOVERNMENT SCHOOL

Code: R.: Researcher

Code: Ms. Y.: /2nd T-GS/ Second Teacher from the Government School.

Code: 2nd MB-GS.: is a 12 years-old Second Mosotho Boy from the Government School

Code 2nd MG-GS.: is a 10 years-old Second Mosotho Girl from the Government School

Code 2nd XB-GS.: is a 13 years-old Second Xhosa Boy from the Government School

Code 2nd XG-GS.: is a 13 years-old Second Xhosa Girl from the Government

Code 2nd PB-GS.: is a 9 years-old Second Phuthi Boy from the Government School

Code 2nd PG-GS.: is a 11 years-old Second Phuthi Girl from the Government School

PARTICIPANTS FROM THE PRIVATE SCHOOL

Code: R.: Researcher

Code: 3rd T-PS.: Third Teacher from the Private School/ Ms. Z

Code: 3rdMB-PS.: is a 11 years-old Third Mosotho Boy from the Private School
Code: 3rdMG-PS: is a 10 years-old Third Mosotho Girl from the Private School
Code: 3rdXB-PS: is a 10 years-old Third Xhosa Boy from the Private School
Code: 3rdXG-PS.: is a 10 years-old Third Xhosa Girl from the Private School
Code: 3rdPB-PS: is 11 years-old Third Phuthi Boy from the Private School
Code: 3rdPG-PS: is a 9 years-old Third Phuthi Girl from the Private School

Appendix 17: Likert Scale

EXAMPLES OF LIKERT SCALES AND WHAT THEY CAN MEASURE

Scale	Left-most	Left of center	Center	Right of center	Right-most
Rating	1	2	3	4	5
Satisfaction	Very dissatisfied	Dissatisfied	Neither satisfied / dissatisfied	Satisfied	Very satisfied
Quality	Very poor	Poor	Fair	Good	Very good
Frequency	Never	Rarely	Occasionally	Frequently	Very frequently
Performance	Awfully	Not well	Work in progress	Well	Superbly
Importance	Not at all important	Slightly important	Moderately important	Very important	Extremely important
Focus	Much less focus	Less focus	Maintain	More focus	Much more focus

Sno	Description	Mean Range	Scale	Interpretation
1	Strongly Agree	4.20 – 5.00	5	Very High
2	Agree	3.40 – 4.19	4	High
3	Not Sure	2.60 – 3.39	3	Moderate
4	Disagree	1.80 – 2.59	2	Low
5	Strongly Disagree	1.00 – 1.79	1	Very Low

Source: The Researcher

