TRANSLANGUAGING IN GRADE 9 SOCIAL SCIENCES CLASSROOM IN THE ZULULAND DISTRICT

BY

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A dissertation submitted in fulfillment of the requirements of the degree

Master in Education

In the

Department of Curriculum and Instructional Studies

At the

UNIVERSITY OF ZULULAND

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Submitted: JANUARY 2018

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ABSTRACT

This study investigated whether the practices of translanguaging exists in Social Sciences classrooms and whether it is effectively adopted (This research was be solely based in Zululand district schools which offer isiZulu as a first language and English as First additional language).The study employed a mixed-methods approach in investigating Translanguaging in grade 9 Social Sciences classroom in the Zululand District. Observations were used to observe grade 9 Social sciences teachers and see how they use language as they are teaching, in order to determine their language of input and language of output. A reading comprehension inventory was administered through Solomon 4 quasi-experiment design by means of a class test in order to determine the learner's language of input and language of output in the Social Sciences lesson.

The main finding from the observation is that, teachers alternate between isiZulu and English, in order to make lessons understood by learners. The lesson was understood better by learners when both languages were used. Results indicate that home languages play a vital role in educational activities of learners because it is the language they are most familiar with. The main finding from the reading comprehension inventory revealed that, when learners used isiZulu as a language of input and English as a language of output they performed better. Furthermore it was discovered that the language of output played no major role in improving reading comprehension scores of learners. The significant factor was the language of input.

It was evident that teachers are reluctant to use translanguaging in their lessons because it is not prescribed in the language in education policy; however when they use the prescribed language (English) they do not receive desired responses/ output from the learners and lessons become less interesting. The study recommends a need to review language policies in place and accommodate for adjustments to allow flexibility in teaching and curriculum content. This would enhance comprehension of the content subject and may improve learners' academic performance in content subjects.

DECLARATIONS

I, THANDEKA PRAISEWORTH NSELE hereby declare that this dissertation, entitled '**TRANSLANGUAGING IN GRADE 9 SOCIAL SCIENCES CLASSROOM IN THE ZULULAND DISTRICT**' is my own original work and that all resources that I have used or quoted have been indicated and acknowledged by means of complete references. It has been submitted for the degree of Master of Education at university of Zululand. It has not been submitted for any degree or examination in any other university.

CANDIDATE'S SIGNATURE……………………………………………

SUPERVISOR'S SIGNATURE………………………………………….

CO-SUPERVISOR'S SIGNATURE…………………………………..

DEDICATION

This dissertation is dedicated to my late grandmother Mandlovu who instilled education in me. my parents Menziwokuhle and Zanele. My loving husband Sakhile for supporting my dream, my son Zibusiso for being my inspiration and finally my mother-in-law maMthethwa for continued love, support and prayers.

ACKNOWLEDGEMENTS

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LIST OF ACRONYMS

LiEP- language in education policy

LoLT- language of teaching and learning

UNESCO- United Nations Educational, Scientific and Cultural Organization

DBE-Department of Basic Education

RSA- Republic of South Africa

DoE- Department of Education

 PANSALB-Pan South African Language Board

USA- United States of America

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Martin (2005) defined translanguaging as the use of local languages alongside the official language of the lesson. In order to get an insight into the concept of translanguaging in a Social Sciences classroom, it is important to understand the role of English as an official language and the language of learning and teaching within these classrooms, as well as the role played by ethnic languages in Social Sciences. In the South African context, English is the official language (in most public schools) for content subjects. Translanguaging is defined by Garcia (2006) as the use of more than one language in a classroom. Garcia (2006) further referred to translanguaging as a planned and systematic use of two languages inside one lesson which will help the learners to learn and understand through interactional communication with the teacher and their peers. In this way teaching learners to understand content becomes the central focus particularly in content subjects. Different forms of text (oral, written and visual) are central to both teaching and learning.

The Department of Education (2011) states that writing is a skill that can also be developed through subjects as Social sciences History and Geography. Furthermore, learners should write regularly, with a clear progression in length and complexity through the grades. Section 6 of the Constitution of the Republic of South Africa (1996) provides for the use of 11 official languages of South Africa and for all official languages to enjoy parity of esteem and to be treated equitably. The majority of these languages are indigenous.

However, South Africa is still tainted by the legacy of colonialism and apartheid systems, which believed in monolingual education. However, monolingual pedagogy is also supported internationally as well. The English-only movement that took place in the United States during the 20th century greatly influenced the

teaching approach adopted by schools, establishing a belief that second language learners must achieve competence through exposure and use only English in teaching and learning (Auerbach, 1993; Menchaca-Ochoa, 2006). Monolingual pedagogy scholars agree that the foundations of language teaching have been greatly influenced by assumptions that promote monolingual instructional pedagogies in multilingual contexts (Auerbach, 1993; Cook, 2001; Cummins, 2007). These assumptions are usually encourage monolingual teaching through extensive second language input without resorting to the home language and, in turn and view the home language as a source of potential disturbance (Cook, 2001). Furthermore Cook (2001) points out the only times that the home language is mentioned is when advice is given on how to minimize its use in the learning context. This clearly shows that in monolingual pedagogy mother tongue is strictly prohibited Disputing the monolingual pedagogy Modisaotsile, (2012), declares that learning outcomes may be worsen by using monolingual models, practices and teaching approaches that favor the belief that education should only be conducted in one language. However Hornberger (2005) remarks on the advantages of bilingual teaching strategies stating that bi/multilinguals learning is maximized when they are allowed to use both languages, rather than being forced from doing so by monolingual instructional assumptions and practices. Furthermore, Fayeke (2011) emphasizes that language and education are inseparable because the use of language as a medium of instruction in the teaching and learning situation goes a long way in determining the success achieved by the learner.

The goal of teaching is to provide content areas and language knowledge simultaneously (e.g. content based instruction) so that learners might be able to convey and interpret a message via written or spoken modalities to another person (Mckay, 2011). In order to facilitate teaching Social Sciences learners in the classroom, it becomes necessary for teachers to create strategies that are democratic, equitable, but are also effective for learners with different learning styles and needs.

The educator has to make sure that the lesson is interpretable and clear to learners, by using appropriate teaching strategies which will enable the educator

to meet the desired lesson outcomes. Jones (1996) emphasizes that allowing the interaction between learners and teachers can lead to the negotiation of meaning, and offers a more effective way of assisting learners' comprehension. However, restricting the language can decrease their participation especially those who are not competent enough in the English language as they are discouraged from expressing themselves well. Translanguaging is not only a way to scaffold instruction, to make sense of learning and language; rather, translanguaging is part of the metadiscursive regimes that students in the twenty-first century must perform (Garcia, 2011). Garcia (2009) and Williams (1996) agree that translanguaging is a most effective means of learning. However, Garcia (2009) argues that translanguaging is important in a movement from relatively monolingual or separatist language practices in the classroom to the cognitive and communicative advantages of translanguaging. Furthermore, in the context of linguistics that theorizes competence and communication in terms of monolingual norms, it is appropriate that translanguaging is now being given a lot of attention in education (Canagarajah, 2014).

The aim of this study was to understand the use of translanguaging in the Social Sciences classroom and to ascertain whether or not the use of translanguaging is able to yield positive results in terms of strengthening and improving the teaching and learning of Social Sciences.

1.2 PROBLEM STATEMENT

African multilingualism has always been constructed from a monoglossic (one language at a time) view despite the airs of plural language policies in Sub-Saharan Africa (Makalela, 2015).

The South African government adopted a very progressive language in education policy (LiEP, 1997), which devolves the decision on language of teaching and learning (LoLT). Learners are taught in their mother tongue from grade 1 to 3 after that they are taught in the first additional language. However, UNESCO (2007) argues that those few years of education in home language are necessary to

develop the level of literacy and verbal proficiency required for academic achievement in grade 4 and beyond. However it is not adequate.

The analysis of 2012-2014 ANA (Annual National Assessment) results report (Department of Basic Education, 2014) reveals that the level of English proficiency in grade 9 is far from satisfactory especially for learners who are taught English as a first additional language. These ANA results prove that learners who are taught English as first additional language have a poor performance. In 2012 only 35% passed, in 2013 it was 33% and in 2014 34%. Furthermore, the learners who managed to obtain 50% or more in these three consecutive years are far from satisfactory: 21% in 2012, 17% in 2013 and in 2014, only 18%. The above statements clearly show that there are still critical issues that face our learners in literacy, and particularly for content subjects like Social sciences. Language learning becomes the most critical issue which affects the performance of learners (Ntshuntshe, 2011). Furthermore, the Department of Basic Education (2014) stated a number of factors that contribute to learners failing English. These factors include struggling to respond to questions that require the use of their own words. Therefore, summarizing a text using the learner's own words becomes challenging. Also, learners are unable to interpret a sentence or give an opinion when required and they lack the required editing skills when writing letters.

Recent research on the success of translanguaging practices in educational contexts has provided opportunities for experimentation with indigenous African languages (Madiba 2014; Makalela 2014). In these studies, it was found that using translanguaging had cognitive benefits as students interacted with the subject at hand using their linguistic repertoires in entirety. Even though the idea of translanguaging, that is, purposive alternation of languages of input and output, can be traced as far back as the work of Cen Williams, who studied Welsh-English bilingual secondary school learners' language practices in Wales (Baker, 2011; Wei, 2011), much still needs to be done to determine the benefits or lack thereof in the use of translanguaging in South African classrooms.

It is for this reason that the researcher has selected this area of focus in order to gain an insight into the integration of translanguaging in grade 9 in the facilitation of Social Sciences using isiZulu and English as languages that alternate. It is important to understand the role of English as (LOLT) as well as the role of isiZulu in a Social Sciences classroom.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to investigate the use of translanguaging in teaching, learning and assessment of grade 9 Social Sciences.

1.3.1 Main research question

What translanguaging practices occur in grade 9 Social Sciences classrooms in the Zululand district?
The study has addressed the following research questions:

1.3.2 Questions

- What language practices do teachers use in a classroom situation in the teaching of Social Sciences?
- Which language(s) do learners use when participating in Social Sciences classroom activities?
- How will learners perform in assessment activities when using isiZulu as a language of input and English as a language of output?
- How will learners perform in assessment activities when using English as an input and isiZulu as an output?

1.3.3 Objectives of the study

- To establish the language practices used by teachers in a classroom situation in the teaching of Social Sciences.
- To establish the language practices used by learners when participating in activities in a Social Sciences classroom.
- To determine learners' performances in assessment activities when using isiZulu as an input and English as an output.
- To determine learners' performances in assessment activities when using English as an input and isiZulu as an output.

1.4 THE SIGNIFICANCE OF THE STUDY

This study will contribute to knowledge on strategies and approaches to teaching Social Sciences using translanguaging. This study might benefit learners in understanding their lessons better. This study can also benefit teachers to use the translanguaging strategy to meet the required educational standards. Short (1994) emphasizes that Social Sciences are closely bound to literacy skills. Literacy skills are needed because learners in Social Sciences have to read, write, communicate and listen to the content which is delivered to them. Research evidence (Hornberger &Link, 2012; García, 2011), explicitly emphasizes translanguaging does not recognize boundaries between languages. Rather, it focuses on what the speakers do with their language repertoires. From these repertoires, the speakers select language features and softly assemble their language practices in ways that fit their communicative needs. Translanguaging may ease home school links and cooperation, especially if the child is being educated in a language that is not understood by the parents. As translanguaging involves the reprocessing of content, it may lead to deeper understanding and learning. This, in turn, allows the child to expand, extend and intensify what he has learned through one language in school by means of discussion with the parent at home in the other language (Baker, 2011).

1.5 DEFINITION OF OPERATIONAL TERMS

1.5.1Translanguaging

The ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system (Canagarajah, 2011).

1.5.2 Bilingualism

Bilingualism refers to a person's ability to read and write in two languages. The concept, however, has taken on a socio-political dimension, especially as reflected in the work of the Brazilian educator Paulo Freire (1985), who links literacy with issues of social justice and empowerment.

1.5.3 Code switching

Bilingual speakers often code-switch from one language to another, especially when both languages are used in the environment. It follows functional and grammatical principles, and is a complex, rule-governed phenomenon (Heredia & Altarriba, 2001).

1.5.4 Social sciences

The subject Social Sciences consists of History and Geography. Both History and Geography should be taught and assessed during every term of the school year. Although the two disciplines are kept separate, this curriculum is designed to complement the knowledge (content, skills and concepts) (Department of Basic Education, 2011)

1.6 CHAPTER DIVISION

This study has five chapters, which are organised as follows:

1.6.1 Chapter 1

Orientation to the study

This chapter contains the summary of the whole study. The purpose of the study, the statement of the problem, objectives, definition of concepts and the significance of the study.

1.6.2 Chapter 2

Literature review

This chapter presents literature review which included the theoretical framework of the study. It also expanded on literature that covers an extensive part of the study focusing on South African language policy in schools, practices used by teachers and learners in a classroom and learners' performance in assessment activities, when using the home language as the language of input and English as language of output.

1.6.3 Chapter 3

Research, design and methodology

This chapter includes the of the research paradigm, research design, target population, sampling procedures, data collection procedures, data analysis and ethical considerations.

1.6.4 Chapter 4

Data analysis and presentation

This chapter contains the presentation, analysis, interpretation and discussion of the data collected from the actual field work.

1.6.5 Chapter 5

Summary, conclusions and recommendations

This chapter summarizes and concludes the key research findings of the study, draws conclusions and provides recommendations.

1.7 CHAPTER SUMMARY

This chapter briefly introduced the orientation to the study which entails the field of study; it stated background of the research problem, outlined the field of study, the aim, objectives, research questions, explanation of the operational concepts and chapter division used. In the next chapter, a review of the related literature is presented.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter included the orientation of the entire research study. It included a brief introduction into the study, the nature of the research problem, significance of the study, and chapter division of the study. This chapter outlines the context of the research problem in terms of the use of translanguaging in grade 9 Social Sciences classrooms and is grounded on the cognitive constructivist theory and the translanguaging theory. Practises used in the classroom by both teachers and learners will be looked into in order to find out what actually happens in a real classroom situation.

Past research studies of the same nature will be used in order to ascertain global learners' performances in assessment activities when using their home language, as the language of input and English as the language of output concurrently. This chapter also provides background information on the situation regarding the history and current position of the language of learning and teaching (LoLT) in South Africa, as well as translanguaging trends internationally. Literature based on international experience in this regard has been consulted to add substance and value to this study. Furthermore, the chapter also reviews work done in relation to different perspectives of teachers and learners on the use of translanguaging, drawing cases from a number of countries across the world.

Debates and contestations about translanguaging research have been considered as being of value in enhancing perspectives required for locating findings and recommendations of this study. Translanguaging is such a broad field of study, it seemed fitting to add a brief overview of conceptions and models of language design and development as they are the important elements in translanguaging research.

2.2 THEORETICAL FRAMEWORK

2.2.1 Cognitive constructivist theory

The Cognitive constructivist theory was fashioned by Jean Piaget in early 1920s and deals with cognitive development in relation to language acquisition. Piaget (1936) believed that in cognitive development there are three basic components: schemas, which Piaget (1952) defined as a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning. The adaptation process enables the transition from one stage to another (building blocks of knowledge). These schemas are assimilation, accommodation, and equilibrium. Piaget (1952) defined assimilation as a way of using schema (knowledge) to deal with a new object. Accommodation occurs when the schema does not work and needs to be altered to deal with a new situation equilibrium, a force which moves development along. He further points out that equilibrium occurs when a child's schemas can deal with most new information. Contradictory disequilibrium occurs when new information cannot be fitted into existing schemas. He emphasizes that once new information is stored, assimilation with the new schema will continue until adjustments need to be made. The conclusion he has drawn seems relevant to the current study.

Piaget (1936) believed that human cognitive development follows a series of stages which occur in sequence: an early sensori-motor stage (birth to 2 years) which is characterized by knowledge tied to sensory and motor abilities, a pre-operational stage (2 to 7 years) whereby objects and events are represented by mental symbols, a stage of concrete operations (7 to 12 years) where children can reason logically about concrete objects and events, and a stage of formal operations (12 years and up) where a child is a critical thinker and can hold a sound conversation, and is aware of their surroundings. However, Weiten (1992), on the other hand, criticizes the stages as being inaccurate and wrong. He further states that Piaget underestimated the development of children. Dasen (1994) also protests against Piaget's stages of cognitive development on the notion that Piaget failed to consider social setting and culture which may have effects on cognitive development.

A study conducted by Bialystok (2001) further supports Dasen (1994) by pointing out that the language acquisition process is influenced by socio-economic status, language status and opportunity for formal study, among other factors. This changes dynamics, because Pongola is a rural community and that situation may have played a negative role in learners' acquisition of English. Language acquisition involves different cognitive processes (Bialystok, 2001).

The acquisition of two completely different language structures calls for one to pay maximum attention. Bilingual learners must pay attention in order to avoid making unnecessary errors cognitively and linguistically (Bialystok, 2001). An earlier study by Piaget (1958) indicates that in order for assimilation and accommodation to take place, learners need to be active, not passive, because problem solving skills cannot be taught but, they must be discovered. Some kind of consensus seems to exist amongst these studies as they reveal order for a learner to be able to learn a new language, there must be willingness on the part of a learner. They must also pay attention by asking questions and contribute positively on what is being learnt. Cummins (1979) suggests children need to gain certain linguistic competence levels in order to avoid cognitive disadvantages and allow the potentially beneficial aspects of bilingualism to influence their cognitive and academic functioning.

In order to ease second language barriers, previous studies (Confrey, 1990; Brooks & Brooks, 1993; Fosnot, 1996) share the idea that learners should be encouraged to be critical, be involved in their learning by participating fully, by asking questions and finding their own truth. Learners' mistakes should be viewed positively as opportunities for learners and teachers to explore deeper conceptual understanding. The learning environment should provide plenty opportunities for dialogue and the classroom should be seen as a community of discourse engaged in activity, reflection, and conversation (Fosnot, 1989). Furthermore, Brophy and McCaslin (1992) states that learners develop knowledge through an active construction process, not through the passive reception of information. In other words, learners must build their own understanding. How information is presented and how learners are supported in the process of constructing knowledge plays a major role. The pre-existing knowledge that learners bring to

each learning task is also important. Collectively, these basic principles pertain to the current study. Jaspal (2010) supports Piaget's cognitive development stages with regard to second language acquisition as he also claims that the age of a learner plays an important role in language acquisition. The sooner you are exposed to the second language the better. Exposure should be before one reaches puberty in order for the brain to be flexible enough to learn the new language. On the same breath, studies by Bialystok, (2001) reveal that bilinguals acquire different levels of language competence in their two languages. This prompted the researcher to select grade 9 learners in this study as participants as at their age, they should have a good command of English since they were first taught in LoLT in grade 4. It is expected that at their age, these learners should be able to translate a written text from English to isiZulu and vice versa. On the same note, Werker and Byers-Heinlein (2008) agree that individuals who learned two languages in their childhood show better proficiency than those who learned their second language in adolescence or adulthood. It is with no doubt that indeed grade 9 learners are suitable participants for this study, both cognitively and linguistically. However, when it comes to second language acquisition, there are some additional factors that may affect the lack of learners' English acquisition. These factors may be age, language exposure and context of acquisition, among other factors (Grosjean, 2008).

Cognitive constructivism focuses on internal, individual constructions of knowledge, because no two or more learners construct knowledge the same way. (Cobb, 1994; Moshman,1982) This perspective, which is derived from Piagetian theory (Piaget 1977, 1970), which has over the years, emphasized individual knowledge construction stimulated by internal cognitive conflict as learners strive to resolve mental disequilibrium. Learners are responsible for creating their own knowledge and understanding of a particular situation. When learners come to school, they do not come as empty vessels; they have an ability to create their own meaning.

From my personal experience as an educator teaching grade 9 learners, they generally prefer using isiZulu during content subjects because of the difficulty of concepts which come with content subjects like Social Sciences. This allows them

to explain new concepts in their own words in a language they understand which best facilitates the process of learning within these subjects. The cognitive constructivism theory is important for this study as it will help in the conceptualization of the interface between isiZulu and English as teachers and learners interact with Social Sciences concepts.

Translanguaging has been found to be one of the models that enhance learners' higher cognitive skills in reading development (Garcia, 2009; Hornberger & Link, 2012). This approach deliberately alternates the language of input and output during a lesson, thus allowing a learner to think and express their ideas in whichever language they are comfortable. To support this, Madiba (2012) observes that more benefits can be realized when learners' use different language repertoires in a manner that complements each other in the classroom instead of competing against each other. Lewis, Jones and Baker (2012) submit that the process of translanguaging develops a variety of cognitive processing skills in listening and reading. This is due to the bi/multilinguals having to incorporate and accommodate the information they receive by strategically choosing and selecting which language they absorb the information in.

One could have reason to believe that translanguaging could be used as an alternative way of using two languages in lessons, because it offers both teachers and learners flexibility in their interaction and the process allows the learners great opportunities for participation in the lesson (Arthur & Martin, 2006). Creese and Blackledge (2008) are optimistic that using two languages may be seen as a valuable resource that may contribute to the performance, lesson accomplishments and participation of learners in the lesson.

It serves as lenses that the researcher uses to understand the extent to which learners access their linguistic repertoires of both English and isiZulu in the learning of aspects of Social Sciences in grade 9. Even though the cognitive constructivist theory is useful in the study; it is worth noting that it is not "one size fits all" for intellectual meaning making and has received a fair share of criticism over the years. Sinha (2007) claims that the cognitive theories view human cognitive processes as illogical and cognitive psychologists are not in much of a

position to challenge cognitive linguistics. Furthermore, Evans and Green (2006) point out that cognitive linguistics differ from other language theories on the basis that they study language for its own sake, system and structure. However, as much as these theories have different views, they agree that language acquisition is a cognitive process.

2.2.2 Translanguaging theory

The concept is of translanguaging was first created by Williams (1994; 1996) who defined translanguaging as the planned and systematic use of two languages for both teaching and learning inside the same lesson. García, Bartlett, and Kleifgen, (2007) broadened the term and referred to translanguaging as a pedagogical practice in a multilingual classroom in which a learner receives input in one language and gives output in a different one. While Williams (1996) conceived translanguaging as a pedagogic theory, he recognized that this theory underpins this was a cognitive process involving a two language interchange, but having important educational outcomes. Furthermore, Williams (2003) suggested that translanguaging often uses the stronger language to develop the weaker language thereby contributing towards a potentially balanced development of a child's two languages. On the other hand, Baker (2006) discusses a range of potential advantages of translanguaging in the bilingual classroom in developing the learner's academic language skills in both languages. Baker (2011) affirms that translanguaging attempts to develop academic language skills in both languages leading to a fuller bilingualism and bi-literacy. In addition, William (1996) states that translanguaging requires a deeper understanding than just translating as it moves from finding parallel words to processing and relaying meaning and understanding.

Thus it is a practice where a learner receives instruction in one language and responds to assessment using another language. Canagarajah (2011) perceives translanguaging as a tool that empowers one to be confident in one's identity and to draw from one's background to communicate effectively with a clear voice. If one expresses themselves in a language they feel comfortable with, they are not

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afraid of expressing themselves. Furthermore, Baker's (2003; 2011) studies extended the translanguaging process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.

Significantly, Garcia (2009) suggests that translanguaging could probably be used in such a way that the language inputs (reading and listening) will be done in one language and the language outputs (writing and speaking) may be done in another language, which is why with regards to this study one of the research tools (inventory) will require learners to read and respond using one language. On the other hand, translanguaging is a dynamic bilingualism with interconnected use of two languages to negotiate meaning and situations (Garcia,Skutnabb & Guzmán, 2006). Likewise, Martin (1996) emphasizes that allowing the interaction of learners and teachers can lead to the negotiation of meaning, and offers a more effective way of assisting learners' comprehension. However, restricting the language can decrease their participation, especially those who are not competent enough in the English language as they are discouraged from expressing themselves well.

Translanguaging is, however, a contested practice because it challenges views of languages as separate entities (García, 2009; Garcia & Hesson, 2015). Cook (1999) also points out that translanguaging interferes with learners acquisition of second language, since they use it in conjunction with the second language. As a result, it seems as if the language of instruction is diluted by the mother tongue. Flores (2014) also warns against the use of translanguaging because it is not a research methodology, or additive bilingualism or a plain response to globalization, as many researchers claim but, it is a political act. In Flores case, translanguaging is seen as a form of protest or reform against stipulated languages of learning and teaching. On the same note, some parents and educators were against bilingualism. They wanted their children to concentrate on one language and establish this firmly before they were exposed to a second language (Petitto & Dunbar, 2004). However, modern research suggests that bilingualism should be promoted in school and second language acquisition does not interrupt first language development (Petitto & Dunbar, 2004).

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However the recent study by Makalela (2015) in the use of translanguaging as a vehicle for epistemic access in relation to cases for reading comprehension and multilingual interactions when providing epistemic access to students learning Sepedi at university and to primary school bilingual readers produced interesting findings. The main finding from both cases is that using translanguaging techniques, where input in one language is purposefully juxtaposed to the language of output, is an effective way to teach languages in multilingual contexts. Furthermore, Makalela (2015) suggests that the students under study preferred the translanguaging approach, which gives room for changing negative perceptions towards African languages, investing in their multiple linguistic identities, enhancing multilingualism as a norm and making language learning a positive experience.

However the recent study by Makalela's (2015) revealed that English reading proficiency skills can be enhanced through use of the learner's home language in the same lesson. Beyond this, translanguaging as a pedagogic strategy ensured deeper understanding of the content and identity formation, thereby providing important pillars for a positive schooling experience. He further states that there is, however, a need for more detailed studies that experiment with translanguaging in a variety of content and language classrooms to assess its effectiveness on ways of knowing and making sense of the world.

Childs (2016) asserts that having texts available in the various languages represented in the school classroom could go a long way to raising the status and use of the languages learners bring to the classroom. Questions as to why teachers switch to the mother tongue during lessons yielded findings reminiscent of those by Meyer (1998). As a teacher you find yourself code switching because learners find it difficult to understand textbooks and examination questions. It is difficult to make learners understand anything in English and teaching through English takes longer.

According to Chiwome and Thondhlana's (1992) whose study mainly concentrated on the use of an indigenous language (Shona) as a medium of instruction in Zimbabwe, it emerged that learners and teachers use English in the

teaching of Shona in Zimbabwean secondary schools even though they feel that Shona serves their purposes better. This is done because, that's what the education policy dictates, without putting learner's needs first.

Within the study carried out by Shifidi (2014), three selected lower secondary schools in the three political regions of Khomas, Oshikoto and Ohangwena respectively were used. The overall findings from this study revealed that teachers have acknowledged the importance of translanguaging but they do not practice it in the schools. However, different findings related to learners clearly indicate that with regards to translanguaging, they have shown positivity in the use of local languages concurrently with English because they believe it can help them to understand better. From the study carried out by Shifidi (2014), the researcher can ascertain that as much as educators feel the need for translanguaging, they may be skeptical of implementing it because they might feel that somehow they are breaking education language policy laws. Learners, on the other hand, firmly believe that if translanguaging was practiced in schools that would be to their advantage since it will enable them to have a better understanding of their lessons.

Translanguaging is a well-fitting theory because it recognizes the need for the use of both languages in a lesson. Translanguaging also promotes the use of home languages in lessons, because it assists in building the weaker language which in this case is English.

2.3. SOUTH AFRICAN LANGUAGE POLICY IN SCHOOLS

2.3.1 Previous developments within language in education in South Africa

The history of language in education policy in South Africa is a most debated one, especially the language of learning and teaching (LoLT) in African schools. The debate about language in education is not a new one in our country. There have been numerous incidents whereby language of learning and teaching have been questioned or protested against. A good example is what has become known as the Soweto Uprising of 1976, a protest against the use of Afrikaans as the sole medium of instruction in Black South African schools. The LoLT issue became the

number one factor in fighting against the system of Bantu Education during the apartheid era.

Pandor (2005), the former Minister of Education, stated that English was not compulsory as a medium of instruction. However, she contradicted herself by stating that English was going to remain as the language of education until African languages were sufficiently developed. It is now 2017, exactly 23 years after South Africa gained democracy, unfortunately, not much has been done in order to review the languages used in teaching and learning. There has been no clarity on when and how African languages will be sufficiently developed or on the criteria that will be used to determine whether or not African languages will be developed. When a learner's home language is not the same as the language of learning and teaching (LoLT), it could impact on teaching and learning.

The majority of learners in South African schools learn in their home language in the Foundation Phase (Grades R–3), but do not do so in the Intermediate Phase (Grades 4–6) and beyond (DBE, 2010). Yet English, which is spoken by a mere 8.2% of the population as a home language, remains the dominant language of instruction in South Africa with devastating results. According to Census 2011, this concern is attributed to the fact that in 2012 only 35.2% of black people, against an overwhelming 76% of whites, had managed to obtain as school exit qualification, known as the National Senior Certificate, in which performance in English plays an important role (Statistics South Africa, 2012). The National Education Policy Act (Act 27 of 1996) authorizes the Minister of Education to determine a national policy for language in education. Banda (2004) states that even though the National Department of Education promotes multi/bilingualism, it has not implemented programs and teaching materials to develop African languages thus far.

The best way to help learners as they learn and as they are instructed in their second language continues to be a challenge. Collier (1995) declares that it is confusing to believe that the first language learners must learn is English. This means that English second language learners should know English before they are taught in the language (English). Pursuing the same line, August and Hakuta

(1997) and Cuevas (1997) maintain the idea that native language use benefits English language acquisition. English language acquisition is important to English second language speakers since English is a medium of instruction in South African schools. But learners must have good acquisition of their own language first. The post 1994 language in education policy (accepted in 1997) specifies that learners have a right to be taught in any of the national official languages of the country which are eleven. Nine of these languages are native and two are Afrikaans and English. Schools should try by all means to meet learners' choice of language instruction as far as possible. According to Mwinda and van der Walt (2015), having English as a second language continues to be an additional barrier to both teaching and learning for previously academically disadvantaged groups who become even more disadvantaged.

The South African Schools Act (Republic of South Africa, 1996) and the Language-in-Education Policy (LiEP) (Department of Education, 1997) as well as the South African Languages Bill (Republic of South Africa, 2011) also advocate the development and promotion of all official languages in the country. The National Education Policy Act, Act 27 of 1996 (Republic of South Africa, 1996) and the South African Schools Act, Act 84 of 1996 (Republic of South Africa 1996) both supported the opinion of multilingualism as expressed in the Constitution. The possibilities of multilingual education were explored and on 14 July 1997. The Language-in-Education Policy (LiEP) (Department of Education, 1997) which is based on the principle of additive bilingualism, was announced. This LiEP acknowledged the multilingual nature of South Africa and endorsed the individual's right to choose his/her language of learning and teaching (LoLT). But the question is: are learners really choosing the language they are instructed in?

In spite of the apparent good intentions of the government to promote and implement multilingual education, Unterhalter (2003); Cele (2004) and Alexander (2000), all have the opinion that current language policies continue to advantage English (and Afrikaans) despite the government's claim of equality of all eleven official languages. As a Social -Sciences teacher, I truly believe that it is time the curriculum is revised and allows classroom activities to recognize learners' mother tongues. The South African Constitution (Act 108 of 1996, Republic of South

Africa, 1996) addresses the promotion of multilingualism in the following ways: all official languages must enjoy parity of esteem and be treated equitably. Section 29 (2) stipulates that all citizens have the right to receive education in the official languages.

The National Education Policy Act, Act 27 of 1996 (Republic of South Africa 1996), gives the Minister of Education the right to determine national education policy in conjunction with the provisions of the Constitution, and in accordance with certain principles. Two of these principles are: Section 4a (v): the right of every learner to be instructed in the language of his or her choice where this is reasonably practicable; Section 4a (viii): the right of every person to use a language and participate in the cultural life of his or her choice within an education institution. The right to choose the language of learning and teaching is vested in the individual. This right should, however, be exercised within the overall framework of the obligation on the education system to promote multilingualism (Department of Education 1997).

2.3.2 Current situation within language in education

In 1995 the Minister of Education announced the introduction of the new curriculum. This curriculum was intended to overturn the legacy of apartheid and catapult South Africa into the 21st century (Chisholm, Volmink, Ndhlovu, Potenza, Mahomed, Muller, Lubisi, Vinjevold, Ngozi, Malan & Mphahlele 2000). It would bring together education and training, content and skills, values and knowledge. In March 1997, this curriculum was launched and became known as Curriculum 2005 (National Department of Education, 1997). According to Curriculum 2005, a minimum of two languages should have been offered. However, there is no prescription as to what these languages should be. The most unfortunate aspect with regard to the language issue is that, rural learners are expected to be on the same level with schools that are advantaged and well-resourced, which is highly unlikely because there are major differences in terms of how proficient they are in the English language. Much still has to be done in order to bring about the

balance in how rural learners are taught, especially in content subjects which are far more challenging compared to languages

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2.3.3 Languaging and epistemic access in Social Sciences

Translanguaging has its roots on bilingualism/ multilingualism. Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages (Baker, 2011). Translanguaging concerns effective communication, function rather than form, cognitive activity as well as language production. It is important to understand the role of English as an official language and the language of learning and teaching within these classrooms, as well as the role played by indigenous languages in Social Sciences. Translanguaging is defined by Garcia, Skutnabb and Guzmán (2006), as the use of more than one language in a classroom. They referred to translanguaging as a planned and systematic use of two languages inside one lesson which will help the learners to learn and understand through interactional communication with the teacher and their peers.

According to the Department of Education (1997), the advancement of multilingualism as a major resource affords learners the opportunity to develop and value: their home languages, cultures and illiteracies; other languages, cultures and illiteracies in our multilingual country and in international contexts; and a shared understanding of a common South Africa. A focus on an integrated and non-disciplinary division of knowledge in Curriculum 2005 led to an introduction of eight learning areas that replaced school subjects. The understanding here was that learning areas would promote strong integration of what is learned both academically and in everyday life (Chisholm, et al., 2000). Most learners tend to bi/multilingual switch when they cannot find an appropriate word or expression or when the language being used does not have the necessary vocabulary item or appropriate translation (Grosjean, 1982). Language is much more than a tool for communication and thinking; it is always political (Gee, 1999). Decisions about which language to use, how, and for what

purpose(s), are political. However, the political role of language is not dealt with in the literature on bi/multilingualism, teaching and learning.

Translanguaging practices allow for fluid movement between the home and school languages instead of being dehumanized by traditional language practices. Teachers and learners are encouraged to bring their languages to the classroom. In so doing, they are able to experience being human as social, thinking, transforming individuals participating with others in the world they inhabit together (Childs, 2016).

The problem under examination within this study is to understand the use of translanguaging in the Social Sciences classroom and to ascertain whether or not the use of translanguaging is able to yield positive results towards strengthening and improving the teaching and learning of Social Sciences as a content subject. It is important to understand the role of English as (LoLT) as well as the role of isiZulu in a Social Sciences classroom. This study intends to investigate whether the practices of translanguaging exists in Social Sciences classrooms and whether it is effectively adopted. It is for the above stated facts that this chapter outlines the context of the research problem in terms of the place of translanguaging in grade 9 Social Sciences classroom in the Zululand district. The chapter also reviews work done in relation to different perspectives of teachers on the use of translanguaging in the classroom by both teachers and learners.

2.4 AFRICAN, SOUTH AFRICAN AND INTERNATIONAL TRENDS IN TRANSLANGUAING EDUCATION

Research has demonstrated the positive impacts of bi/multilingual learning in England (Kenner,Gregory, Ruby, & Al-Azami,2008) and America (Thomas & Collier 2002). However, there is often a disconnection between the dominant language of the classroom and the home language of South African learners (Childs, 2016). In South Korea, Li (1998) found that teachers felt that the implementation of the communicative approach to language teaching was difficult owing to several reasons, some of which had to do with the teacher, the learners,

the educational system and the communicative approach itself. Probyn (2002) maintains that teachers feel that students' low proficiency in English does not warrant its use as LoLT.

Focusing on the African context, Kembo (2000) states that, if the people of Africa want to give themselves a realistic opportunity to develop to their full potential educationally, economically and politically, and to contribute to the resolution of their many problems, the issue of language in education must be addressed. Traditional language teaching holds languages apart to avoid the corruption of the pure form of the language (Garcia, 2009; Makalela, 2015). More recent language pedagogies resist the stark separation of languages (Hornberger, 2006; Garcia, 2009; Hornberger & Link, 2012; García & Wei, 2015; Heugh, 2015). Conceiving of languages as Home Language, First Additional Language, Second Additional Language as in the current South African school curriculum sets languages carefully apart. Learners are expected to learn languages as parallel systems rather than understanding language as an integrated process (Childs, 2016). Gibbons (2002) defines scaffolding as a special kind of help by which the teacher temporarily assists learners while they perform different tasks so that, in the future, integrating content and language in English language teaching in secondary education is made possible. Scaffolding can take the form of asking questions, activating prior knowledge, creating a motivating context, encouraging participation, offering hints, and feedback. It may also include adapting materials to respond to learners' needs (Guerrini, 2009; Reiss, 2005) while fostering students' higher order mental capacities and cognitive content engagement (Hall, 2010; Kong & Hoare, 2011; Lyster & Ballinger, 2011). Survey studies (Tella, Räsänen, & Vähäpassi, 1999; Hellekjaer & Westergaard, 2003) suggest that the effectiveness of English-medium content teaching is influenced by language problems, in that the language seems to constrain teaching and instructional methods.

The South African Constitution (RSA, 1996) and the South African Schools Act (RSA, 1996) acknowledge the right of all learners to receive education in the official language or languages of their choice in public educational institutions where this is reasonably practicable. In accordance with the Constitution and the

Schools Act, the Department of Education's Language-in-Education policy (DoE, 1997) and the Working Group on values in education (James, 2000) aim to promote multilingualism and the development of the official languages and to pursue a language policy most supportive of general conceptual growth amongst learners. According to research findings (Von Gruenenwaldt, 1999, Vermeulen, 2000,) the home language is the most appropriate medium for imparting the skills of reading and writing, particularly in the initial years of schooling.

In a research project that was undertaken during 2000 by the Pan South African Language Board (PANSALB) (Barkhuizen,2001.), 90% of the participants indicated that they were in favor of home language education. Learning and changing over to a second language is a traumatic experience; it takes a learner up to seven years to acquire adequate skills in a second language (De Witt et al., 1998).This may significantly delay, sometimes permanently, learners' academic development (De Witt et al., 1998). Despite these reasons while home language education is an educationally sound policy, the majority of South Africans prefer English and not their home language as LoLT. Gough (1994), however, is of the opinion that the development of learning material in Indigenous African Languages (IALs) is not an insurmountable problem.

Despite the valuable work of the South African Department of Arts and Culture's National Language Service directorate and PanSALB, there are still major challenges in the development of technical terms in the Bantu languages. One of the most important of these is the dissemination of terms already normalized for use in school classrooms. Shifidi (2014) states that learners, on the other hand, firmly believe that if translanguaging was practiced in schools that would be to their advantage because they feel that they would understand their lessons better. Translanguaging may ease home school links and cooperation, especially if the child is being educated in a language that is understood by the parents. As translanguaging involves the reprocessing of content, it may lead to deeper understanding and learning and this, in turn, allows the child to expand, extend and intensify what he has learned through one language in school through discussion with the parent at home in the other language (Baker, 2011). In relation to the South African context, many learners in rural schools are only

exposed to English in the formal school context and not in their immediate environment.

Lewis, Jones, and Baker (2012) and Canagarajah, (2014) clearly indicate that with regards to translanguaging, the learners had revealed positivity in the use of local languages concurrently with English because they believed it could help them to understand better. On the other hand, English language infrastructure of urban schools is more supportive and both teachers and learners have a greater access to speakers of English as well as easier access to magazines, newspapers and television (Setati, Adler, Reed & Bapoo 2002). The above findings leave much to be desired when it comes to poor learners who are in rural areas and learners who do not have access to appropriate material to assist in their English acquisition.

In the USA schools where all instruction is given through the second language (i.e. English), Cummins (1981) states that non-native speakers with no schooling in their first language take seven to ten years to reach age-level as well as grade-level norms. Immigrant students who have had two to three years of schooling in their first language (in their home countries) take at least five to seven years to reach age-level and grade-level. This means that there would always be a ten and seven year gap that separates learners who are second and native language speakers. Collier (1989) is of the view that non-native speakers schooled in a second language for part or all of the day typically does reasonably well in early years, from the fourth grade. However, when academic and cognitive demands of the curriculum increase rapidly, students with little or no academic and cognitive development in their first language fail to maintain positive gains. Learners who have spent four to seven years in a quality bilingual program sustain academic achievement and monolingually outperform learners schooled in the upper grades. This proves that if learners are exposed to being taught in both languages they can do very well in their school work, because the language barrier will be eliminated.

The views of Cummins (1981) and Collier (1992) reveal the importance of cognitive development in the academic field and how learning in English

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negatively impacts on the cognitive development of English second language learners. Understanding and decoding is vital for English second language learners to master the subject content. The English vocabulary is a primary determinant of comprehending. According to Garcia (1993), students whose first language has many cognates with English have an advantage in English vocabulary recognition but they often require explicit instruction to optimize transfer for comprehension. Research evidence (Goodman, Goodman & Flores, 1979; Mace-Matluk, 1982; Hudelson, 1987; Bialystock, 1991) indicates that literacy skills related to decoding tasks of reading have been found to transfer between languages. However, these skills must be contextualized within meaningful instructional contexts for full transfer to occur.

This is not the case in South African schools as teachers stress on familiarizing English second language learners with English in preparation for the examinations, which are conducted in English. August and Hakuta (1997), Cuevas (1997) and Roberts (1994) believe that reading and writing in the first language assist with reading and writing in the second language. Therefore, in order for English second language speakers to overcome barriers due to the use of English as a language of instruction, the mother tongue should not be ignored in the teaching of the content subjects. Students whose first language is not English need a balanced and appropriate literacy programme. Difficulties in acquiring the school language can impact on academic progress (Benson, 2004). Individuals learning through the medium of an additional language rather than a home language can be labeled as incompetent or slow.

In a research article titled 'Exploring translanguaging case study of a Madrasah in Tower Hamlets' conducted by Hassan and Ahmed (2015), they used observations which took place over a number of weeks and involved the same group of students and teacher. The observations revealed that the teaching session in the Madrasah was mainly in the form of a formal lecture followed by interactions between the teacher and students taking place through discussions. The analysis of the data revealed that the teacher's style of delivery followed a theme of reading the original text in Arabic, then translating it into Urdu and thereafter explaining the verse in English and, in rare cases, Sylheti. This technique enabled

the same information to be repeated to the students a minimum of three times, and, in some cases, where Sylheti was used, four times. It is evident that the teacher used his multilingual competences most frequently as a means of repeating information and thereby embedding that information into the students' minds.

Additionally, the analysis found that multilingual competencies were employed when conveying information in an indigenous language where other languages were less able to provide a definitive meaning for a certain word. In other words, both teacher and student simultaneously switched between English, Bengali, Urdu and English in order to grasp the definition of new vocabulary. From the above discussion, it is evident that translanguaging has a significant role in teaching and learning within the Madrasah. The findings demonstrate how multilingual teachers and learners in Madrasah use translanguaging to engage with the core content of the Islamic curriculum. This study has some similarities with the study being undertaken. In this particular study, learners live in rural part of Zululand district. The languages they are exposed to are English and isiZulu. The teacher will convey the lessons by employing these two languages to give meaning to the lesson. Learners will make use of these two languages to respond to the teacher and write their classroom assessments.

2.5 LANGUAGE PRACTICES USED BY TEACHERS IN THE CLASSROOM

What teachers teach (the curriculum) and how they teach it (pedagogy) are central to the value of every lesson. But other elements of teaching matter too, states Goss and Sonnemann (2017). At the start of every year, teachers have the opportunity to create an effective learning environment for learners in order for them to succeed. The climate that emerges in each classroom in the first few weeks can persist for the rest of the year (Goss & Sonnemann, 2017). What if opposite behavior emerges when learners are unable to show the desired interest in their studies, and show disinterest in participating in the classroom? In most cases learners fail to participate during the lessons because of the language barrier. Learners know answers or they want to ask questions, but they do not

know how to express themselves clearly in English. As a result, learners find themselves failing their assessments, and teachers become frustrated.

In most cases, it is not that as content subject teachers we do not know where the problem lies. It is just that teachers do not have the means to assist their learners when it comes to accommodating them in this language dilemma, because the education policy at the present does not have room for translanguaging in the classroom. In view of the above, Mwinda and van der Walt (2015) point out that English as a second language continues to be an additional barrier to both teaching and learning for previously academically disadvantaged groups who become even more disadvantaged.

Lemmer (1995) observed that teachers in traditional black schools often lack the English proficiency that is necessary for effective teaching.This cannot be denied as rural schools learners are truly struggling. Similarly, Boakye and Mbirini (2015) emphasize the need for South African educators to take an active role in using translanguaging as a pedagogical tool in order to promote academic literacy in multilingual contexts.This could include students receiving information in one language and reproducing it in another language (Mazak, 2016). For example, learners may read a History passage in English and answer in isiZulu.

However educators do not have the knowledge and skills to support English language learning and to teach literacy skills across the entire curriculum, especially in content subjects. Van den Berg (2000) warns that this may have negative consequences for the learners, because they are dealing with two language structures. Baker (1996), Skutnabb-Kangas (2000) and Ball (2010) maintain that many of the skills acquired in the first language could be transferred to the second language. However, it is important for learners' home languages to be sufficiently developed in order for them to be able to transfer to their second language.

The home language also has an ability to bring its speakers together and create a sense of belonging. In contradiction, scholars such as Dyers (1998), Turner (2012), Dalvit and de Klerk (2005) indicate that negative attitudes towards local

languages exist wherein participants argue that other languages offer better opportunities than IsiZulu and other African languages. Turner (2012) agrees with the above statement by Dalvit and de Klerk (2005), by pointing out that learners in KwaZulu-Natal stated that they opted for Afrikaans over isiZulu because not only is it easier, but also because it offers wider opportunities in the global context than isiZulu does, as Afrikaans has a closer relationship with Germanic languages. As much as there are learners who prefer being taught in other languages except isiZulu, what about learners who want to be taught using both languages, with isiZulu being the chief language? What about teachers who want to teach using translanguaging in content subjects?

Translanguaging is a pedagogical scaffold that enables teachers to strategically draw on their learners home languages as they are teaching them English. Because translanguaging is the discursive norm for all bilinguals, drawing on learners first language strengths is an important strategy that supports the acquisition of English and also affirms learners' identities (García, 2010). Champlin (2016) conducted a study on how translanguaging promotes literacy skills in bilingual students. His research focused on the impact that the use of translanguaging strategies has on bilingual learners and whether or not these strategies support their English language development. The findings from Champlin's (2016) study reveal that translanguaging did promote the growth of learners English language development. Furthermore, the findings showed that teachers use various translanguaging strategies in their classrooms, but only a few are confident about the positive effects of these strategies. Implications from this study indicated that teachers need to be formally trained in using translanguaging and supported in their use of these strategies in alignment with current language policies and programs.

It is important that the teacher should try to talk to a learner's level of understanding and the learner should be able to understand what the teacher is saying (Richards & Lockhart, 1994). The role of the teacher in the acquisition of a second language in a resource less environment must never be under estimated. Von Gruenenwaldt (1999); Adler,Slonimsky and Reed, (2002) indicate that there

is a specific challenge that is immediately visible in classrooms during the teaching and learning of content subjects.

Learners find it difficult to communicate with each other and with the teacher if the language of instruction is not the main language they share. The learners' main language is not the same as the language of instruction and the language in which texts for the different subjects are produced. Based on the literature reviewed on the practices used by teachers in a classroom, it is for this reason the study seeks to establish the language used by educators in teaching of Social Sciences, the language used in assessment activities and providing assistance to learners in the classroom while doing their tasks.

2.6 LANGUAGE PRACTICES USED BY LEARNERS IN A CLASSROOM

School learners who have the freedom to express themselves in their home language in learning contexts may have a particular educational advantage (Heugh, 2008; Simkins & Patterson, 2005). Learners have to take responsibility for their own learning, and become actively involved in knowledge construction with the guidance and support from the teacher and more knowledgeable peers through collaborative interaction. This connection can enhance teaching and learning (Childs, 2016). Unfortunately, currently learners have no voice on the type of education they wish to receive. Burroughs (2011) expresses her concern about the fact that, although the LiEP stipulates the language curriculum requirements, it is done in very general terms and it is apparent that the policy is silent with regard to determining which language or languages the child shall be exposed to at school even in the first critical years of education.

Any child who cannot use the language which he/she is most familiar with (usually the home language), is disadvantaged and unlikely to perform to the best of his/her ability (Owen-Smith, 2010). One's home language plays an important role in one's life and obviously in education. Therefore, Gass and Mackey (2006) refer to input as the language to which the learner is exposed either orally or visually. Basically it is the language they are familiar with (Home language). Learners may

therefore compare sound patterns, words, and concepts between their own language, which in this case is isiZulu, and a new language that they are learning, which is English.

Lems, Miller and Soro (2010) define language transfer as the action, conscious or unconscious, of using features of a home in the learning of a new language. Basically, it's a concept of starting from the known to the unknown for learners. August and Hakuta (1997) state that different approaches are also necessary because of the great diversity of conditions faced by schools and the varying experiences of learners with literacy and schooling in their first language. Hornberger (2003) defines biliteracy as the use of two or more languages in reading and writing. When students use two languages to read or take notes in two languages, they are using biliteracy. Biliteracy, therefore, involves cognitive activity in two languages in which literacy development in both languages is facilitated.

The home language can therefore be used to build the unknown language. The outcome will be that learners become competent in both languages. Garcia (2009), supports the latter statement by pointing out that learners who are bilingual are able to listen and respond in a graceful way that is a far cry from the more limited communication of monolingual counterparts. Childs (2016) also explores the (potential) dehumanizing nature of language use in many South African classrooms by highlighting the regular disconnect between the dominant language of the classroom and the home language of the learner. She concludes that translanguaging practices are inherently humanizing, affording teachers and learners opportunities to participate as social, thinking and transforming individuals. To support this, Macdonald (1990) agrees that within South African schools, the change from mother tongue education to English caused many problems as many learners did not have sufficient proficiency in English to cope with the syllabus. Black learners were subjected to a cognitively impoverished curriculum making it difficult for them to cope with the curriculum in English.

Research by O'Donnell and Wood (1992) suggests that instructional methods for teaching second language learners should focus on meaning construction,

whereas Heath and Mangiola (1991); Ovando (1993) and Tharp (1989) believe that the focus should be on language development. As far back as 1988, Gay (1988) advocated a 'balanced curriculum' for English second language learners that provide explicit and flexible instruction in English within a meaningful context. A study conducted by Mitchell and Myles (2004) explains that the logical problem of language learning is caused by messy and fragmentary input, making abstract concepts based on limited examples of languages. Furthermore, Knapp and Shields (1990) caution that the instruction for cultural, ethnic and linguistic minority students that is primarily skill based may limit children's learning. Skill-based instruction fails to develop children's analytical or conceptual skills and fails to provide purposes for learning.

At the heart of Piaget's theory (1957) is the principle that cognitive development occurs in a series of four distinct universal stages, each characterized by increasingly sophisticated and abstract levels of thought. These stages always occur in the same order and each builds on what was learned in the previous stage. Goldenberg and Gallimore (1991) argue that a balanced literacy acquisition provides a balance of proper instruction and learner directed activities that incorporate aspects of both traditional and meaning-based curricular.

On the other hand, translanguaging has been found to be one of the most effective models that enhance learners' higher cognitive skills in reading development (Garcia, 2009; Hornberger & Link, 2012). This approach refers to an educational process that allows learners the opportunity to develop their ability to move between languages or language varieties (Hornberger & Link 2012). This could include students receiving information in one language and reproducing it in another language (Baker, 2006; Mazak, 2016).This is whereby learners read a text in first additional language (English) and then summarize it in either their home language (isiZulu) or both languages.

According to Baker (2007), he points out that learning to read in the second language is valuable for the development of that language. For example, reading in a second language such as English will extend the learner's vocabulary in English and also improve their grammatical competence in the language.

However, much research studies (Idris, Baba & Abdullah, 2011; Choy & Lee; 2012; Dehkordi & Shafiee, 2016) point out that, learners find this form of literacy difficult, mainly due to their limited vocabulary in English which impacts negatively on their ability to paraphrase passages. Garcia (2011) explains that students who have developed literacy in their native language will tend to make stronger progress in learning literacy in the second language because they will already have learnt how to decode words, know where words begin and end, and know how texts are structured and the use of punctuation. These do not need to be learnt again for a second time.

As a solution, the adoption of students' language of common use (L1) as a teaching and learning tool (Choy & Lee, 2012) to scaffold academic discourses (Paxton, 2009) may assist learners to overcome their learning problems (Visedo, 2013). Moreover, the approach is suitable for the South African context because the adoption of planned and structured translanguaging activities enables a teacher to contribute meaningfully to 'a transformative pedagogy' (García & Wei, 2014) that can address issues of inequality in education. Thus from the literature reviewed in relation to translanguaging, it is evidently clear that there is a need to explore and experiment with translanguaging in content subjects because there is not much research which has been done addressing translanguaging in content subject like Social Sciences. Instead, much of the research focuses on the languages.

2.7 LEARNERS' PERFORMANCE IN ASSESSMENT ACTIVITIES, WHEN USING THE HOME LANGUAGE AS LANGUAGE OF INPUT AND ENGLISH AS LANGUAGE OF OUTPUT.

Several authors have researched on learners' performance in assessment activities, when using the home language compared to LOLT which is English in this case. Ngcobo, Ndaba, Nyangiwe, Mpungose and Jamal (2016) (from Mangosuthu University of Technology) conducted a study focusing on Translanguaging as an approach to address language inequality in South African higher education. This study centred on the issues of medium of instruction which was motivated by the Language Policy for Higher Education (LPHE) which was implemented by the Department of Education (2002). This study adopted the

qualitative approach which provided and engaged participants with texts that are in first language and second language. Participants were required to summarize across the two languages of the project, which were English and isiZulu. They also investigated the participants' perceptions on the use of first language (isiZulu) and second language (English) in the Communication in English course. As much as this study focuses on higher education institutions, the common factor with the current study is the language of input and output. The students were permitted to respond in either English or isiZulu or a combination of English and isiZulu.

The researchers identified and described patterns that emerged from the collected data focusing on three themes. The three themes were translanguaging, challenges in summarizing across languages and value of the translanguaging learning approach. Students used their knowledge of the two different languages to complete various tasks. The overall findings indicated positive reflections on the benefits of the translanguaging approach. These benefits were indicated as the opportunity to transfer knowledge and skills, not only from first language to second language but bi-directionally between two used languages. Ngcobo, Ndaba, Nyangiwe, Mpungose and Jamal (2016) further discovered that knowledge of different languages provides support in shuttling across language activities. In this manner, a task that involves summarizing a text in two different languages requires the students to tap into their basic translation and interpretation skills. For success in this area they should possess a rich vocabulary and some basic translation skills. In cases where they struggle with vocabulary, the tasks required them to seek additional information from other learning resources. In this manner, the support provides the ESL (English Second Language) students with a more equal opportunity to learn and succeed in education. Their overall findings indicate positive reflections on the benefits of the translanguaging approach. These benefits are indicated as the opportunity to transfer knowledge and skills, not only from first language to second language but bi-directionally between two used languages.

Another study conducted by Mgijima and Makalela (2016) investigates the effects of translanguaging on the bi-literate inferencing strategies of fourth grade

learners. This study focused on grade 4 learners who learn English as an additional language (L2) and isiXhosa as the home language (L1) in the Eastern Cape in South Africa. The study used quantitative and qualitative means of data collection. For the quantitative methodology, a battery of tests that included pre-tests and post-tests, comprising mostly open-ended questions was used. Observations and field notes were used to collect data for the qualitative section of the data collection. A rural school was considered for the study because schools located in rural areas perform poorly in the Annual National Assessments (ANA) and need more support to improve the quality of their education (Department of Basic Education, 2014).

One rural school in quintile 2 in the Matatiele District in the Eastern Cape was selected to participate. During the tests, each reading passage was read aloud by the teacher while learners listened to and read along silently. The questions for the pre- and post-tests and for each language had been typed and printed out onto A4 size sheets. Short passages of approximately 50 words were used to introduce the concept of reading a text in one language and answering questions in a different one. The results showed that the participants performed better in the post-tests than they did in the pre-tests. In essence, the results show that translanguaging enhances learners' ability to apply background knowledge when reading, thus improving reading comprehension.

Childs' (2016) research reflected on translanguaging in multilingual classrooms, where she explored possibilities of using emancipatory and inclusive language practice such as translanguaging as a means of providing a more humanizing experience in the classroom. An arts-based approach was employed. Poetic inquiry allowed for an expression of deep understanding of the ways language could be used to enable learners and teachers to be more expressive of their thoughts and feelings when analyzing the poem.

Poetic inquiry was chosen as a means of analyzing and representing her understanding of humanizing and dehumanizing experiences of learners who are not skilled in the dominant language of the classroom. In addition to the poetry, she used photographs that were composed and captured to intensify the

representation of their understanding of dehumanizing classroom practices in the context of a multilingual classroom. In considering a means of providing humanizing experiences for learners and teachers in multilingual primary school classrooms, as a teacher, she considered some of the complexities of multilingual classroom contexts. Both the teacher and the learners were able to experience being more fully human when their language, culture, and history are recognized and welcomed in the school classroom. Arts-based methods in the form of poetic inquiry, complemented by photographs, were used to strengthen the argument for the incorporation of a translanguaging approach within the school and teacher education curriculum.

Shifidi's (2014) study aimed at exploring the existence of translanguaging in Namibian schools, the extent to which translanguaging occurs during lessons as well as looking at opinions from teachers whether translanguaging has a potential to enhance learners' understanding of the subject contents. This study was designed as a qualitative comparative case study and aimed at ascertaining perceptions of teachers and learners on the translanguaging phenomenon in Namibian schools, particularly at junior secondary level. The data was collected from learners and teachers at their schools in their classrooms during lessons. He used a qualitative case study design to investigate the concept of translanguaging in three different schools from three different regions in Namibia, using a non-participant observation where respondents were not aware of what he was observing. He used observation check lists while audio-recording whatever happened at the same time in order to experience the practicality of what exactly transpires in classes where translanguaging is employed.

Shifidi mainly observed the use of English language and local languages during lessons, focusing on the language learners used when asking teachers questions, the language teachers used in answering these questions, and the manner in which learners interacted with other learners during these lessons. Furthermore, the semi-structured interview method was also used where both teachers and learners were interviewed to get their views on the use of translanguaging during lessons. The results from these three schools reveal that the teachers were not really familiar with the concept of translanguaging, but they were more familiar

with code switching. Thus the two terms were used synonymously. The results showed that this phenomenon was really an issue of concern in Namibian schools and needs to be looked into by policy makers within the Ministry of Education from a policy point of view and from the actual classroom perspective. Both teachers and learners have acknowledged the necessity of translanguaging and cited the potential of translanguaging in enhancing learning and understanding, participation and socialization in multicultural/lingual classrooms.

From the literature reviewed above, it is evident that in most of the research that has been conducted there is a literature gap when it comes to the use of translanguaging in content subjects like Socials Sciences and also with senior phase learners. This means that this study will contribute towards what transpires in a classroom situation, whereby learners have to master both the language of instruction and the content language.

2.8 CHAPTER SUMMARY

This chapter has presented the trends in knowledge structure globally, in African countries and locally. Globally, translanguaging is a well-known phenomenon. Researchers believe that it plays an important role for learners who are taught content subjects in a second language. In relation to African countries, translanguaging is very new and educators are reluctant to try it, even though they believe that it could benefit learners greatly. In South Africa, there is a lack in translanguaging research which has been done on content subjects. However, researchers like Makalela (2015) see the need for translanguaging given our political history and the educational barriers which were brought by the medium of instruction which is English. It is hoped that this study will attempt to answer some of the questions regarding the practise of translanguaging in content subjects like Social Sciences. The following chapter (Three) will give a detailed descriptive analysis of the methodology used in the study during the data collection process. It will outline the choice of research design and sampling methods the researcher followed when collecting data.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the detailed methodological components used for research. It outlines the research paradigm, research design, target population, sampling and sampling procedures, research instruments, data collection procedures, research instruments, data collection procedures, data analysis and ethical considerations. The principal objective of this study was to find answers to the following research questions:

- What language practices do teachers use in a classroom situation in the teaching of Social Sciences?

- What language practices do learners use in the performance of activities in a Social Sciences classroom?

- How will Learners perform in assessment activities when using isiZulu as an input and English as an output?

- How will learners perform in assessment activities when using English as an input and isiZulu as an output?

3.2 RESEARCH PARADIGM

This study employed a mixed-methods approach in investigating the problem. Mixed methods were selected for this study because they allowed gathering data to using both quantitative and qualitative approaches to answer the research questions. Qualitative research methods were used to ascertain the language practices used by teachers in a classroom situation in the teaching of Social Sciences in Grade 9 and to ascertain the language practices used by learners as they participate in class activities through observations. The researcher observed the teachers while teaching. The quantitative research methods on the other hand were used to determine learners' performance in assessment activities when using isiZulu as an input and English as an output. It was also be used to

determine learners' performances in assessment activities when using English as an input and isiZulu as an output.

The intent was to use a design that would result in coming out with reliable and credible results to answer the research questions. This view is also supported by McMillan and Schumacher (2006), who argues that the research design is the overall plan or strategy by which the research questions are answered where a hypothesis is tested.

3.3 RESEARCH DESIGN

Exploratory Solomon Four quasi-experimental Group Design was employed in this study**.** This research design assisted in answering the third objective, which aimed to determine learners' performances in assessment activities when using isiZulu as an input and English as an output. Solomon 4 quasi-experiments will be used in four schools.

There were four groups; the researcher treated each school as an individual group. The first group received pre-test, treatment (researcher taught learners) and post-test. The second group received pre- test and post- test only. The third group received treatment and post-test. The fourth group received the post-test only. The reason behind employing Solomon 4 quasi-experiment as a research design was that it allowed the researcher to find out if these four comparisons helped to determine whether or not an intervention made a difference, whether the difference is unaccounted for by problems of internal validity, and whether there is an interaction between testing and the intervention.

3.4 DELIMITATION OF THE STUDY

This study was based on classroom-based educators in the Senior Phase. This mainly refers to educators who teach grade nine social sciences respectively, and the learners. Grade 9 was selected for this study because it is the last grade in the senior phase. Cognitive repertoires of learners are expected to have developed

such that learners are able to participate in lessons and follow instructions in the Further Education and Training phase. The findings of this study can only be interpreted within the context of the study based in a rural KwaZulu Natal Zululand district; in relation to using translanguaging for teaching content subjects such as Social Sciences.

3.5 TARGET POPULATION AND SAMPLING PROCEDURES

This study was conducted in the Zululand District, specifically Belgrade local education circuit which has 8 schools. For the purpose of this study, the population comprised of 8 schools. Only 4 schools were purposefully selected for this study.

3.5.1 Target Population

Population refers to the universal units from which the sample is to be selected (Bryman, 2008). The target population for this study was the Social Sciences educators and learners across high schools which are under the Zululand district.

3.5.2 Sampling and sample

For the qualitative aspect of the study the researcher adopted purposive sampling to select four (4) grade nine classes in four different high schools in the Zululand district. These classes possessed the following characteristics: English was used as a language of teaching and learning, while isiZulu was offered as a home language; Social Sciences was offered as a subject, and the schools in which classes are found were in close proximity. The overall research focused on the History part of Social Sciences only. For the quantitative aspect of this study the research used four classes as intact groups to conduct the Solomon four quasi experiment. Simple random selection was used to allocate classes as group 1-4 as indicated on table 3.1. The sample comprised of 4 grade 9 intact classrooms in

four high schools. All learners participated in the study through intact groups and the Social Sciences teachers in each class also formed part of the sample.

3.6 ETHICAL CONSIDERATIONS

Approval for the study was sought and granted from the University of Zululand Research Ethics Committee as well as from the Department of Basic Education through the Regional Chief Director who granted the researcher permission to go ahead with the study. Principals of schools were visited to ask for permission to conduct the research in their schools. Participants were made aware that they were under no obligation to continue with the study, and at any point could decide to withdraw. They were not identified in the reporting of the data or the final thesis. They were informed of the purpose of the study, the methods of data collection and analysis to be used and the manner of publishing the outcomes.

These ethical procedures were followed throughout the study to protect the confidentiality of the participants. This was particularly important when one considered the relationship of the participants to the institutions that regulate the change. It was thus imperative that individual participants were not identified as this may affect their career prospects. The identity of the participants' schools was also withheld to avoid unfair assumptions about the culture, leadership or strategies of a specific school.

3.7 DATA COLLECTION

In order to collect reliable data, the researcher has to know the source where to collect his or her data. He/she needs to know also the procedures and tools to be used in collecting data for his/her research study. Observations and a reading comprehension inventory were used as methods of collecting data.

3.7.1 Observation

Researchers such as Kothari (2004) have outlined some strengths and weakness of the observation method. The strengths of this method have been highlighted by Kothari. For instance, in the observation method subjective bias is eliminated, especially if observation is done accurately. Furthermore, the information obtained from the observation method tends not to be complicated by either the past behavior, or future intentions or attitudes of the respondents. He also indicated that the observation method is independent of the respondents' willingness to respond and it is rather less demanding on the active cooperation between the instigator and the respondents as could be the case in the interview or the questionnaire methods. On the other hand, the major weakness of the observation method is that it has various limitations such as it being expensive because it requires the presence of the investigator. Another limitation for observation are the limited sources of information due to the limited sample of the respondents. Kothari has also indicated that the possibility of unforeseen factors such as time and inaccessibility to potential informants can also be experienced.

In this study the researcher used non-participant observation where respondents were not aware of what was being observed. Observation check lists was used to write down what was being observed. This method was chosen because it was necessary to observe exactly what happens during lessons with regards to the use of language and the existence of translanguaging in grade nine Social Sciences lessons. This method seemed to be an appropriate tool for data collection, in order to experience the practicality of what exactly transpires in classes concerning the use of the English language and local languages during lessons.

Observations were used to observe four Grade 9 Social Sciences classrooms for three consecutive days per class to determine the language of input and output used by both the teachers and the learners. The observations were semi-structured. These observations were systematic in that they measured classroom behaviours. This method seemed to be an appropriate tool to answer qualitative research questions, such as: what language practices do teachers use in a

classroom situation in the teaching of Social Sciences and what language practices do learners use in the participation of activities in a Social Sciences classroom?

A semi- structured observation schedule was used to guide the researcher on what to observe and when to observe during the lessons. Observations also allowed the researcher to observe how educators and learners interacted during the lessons. The observations lasted for 45 minutes for three consecutive days since schools' period time tables ranged from 45 minutes to an hour. In total that was 2 hours 15 minutes up to 3 hours per class. This gave a total observation time of 9 hours to 12 hours.

Furthermore, classrooms were observed in order to determine the language used by both teachers and learners during lessons when explaining class objectives, introducing new lessons, explaining difficult concepts, giving feedback, giving homework or class work, when learners seemed not to understand and when summarizing the lesson and dismissing the learners. In the case of learners, the researcher observed the language learners used when asking teachers questions, answering teachers, and interacting with other learners. After the observation, instances of translanguaging during lessons were transcribed, but not everything that happened in the classroom was recorded.

3.7.2 Reading comprehension inventory

In order to control the situation during data collection, a reading comprehension inventory was used in order to determine the language of input and output used by learners as they participate in written assessments. Solomon 4 quasi-experiment was used to administer an inventory (test) by means of a class test. The four classes sampled to participate in this study were labeled A, B, C and D.

Table 3.1: Solomon 4 quasi-experiment

Group	Pre-test	Treatment/intervention	Post-test
A	X	X-isiZulu input, English output	X
B	X		X
C		X- English input, isiZulu output	X
D			X

The table above shows how the Solomon quasi experiment was carried out. Groups labeled A, B, C and D represent each of the grade 9 classes as on the first column in the table above. As indicated in the second column, Groups A and B received a pre-test which comprised of a reading passage followed by questions. The passage was extracted from a grade 9 Social Sciences textbook and translated into isiZulu, learners read an isiZulu passage, questions were then asked in isiZulu and answers were given in English. The other passage was written in English, questions were asked in English and the answers were in isiZulu. Groups A and C received intervention. For the intervention the researcher conducted a lesson with learners using translanguaging techniques. Group A and group C received both English and isiZulu input and isiZulu and English output were used. The interventions were two days apart. For group A the first day isiZulu intervention was done; on the second date English intervention was done. Four days lapsed before the post test was written, vice versa for group C. Groups A, B, C and D received a post test to determine whether groups A and B perform any better in the test since they received pre-test; and whether groups A and C performed any better since they received treatment.

3.7.3 Administering of reading comprehension inventory

The purpose of the reading comprehension inventory was to determine the language of input and output used by learners when participating in their assessments.

3.7.4 Piloting of the reading comprehension inventory

The reading comprehension inventory was piloted by six grade 9 learners from neighboring schools. The pilot group found the questions used in the inventory to be appropriate and the language used acceptable. No ambiguous questions were detected from the list of questions.

3.7.5 Participants for the reading comprehension inventory

In total, 4 classes were observed; one class per school, which consisted of one educator and the learners. The sample was closely examined to ensure that external validity will be cleared since using the Solomon four research design was employed.

3.7.6 Sorting and categorization

The process of data analysis commenced soon after all the instruments were completed. The observations were sorted and analyzed according to the patterns that emerged.

3.8 DATA ANALYSIS AND PRESENTATION

The research data collected was extensive and was analyzed using both qualitative and quantitative methods. Patton (1990) notes that the analysis of the empirical data aims to make sense of massive amounts of data, reduce the volume of information, identify significant patterns, and construct a framework for communicating the essence of what the data reveal.

3.8.1 Reading comprehension inventory

The pre-test and the post test results of the reading comprehension inventory were entered into the SPSS program and descriptive statistics were done. The findings were presented graphically. Test results of groups C and D allowed the researcher to determine if the actual act of pretesting influenced the results. If the difference between the post-test results of Groups C and D was different from the

Groups A and B, then the researcher assumed that the pre-test has had some effect upon the results.

The comparison between the Group B pre-test and the Group D post-test allowed the researcher to establish if any external factors had caused a temporary distortion which was not included in present study. The comparison between Group A post-test and the Group C post-test helped the researcher to determine the effect that the pre-test had upon the treatment. If the post-test results for these two groups differed, then the pre-test would have had some effect upon the treatment and the experiment would be flawed.

The comparison between the Group B post-test and the Group D post-test would show whether the pre-test itself had affected behavior, independently of the treatment. If the results were be significantly different, then the act of pretesting would have influenced the overall results and would be in need of refinement.

3.8.2 Observation schedule

Observation schedules used for the semi-structured observations were analyzed using a systematic approach. All observation schedules were read to identify patterns of languages used while teachers and learners interacted during the lessons. The observation schedules were to be read several times until a saturation point was reached to ascertain that no new patterns could possibly appear from the observation schedules. The analysis of the data collected by the observation schedule was done by organizing, reducing and describing data. According to McMillan and Schumacher (2006), this technique relies on the researcher's seeing and hearing things and recording these observations, rather than relying on subjects self-Responses to questions or statements.

3.9 TRUSTWORTHINESS

In research, reliability can be regarded as a fit between what the researcher records as data and what occurs in the natural setting that is being researched.

The purpose of ensuring reliability in data collection is to reduce threats to reliability in the data collection process. This makes it possible to use the same research design and obtains comparable information. In the case of qualitative research, the researcher should construct and reconstruct meaning in relation to the research question; hence it is important to address the issue of trustworthiness (Pope, Ziebland & Mays, 2000).

Trustworthiness refers to the process of establishing the validity and reliability of qualitative research (Polit & Hungler, 1996). The present study took into consideration the challenges related to studying beliefs about multidisciplinary teaching and the emphasis was placed on providing the means to allow the educators opportunities to bring their own understanding about the teaching of social science.

It is necessary to mention that he researcher is a grade 9 Social sciences teacher, however the data collected is not biased. Strict research conduct was followed during observations and reading comprehension inventory. Data obtained was not manipulated in any way. Results analyzed were not influenced in any way; a professional statistician was used to analyze quantitative data. This study was conducted seeking an honest reflection of translanguaging practices in grade 9 Social Sciences classroom. The results obtained from this stdy are credible and trustworthy.

3.9.1 Credibility

During the data collection process, the researcher spent considerable time with participants collecting data and repeatedly observing and interacting with them. Multiple methods of data collection were used to increase in-depth understanding of the teacher beliefs. While the explanatory mixed method offered credibility to the findings and enabled the researcher to cross-validate responses, both

qualitative and quantitative data enabled the researcher to test and demonstrate that this study is credible.

3.10 CHAPTER SUMMARY

In this chapter the research design, procedures and methods, research tools and techniques used in this study were discussed. This study supports the choice of approach with a detailed description of the methods used and shows the ways in which these methods were customized to suit the requirements of the study. The following chapter focuses on the presentation and analysis of the use of translanguaging in grade nine Social Sciences classroom in the Zululand District.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

In this chapter, an analysis, interpretation and discussion of the data collected from the classroom observations from 4 grade 9 classrooms, including a reading inventory from learners will be presented. The analysis will deal with the availability of translanguaging evident in the sampled grade 9 Social Sciences classrooms. The findings that emerge from the analysis will be presented thematically, starting with the qualitative analysis from observations then followed by quantitative analysis of the reading inventory. The analysis focuses on whether translanguaging contributed to better classroom assessment results and improved participation and learning specifically addressing the main research questions of the study:

- What language practices do teachers use in a classroom situation in the teaching of Social Sciences?
- What language practices do learners use in the performance of activities in a Social Sciences classroom?
- How will learners perform in assessment activities when using isiZulu as an input and English as an output?
- How will learners perform in assessment activities when using English as an input and isiZulu as an output?

4.2 QUALITATIVE DATA ANALYSIS

Observation schedules used for the semi-structured observations were analyzed using an inductive thematic approach. All observations schedules were read to identify patterns of languages used by both teachers and learners and how they interacted during the lessons. The observation schedules were read several times until a saturation point was reached to ascertain that no new patterns could possibly appear from them. The analysis of the data collected through the observation schedule was done by organizing, reducing and describing data from the four sampled grade 9 classes from four different schools. The observations were done in three segments as the observation form was divided as follows: first ten minutes, middle ten minutes and last ten minutes. This was done in order to observe any language changes that took place during these time slots during the lesson.

The focus of the reported study is on teachers' language usage in the classroom, learners' language usage and the teacher learner interaction as well as the language used by learners when writing their assessments. The findings from both teachers and learners were analyzed separately so as to align with the research questions and were categorized under themes derived from these questions. An observation schedule was prepared to enable the accurate recording of classroom events. Four grade 9 classrooms were observed during the teaching and learning of Social Sciences in the senior phase, to identify the language patterns that were used by both teachers and learners. This means that the instances of translanguaging were observed between the teacher and learners.

The observation included aspects such as the kind of reading and writing activities conducted, and the language/s in which the activities took place. Each classroom was observed from the beginning of the lesson until the end of the lesson. Detailed information about what transpired in the classrooms was observed. This section presents the results from the observations of the teachers and learners regarding the language used in the classroom. Throughout the discussion each teacher was labelled by differentiating letters i.e. Teacher A, Teacher B, Teacher C and Teacher D, to show which group they represented in this study.

4.3 FINDINGS

4.3.1 Strict use of English by teachers

The first 10 minutes of lesson observations with all the four teachers, during which they were all introducing the lessons reveal that English was strictly used. With regard to Teacher A the lesson was introduced in English. Since the learners were quiet and struggled to respond to the teacher, the teacher then decided to translate into isiZulu. Thereafter, Teacher A alternated between these two languages. In the case of Teacher B the lesson was introduced in English. However, very little of isiZulu was used to facilitate an understanding. On the other

hand, Teacher C only introduced the lesson in English, which was in contrast to Teacher D whose introduction was done using English and questions asked in English since the learners were doing revision. However, very little of isiZulu was used to ensure that learners have a better understanding. The researcher ascertained that English is strictly used, and isiZulu sparingly used when the teachers noticed that their learners are getting confused or even struggling.

This finding is not surprising because teachers used English to introduce the lesson. It can be assumed that this was influenced by the language education policies in place. These policies and directives include the Language in Education Policy (Department of Education (DoE) 1997); the South African Languages Bill (RSA, 2011); and the Use of Official Languages Act No. 12 (RSA, 2012). Even though the mentioned policies do not clearly state that the language of instruction should be English, schools still choose English since it is the language commonly used for job opportunities once learners have completed their studies. However, Banda (2009) questions current language policies in South African schools as they strongly advocate for a monolingual perspective. These policies have no room for any additional languages in the classroom. Furthermore, Howie (2004) stated that language-in-policy (LiEp) has damaging effects of apartheid, while not making knowledge accessible to all learners by denying them an opportunity to use their home languages for learning and teaching.

What is interesting in these finding is that even though teachers were insisting on strictly using English for their lessons, some of them had to revert to isiZulu as learners appeared to struggle with concepts they were teaching. The teachers' actions in this regard are similar to what Probyn (2009) refers to as the 'Smuggle of the vernacular into the classroom'. In Probyn's study, it was found that teachers felt that they were roping in vernacular into their lessons as the policies and school managers did not approve the use of other languages in lessons.

4.3.2 Strict use of English by learners

The first 10 minutes of lesson observations with all the learners, where they were all expected to participate during the lesson by asking questions and answering

questions directed to them reveal that the learners were instructed to make use of English. The lesson at this phase was conducted strictly in English. With regard to learners in group A, they used English because the teachers insisted that they do so. Even though they were asked to talk in English, some were very shy. They ended up not saying anything, thus it seemed as if they were excluded from the lesson.

The study by Goss and Sonnemann (2017), points out that the teacher's ambition should not be a quiet classroom, but rather a productive class. Basically, the broader aims are expected to strive for helping learners feel comfortable, become confident in their own abilities, be willing to participate and make mistakes, and be keen to challenge themselves in learning. Similarly, in relation to learners in group B they also used English to respond to questions asked by the teacher. However, learners in group C did not participate much; only a few learners participated during the lesson. With regard to learners in group D, some of them mumbled answers in isiZulu. However, only one learner raised a hand to answer in English. Previous research (Mohanty 2000; Aikio-Puoskari 2009; Yonjan-Tamang,Hough & Nurmela,2009) revealed that learners whose language and culture have no place in the school often drop out. All one can hear is their silence and all one sees are their big vacant eyes.Simply, learners do not participate as it seems as if they did not understand the lesson at all.

4.3.3 Teachers alternate between English and IsiZulu

During the middle 10 minutes of the lesson, Teacher A alternated between isiZulu and English when teaching and giving out instructions to learners. Teacher B used IsiZulu to clarify difficult concepts, since the lesson was on the use of resources; hence it had concepts which learners may not be familiar with. Owen-Smith (2010) points out that a multi-bilingual approach assists learners when HL (home language) is used orally in the classroom through same-language peer interaction, together with the common language to discuss explanations and to think through how to tackle problems. At this phase of the lesson learners seem to understand the lesson. When there is use of both languages, learners start to participate

during the lesson. Teacher C used English and isiZulu during the lesson. Choy and Lee (2012) asserts that the adoption of learners' language of common use (isiZulu) as a teaching and learning tool to scaffold academic discourses can assist learners to overcome their learning barriers. Teacher D used English and a few isiZulu words during the lesson. Difficult terms were explained in isiZulu. All teachers were frustrated by the lack of participation from learners. What was observed was the fact that when English was used, the lesson was not progressing smoothly. Teachers translated difficult terms. When the lesson was not progressing smoothly, teachers resorted to using both English and isiZulu in the lesson.

4.3.4 Use of both English and isiZulu by learners in middle 10 minutes

Learners in group A used English, but as they were talking they seemed very limited and unsure about themselves. They found it hard to complete a sentence in English. Very few Learners in group B used English during the lesson interaction. Once an isiZulu example was made, almost everyone wanted to have an input on what was being taught, unlike when the lesson was in English. Canagarajah (2011) observed that translanguaging builds one's confidence in one's identity and to draw from one's background to communicate effectively with a clear voice. Learners in group C used both English and isiZulu when responding to the teachers questions and when asking questions. Learners in group D used English, but very few were participating during the lesson. Madiba (2012) observed that more benefits can be achieved when learners' different language repertoires are used in a way that complements each other in the classroom instead of competing against each other. During this phase of the lesson there is a slight improvement in learners' participation. Teachers used isiZulu to clarify terms, thereby enabling the learners to better understand the lesson. When both languages were used, the learners started to participate during the lesson. The learners' participation improved at this phase of the lesson.

4.3.5 Both English and isiZulu are used during teacher learner interaction

During teacher learner interaction, isiZulu is used more but English still dominates the lesson. In group A, interaction was still in English and isiZulu. Learners still struggled to speak in English. Most of the time they said 'eish' which means that it is tough. In group B, classroom interaction was dominated by isiZulu. The learners were participating more than they did during the beginning of the lesson. In group C, interaction was dominated by isiZulu. In group D, English was still maintained by both the learners and the teacher; however there was a lack of participation from the learners in this group. Cenoz and Gorter's (2015) support a translanguaging approach by fighting for the inclusion of the child's full and unique language repertoire in instruction. At this phase of the lesson the number of learners who participated during the lesson slightly improved, but they had difficulty finishing their sentences in English. They then resorted to using both languages. Creese and Blackledge (2010) point out that both languages are needed to convey information. Each language is used to convey a different informational message, but it is when both languages are used that the full message is conveyed. When isiZulu and English are used, there is an active interaction between the teacher and the learners. The teacher's use of isiZulu dominated the lesson during this phase and the use of English decreased. More learners participated since both languages were used. When both languages were used, the lesson flowed smoothly. When isiZulu was used during the lesson, learners became interested and understood the lesson. They were freer and asked for clarity seeking questions on the lesson.

4.3.6 Strict use of isiZulu to give instructions to the assessment task

In group A, learners were asked to present an essay on the Cold War and the super powers. They were asked to do so in isiZulu. The learners responded in isiZulu because the teacher saw that they were really struggling with English. In group B, classroom instructions are given in both languages. Questions were read in English and clarified further in isiZulu. In group C, instructions were given orally in isiZulu. The teacher asked the learners to speak in isiZulu in order for them to express themselves clearly. However, Sepeng (2014) acknowledged that the use of both English and learners' home language may present unique problems,

where a single word could have multiple meanings when translated. In group D, instructions were given in English with very few isiZulu words for emphasis and the learners responded in English. The learners responded to their written assessments in English, because that is what is prescribed by the department of education. However, where the assessment is given orally, Hesson, Seltzer and Woodley (2014) state that translanguaging affords the opportunity to use home language practices, different as they may be from those of the school, to appropriate content and knowledge, as well as to practice the language of school for academic purposes.

4.3.7 Strict use of isiZulu to assist students with academic problems

In group A, the earners were assisted in both English and isiZulu. The educator asked one learner to present during the lesson in isiZulu because the learner was really struggling in English. Baker (2001) pointed out potential educational advantages in translanguaging as it may promote a deeper and fuller understanding of the subject matter. He further points out that it may help the development of the weaker language. In group B, the learners were assisted in isiZulu while in group C both languages, that is, isiZulu and English were used to assist the learners. However, they asked questions in isiZulu. Research evidence (García, 2009; García & Wei, 2015; Heugh, 2015; Probyn, 2015) advocates translanguaging as systematic and pedagogically sound means of connecting the LoLT and the home language of the learners. In group D, the learners were assisted in English. Studies within this context in relation to South Africa indicate that colonial and apartheid histories continue to impact on what happened with respect to language use in classrooms (Alexander, 2012; Makoe & McKinney, 2014). Furthermore, Childs (2016) states that teachers operating with an understanding of language as a bounded and pure system may struggle to accommodate learners who cannot use the target language required for learning and teaching effectively.

4.4 QUANTITATIVE DATA ANALYSIS

The Solomon 4 quasi-experiment was used to administer a reading comprehension inventory by means of a class test. In order to determine the learners' performances in assessment activities when using isiZulu as an input language and English as an output language, there were four groups. Each school was treated as an individual group. The first group (A) received pre-test, treatment (researcher taught learners) and post-test. The second group (B) received pre-test and post- test only. The third group (C) received treatment and post-test. The fourth group (D) received the post-test only. The results of the pre-test, intervention and the post-test were compared among these groups using the descriptive Statistical Package for Social Sciences (SPSS) to obtain measures of mean and standard deviations. A paired t-test was used to determine the results of the four groups in order to compare means and to establish whether the results were statistically significant. The calculations for the t-test were rated at the value of 0.05 to measure statistical significance. The reading comprehension inventory was used determine the language of input and output used by the learners as they participated in written assessments in the form of a class test. The four classes which participated in this study were labeled as groups A, B, C and D. These groups received a variety of assessments which are clearly shown in the table below:

Table 4.1: Distribution of groups to pre-test, intervention and post-test

GROUP	PRE-TEST	INTERVENTION	POST-TEST
A	X	X-isiZulu input, English output	X
B	X		X
C		X-English input, isiZulu output	X
D			X

4.5 FINDINGS

4.5.1 Statisticalsignificant difference in determining the influence on results by the actual act of pre-testing

An independent samples test was run to test the levels of significant difference between the test results of groups C and D in order to determine if the actual act of pretesting influenced the results and to eliminate the external validity. The hypothesis is that the pre-test has had some effect on the results. The scores indicate that there is no statistical significant difference between group C and group D. The pre-test, therefore, did not influence the results to a great extent. Furthermore, the comparison between the Group B post-test and the Group D post-test allowed establishing whether any external factors had caused a temporary distortion which was not included in present study. The hypothesis is that external factors did not cause a temporary distortion in the study. The results indicate that there is no statistical significant difference between Group B and Group D. (See tables 4-5 below).

4.5.2 Statistical significant difference in groups that wrote a pre-test (group A and group B) when compared to groups that did not (group C and group D)

An independent samples test was run to test the levels of significant difference between test results of groups C and D compared with Groups A and B in order to determine whether the pre-test had some effect on the results. The generic hypothesis is that the mean scores of groups that received the pre-test will be higher than groups that did not receive the pre-test. The results indicate that there is statistical significance difference between groups that received the pre-test compared to groups that did not receive the pre-test. (See tables 4-5 below).

Table 4.2: comparison of group C and group D post-test results

Group Statistics						
	Group C and group D post-test	N	Mean	Std. Deviation	Std. Error Mean	
Group C and group D post-test Scores	Group C post-test	12	6.1667	2.20880	.63763	
	Group D post-test	12	3.8333	1.89896	.54818	

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
Group C and D post-test	Equal variances assumed	.389	.539	2.775	22	.011	2.33333	.84087	.58947 / 4.07720
	Equal variances not assumed			2.775	21.516	.011	2.33333	.84087	.58947 / 4.07720

Table 4.3: comparison of group A and group B post-test results

Group Statistics						
	Group A and group B post test	N	Mean	Std. Deviation	Std. Error Mean	
Group A and group B post test Scores	Group A	12	6.7500	1.21543	.35086	
	Group B	12	6.5833	1.92865	.55675	

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower / Upper
Group A and B post test	Equal variances assumed	3.701	.067	.253	22	.802	.16667	.65809	-1.19813 / 1.53146
	Equal variances not assumed			.253	18.547	.802	.16667	.65809	-1.21301 / 1.54634

Post test results of groups C and group D were compared in order for the researcher to determine if the actual act of pre-testing influenced the results. Both groups C and D did not receive pre-testing; as a result there should not be any statistically insignificant outcome. Table 4 above shows that a t' of 2.775 with 22 degrees of freedom shows that their scores are statistically significant at 0.011 level. However, when group C and group D were compared with Groups A and B, a statistical difference emerged. Table 5 above shows a 't' f 0.253 with 22 degrees of freedom. This shows that their scores are statistically significant at 0.802 level. The null hypothesis that the mean scores of groups C and group D when compared to Groups A and B shows a statistical difference is accepted.

4.5.3 Statistical significant difference between Group B pre-test and the Group D post-test

An independent samples test was run to compare levels of significant difference between the Group B pre-test and the Group D post-test in order to establish whether there were any external factors that may have caused a temporary distortion which was not included in present study. The generic hypothesis is that the mean scores of a pre-test will not be different from post-test results. The results indicate that there is statistical significant difference between Group B pre-test and the Group D post-test. See tables 6 below.

Table 4.4: comparison between group B pre-test and the Group D post-test

Group Statistics					
	Group B pre-test and group D post-test	N	Mean	Std. Deviation	Std. Error Mean
Group B pre-test and group D post-test Scores	Group B pre-test	12	4.9167	2.15146	.62107
	Group D post-test	12	3.8333	1.89896	.54818

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	df	Sig. (2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Group B pre-test and group D post-test	Equal variances assumed	.292	.595	1.308	.204	1.08333	1.308	-.63465	2.80132	1.308
	Equal variances not assumed			1.308	.205	1.08333	1.308	-.63619	2.80268	1.308

Hypothetically, the mean scores of Group B pre-test should indicate that they should not be different in comparison with Group D post-test. Table 6 above shows a 't' of 1.308 with 22 degrees of freedom. This indicates that the difference between the groups in their mean compatibility score is statistically significant at 0.204 level. The null hypothesis that the mean scores of Group B pre-test are statistically different from Group D post-test is acceptable. Canagarajah (2011) notes that it is important to understand what resources and processes students engage in to address linguistic challenges so as to inform and improve our future teaching.

4.5.4 Statistical insignificant difference in Group A when language of output was either English or IsiZulu, Statistical significant difference inGroup C when language of output was English

Independent sample t-rest was run to compare scores within and between for class A and class C. Hypothetically, there should be no statistical significance between English and isiZulu as languages of output. The results indicate that there is no statistically significant difference in class A, and in class C. (See tables 7-8 below).

Table 4.5: Comparison between group A English and isiZulu output

Group Statistics					
	Scores of group A English and isiZulu	N	Mean	Std. Deviation	Std. Error Mean
Scores of group A English and isiZulu	Group a English	12	6.3333	1.96946	.56854
	Group a isiZulu	12	6.7500	1.21543	.35086

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores of group A English and isiZulu	Equal variances assumed	5.046	.035	-.654	22	.539	-.41667	.66809	-1.80219	.96886
	Equal variances not assumed			-.654	18.317	.541	-.41667	.66809	-1.81852	.98519

Table 4.6: Comparison between group C English and isiZulu output

Group Statistics					
	Scores of group C English and isiZulu	N	Mean	Std. Deviation	Std. Error Mean
Scores of group c English and isiZulu	Group C English	12	6.1667	2.20880	.63763
	Group C isiZulu	12	4.6667	2.53461	.73168
Independent Samples Test					

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Scores of group C English and isiZulu	Equal variances assumed	.134	.718	1.546	22	.136	1.50000	.97053	-.51275	3.51275
	Equal variances not assumed			1.546	21.596	.137	1.50000	.97053	-.51493	3.51493

Class A significance is at 0.541 and Class C at 0.136. However, the mean scores within class A for English is 6.33 and for isiZulu 6.75, suggesting that even though there is no significant difference in the scores, learners generally did better in isiZulu than in English in class A. It is interesting to find out that the mean scores for Class C for English are at 6.17 and isiZulu at 4.67. These suggest that learners scored higher when English was used as an output than isiZulu. This is contrary to the results by Makalela's (2012) findings on the effects of bi-literacy development on Sepedi, which is an African language, and English. He observed that Sepedi showed significant gains while gains in English were statistically insignificant. Class A and C differ in that class A received a pre-test and Class C did not; but both A and C received an intervention suggesting that a `carry-over' effect may have occurred from the pre-test in class A. in this case, the hypothesis is retained.

However, as much as these results may be surprising, English second language studies conducted amongst isiXhosa speakers in the Eastern Cape province of South Africa by researchers (Mayaba 2009;Webb and Webb 2008; Webb, 2010; Sepeng, 2014) have reported that learners are not interested in learning to read or

write in their home language. This may be attributed to the fact that learners think that they already know their home language, thus, somehow they do not take it seriously.This corroborates Manyike's (2012) study which investigated reading and writing performance among Xitsonga grade 7 learners in township schools.

The learners attempted a reading and writing performance test in their home language, Xitsonga and their findings indicated that learners performed poorly in the reading and writing. Children's development in reading in the second language is greatly helped by their learning to read in the first language. However, learning to read in one or two languages is a continuous and gradual development that extends to the teenage years and well beyond (Baker, 2007). Furthermore, Pretorius and Mampuru's (2007) findings from bilingual research seems to contradict claims that more exposure to L2 reading improves L1 reading abilities.

4.5.5 Statistical significant difference in post-test results compared to pre-test

An independent samples test was run to compare levels of significant difference between the Group B post-test and the Group D post-test in order to establish whether the pre-test itself has affected behavior, independently of the treatment. The generic hypothesis is that the mean scores of Group B post-test and the Group D post-test will be different when compared. The results indicate that there is a statistically significant difference between Group B post-test and the Group D post-test (See table 9 below).

Table 4. 7: Comparison between group B post- test and group D post-test

Group Statistics					
	Group B and group D post test	N	Mean	Std. Deviation	Std. Error Mean
Group B and group D post test	Group B post test	12	6.5833	1.92865	.55675
	Group D post-test	12	3.8333	1.89896	.54818

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2 tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Group B and group D post test	Equal variances assumed	.018	.894	3.520	22	.002	2.75000	.78133	1.12962	.55675
	Equal variances not assumed			3.520	21.995	.002	2.75000	78133	1.89896	.54818

The comparison between the Group B post-test and the Group D post-test shows whether the pre-test itself has affected behavior, independently of the treatment. If the results would be significantly different, then the act of pre-testing would have influenced the overall results and would be in need of refinement. From table 6, results show significant difference with a 't' of 3.520 and a statistical difference of 0.002. The null hypothesis which indicates that the mean scores of group B when compared with group D through the pre-testing exercise would not have influenced the overall results and would not be in need of refinement is acceptable. However, group B performed better in the post- test compared to group D. The mean score of group B is 6.5833 which is higher than the mean score of group D of 3.8333. On a similar study by Makalela and Mgijima (2016), results showed that the participants performed better in the post-tests than they did in the pre-tests. These results clearly show that learners perform better when they understand the language of input, in spite of the language of output.

4. 6 CHAPTER SUMMARY

The chapter presented the analysis based on the findings attained from the field work. The qualitative research aimed to establish the language practices used by teachers in a classroom situation in the teaching of grade 9 Social Sciences and, to establish the language practices used by learners in the participation of activities in a Social Sciences classroom. The findings revealed that the teachers used both isiZulu and English, in order to make lessons understandable to the learners. Furthermore, when English was solely used, the learners did not participate in the lessons. Additionally, it was observed that the lessons were understood better by the learners when both (isiZulu and English) languages were used. The quantitative research was conducted to determine the learners' performances in assessment activities when using isiZulu as a language of input and English vice versa. The key findings indicated that when the learners received isiZulu as an input and English as an output they performed better. It was discovered that the language of output played no major role in enhancing the performance of learners. The key factor was the language they received the lesson content in. From the above findings, it is evident that learners perform better when they are taught in the language they are familiar with, which in this case is isiZulu.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarizes and concludes the key research findings and presents suitable recommendations that could be beneficial to further research within the field of the use of translanguaging in teaching, learning and assessment of grade 9 Social Sciences. The findings in this section will be presented under each of the study's objectives. The objectives of the study were:

- To establish the language practices used by teachers in a classroom situation in the teaching of Social Sciences.
- To establish the language practices used by learners in the performance of activities in a Social Sciences classroom.
- To determine learners' performance in assessment activities when using isiZulu as an input and English as an output.
- To determine learners' performance in assessment activities when using English as an input and isiZulu as an output.

5.2 SUMMARY OF FINDINGS

5.2.1 To establish the language practices used by teachers in a classroom situation in the teaching of Social Sciences

The qualitative research findings revealed that translanguaging is practiced by the teachers during lessons. Research observations revealed that the teachers were using isiZulu together with English especially when they were explaining difficult concepts or when the learners seemed not to be participating during the lesson. Moreover, as the lessons progressed, the teachers' lessons were dominated by isiZulu. In this way, the lessons progressed smoothly. Based on these findings, it is evident that there is occurrence of translanguaging amongst the sampled grade 9 Social Sciences teachers. Baker (2007) posited that learning to read in the second language is important for the development of that language.

5.2.2 To establish the language practices used by learners in the participation of activities in a Social Sciences classroom

In this research objective, the aim was to establish the language practices used by learners in the performance of activities in a Social Sciences classroom. The observation conducted revealed that even though English is the official language and the language of instruction, the learners preferred to use their mother tongue (isiZulu). When the teachers used English, they did not participate during the lesson; they were shy to express themselves in English. The shyness may be attributed to the fact that the learners felt as if they were not fluent enough in English. However, when the teachers used isiZulu during the lesson, the learners showed much interest and keenness in the lesson and participated using either both languages or isiZulu only. The lessons were understood better by the learners when both languages were used. Similarly, Garcia (2011) explains that students who have developed literacy in their native language will tend to make stronger progress in learning literacy in a second language because they will already have learnt how to translate words, know where words begin and end, and know how texts are set and the use of punctuations.

5.2.3 To determine learners' performance in assessment activities when using IsiZulu as an input and English as an output.

Results indicated that when the groups wrote assessment activities using isiZulu as an input and English as an output, the learners performed better. This clearly shows that the learners express themselves better when they use their mother tongue as the language they use to write their assessments.

5.2.4 To determine learners' performance in assessment activities when using English as an input and IsiZulu as an output.

The group that wrote their assessments using English as an input and IsiZulu as an output showed that there is a huge difference when compared to groups that had isiZulu as an input. Surprisingly, the learners performed better when they wrote their assessments in English. This suggests that the language of input (isiZulu in this case) did not negatively impact on the output, or the language of

the output (English in this case). The generally held assumption that for one to be successful in content subjects they should learn the content subjects in one language does not hold true.

5.3. DISCUSSION OF RESULTS IN RELATION WITH TO RESEARCH TOPIC

The purpose of the study was to investigate the use of translanguaging in teaching, learning and assessment of grade 9 Social Sciences. The problem statement discussed in chapter one highlighted the poor performance of learners when they are taught in a second language, in this case English. The language of teaching and learning should benefit learners if their performance is not satisfactory. Thus it should be restructured to translanguaging. The selected literature in chapter 2 provided a theoretical framework for the data collection during the practical study in chapter 3. Chapter 3 outlined the research paradigm, research design, target population, sampling and sampling procedures, research instruments, data collection procedures, data analysis and ethical considerations. The data analysis and interpretation presented in chapter 4 afforded answers to the research questions which grounded this study.

The summary of findings as they are presented in this chapter had provided a viewpoint for the drawing of the following conclusion concerning 'Translanguaging in grade 9 Social Sciences classroom in the Zululand district'

Teachers alternate between isiZulu and English, in order to make lessons understood by learners. These results corroborates with a study carried out by Shifidi (2014), a Namibian researcher who conducted a study which focused on the integration of translanguaging in lessons, as an approach to teaching and learning in Namibian junior secondary schools. The overall findings from his study revealed that teachers had acknowledged the importance translanguaging but they do not practice it in the schools. The researcher can ascertain that as much as educators feel the need for translanguaging, they may be skeptical of implementing it because they might feel that somehow they are breaking education language policy laws.

The lessons were understood better by learners when both languages were used. Shifidi (2014), findings related to learners clearly indicated that with regards to translanguaging, they had shown positivity in the use of local languages concurrently with English because they believe it can help them to understand better. Learners' results on translanguaging use show that if it was practiced in schools that would be to their advantage since it will enable them to have a better understanding of their lessons.

The results reveal that home languages play a vital role in educational activities of learners because they are the language they are most familiar with. August and Hakuta (1997), Cuevas (1997) and Roberts (1994) also believe that reading and writing in the first language assist with reading and writing in the second language. Translanguaging may ease home school links and cooperation, especially if the child is being educated in a language that is not understood by the parents. As translanguaging involves the reprocessing of content, it may lead to deeper understanding and learning. This, in turn, allows the child to expand, extend and intensify what he has learned through one language in school by means of discussion with the parent at home in the other language (Baker, 2011). Mutasa (2007) suggests that if learners do not understand the language used in teaching, it suggests that they do not and cannot receive education. Consequently, that means new ideas and knowledge cannot be transmitted to them. Exploring a translanguaging case study of a Madrasah in Tower Hamlets' conducted by Hassan and Ahmed (2015), where they used observations which took place over a number of weeks and involved the same group of students and teacher. The observations revealed that the teaching session in the Madrasah was mainly in the form of a formal lecture followed by interactions between the teacher and students taking place through discussions.

The findings demonstrated how multilingual teachers and learners in Madrasah use translanguaging to engage with the core content of the Islamic curriculum. This study has some similarities with the study being undertaken. In this particular study, learners live in rural part of Zululand district and the languages they are exposed to are English and isiZulu. The teacher conveyed the lessons by employing these two languages to give meaning to the lesson. Learners made

use of these two languages to respond to the teacher and wrote their classroom assessments. Childs (2016) research on translanguaging in multilingual classrooms, explored possibilities of using emancipatory and inclusive language practice such as translanguaging as a means of providing a more humanizing experience in the classroom. An arts-based approach was employed. Poetic inquiry allowed for an expression of deep understanding of the ways language could be used to enable learners and teachers to be more expressive of their thoughts and feelings when analyzing the poem. In considering a means of providing humanizing experiences for learners and teachers in multilingual primary school classrooms, as teacher, she considered some of the complexities of multilingual classroom contexts. Both the teacher and the learners were able to experience being more fully human when their language, culture, and history are recognized and welcomed in the school classroom. Arts-based methods in the form of poetic inquiry, complemented by photographs, were used to strengthen the argument for the incorporation of a translanguaging approach within the school and teacher education curriculum.

This study has shown that translanguaging improves learners' skills to be able to understand when reading in either isiZulu or English. Baker (2011) affirms that translanguaging attempts to develop academic language skills in both languages leading to a fuller bilingualism and bi-literacy. A recent study by Makalela (2015) in the use of translanguaging as a vehicle for epistemic access in relation to cases for reading comprehension and multilingual interactions when providing epistemic access to students learning Sepedi at university and to primary school bilingual readers produced interesting findings. The main finding from both cases is that using translanguaging techniques, where input in one language is purposefully juxtaposed to the language of output, is an effective way to teach languages in multilingual contexts. Furthermore, Makalela (2015) suggests that the students under study preferred the translanguaging approach, which gives room for changing negative perceptions towards African languages, investing in their multiple linguistic identities, enhancing multilingualism as a norm and making language learning a positive experience. Secondly, the results of Makalela's (2015) study revealed that English reading proficiency skills can be enhanced through use of the learner's home language in the same lesson. Beyond this,

translanguaging as a pedagogic strategy ensured deeper understanding of the content and identity formation, thereby providing important pillars for a positive schooling experience. He further states that there is, however, a need for more detailed studies that experiment with translanguaging in a variety of content and language classrooms to assess its effectiveness on ways of knowing and making sense of the world.

5.4 CONCLUSION

This study has explored the existence and extent to which translanguaging occurs in grade 9 Social Sciences classroom, as well as determining whether translanguaging has the ability to enhance understanding of the Social Sciences subject content in Zululand district. The key finding from this study revealed that the language of input plays a huge role on the learners' performance in assessments. When learners are taught (input) in the language they understand the most, they perform better irrespective of the language of the assessment (output). Teachers are reluctant to use translanguaging in classrooms because it is not a prescribed method of teaching. However, teachers and learners use translanguaging because it works for them. Teachers using translanguaging simultaneously use English and isiZulu to ease language barriers encountered by learners, which may hinder the lesson from progressing smoothly. In this study, learners performed better when their language of input was isiZulu, in spite of the usage of English as the language of output. Moreover, the post-test results of the experimental group showed that learners' performance improved compared to the pre-tests. Translanguaging plays an important role in enhancing learners listening and reading comprehension.

5.5 RECOMMENDATIONS

- There is a literature gap in the use of translanguaging in content subjects like Social Sciences. Thus, more content based translanguaging research needs to be done in order to identify more examples of its occurrence.

- There is a need to review language policies in place and adjust accordingly to allow flexibility in teaching and curriculum content. That would assist in enhancing comprehension of the subject content and may improve learners' academic performance in grade 9 Social Sciences. Schools should develop and adopt a curriculum that attempts to include the whole society.

- All education stakeholders in the system should work together for the benefit of the learners. Teachers should be motivated to teach in a language that would be clearly understood by learners in order to ensure learning and active participation.

- There is a need for teachers to attempt to adopt an alternative multilingual approach such as translanguaging especially in the teaching of content subjects such as Social Sciences to enhance deeper understanding and thinking skills.

- The Department of Basic Education should restructure the language policy for content subjects like Social Sciences. These subjects should be taught using translanguaging as it is essential for teaching and learning particularly in content- based subjects where learners seem not to be on track.

5.6 LIMITATIONS OF THE STUDY

Teachers were not aware of what was being observed, therefore, during the observations it was noted that teachers were nervous and tried by all means to do what would be approved by Department of Basic Education stakeholders. Learners were not freely expressing themselves during the lesson because they

perhaps felt that if they made mistakes they would be judged and punished for such errors.

Learners showed very little interest on the assessments that were given to them, during the pre-test and post-test. Some didn't respond and they brought back empty scripts and they had to be discarded. Other learners failed to follow through with the instructions regarding the language they had to respond in. Instead of responding in English they used isiZulu and vice versa. As a result, those results had to be discarded. In total 30 scripts were discarded, had they been retained they would have added no value to the study, since the correct instructions were not followed.

The results of this study cannot be generalized since the participants and the research context cannot be representative of all grade 9 learners in South Africa. Furthermore, the data collected from the study was read several times to confirm for any possibility of factors that might require further analysis until a saturation point was reached.

Honesty and credibility- The honesty and credibility of the information obtained from the participants during observations may be unrealistic because teachers may have adjusted their methods of teaching during my presence and possibly may have used different ways of teaching from what they normally do. Information gathered from an inventory may not be a true reflection of the learners' use of translanguaging because when sorting their inventories some learners thought the research was some kind of a joke. Many scripts were invalid because of the reasons stated earlier.

Generalizability- Based on the findings and opinions that transpired from both observations and Reading comprehension inventory on this phenomenon, it is up to the readers to take a broad view of the findings to the rest of other rural schools in the province due to the limited number of participants.

Trust-Due to the fact that respondents may not have been familiar with research that had been conducted at their schools before, they may have had suspicions about the researcher, and compromised the reality of what actually happened in the classroom out of fear of what the information would be used for.

Time constraints- Due to the fact that the researcher had to seek permission from different authorities to conduct the research, a lot of time was consumed due to delays, since some officials seemed to be reluctant to authorize me to start with my data collection in their schools.

This study has been limited to examining the perception and experiences of Social Sciences educators about the teaching of History and Geography in the context of curriculum change. The study did not investigate the responses and views of other stakeholders within education. The study was also limited by potential researcher and sample biases. Specifically, the logical difficulties experienced in recruiting and interviewing a substantial number of educators increased the potential sample bias to occur. However, the reduction in data has made the study more manageable and has provided a specific context for the phenomenon to be interpreted.

5.7 CHAPTER SUMMARY

This chapter summarized and concluded the research findings and presented appropriate recommendations that could be of assistance in further research within the area of translanguaging use in teaching, learning and assessment of grade 9 Social Sciences. The objectives of the study were to establish the translanguaging practices used by teachers in a classroom situation in the teaching of Social Sciences as well as establishing the language practices used by learners in the performance of activities in a Social Sciences classroom. The study also aimed to determine the learners' performances in assessment activities when using isiZulu as an input and English as an output, vice versa. The key findings revealed that the teachers alternated between isiZulu and English, in order to make lessons understandable to learners. The learners understood better

when both languages were used in the lessons. Additionally, from the findings it is worth noting that the learners performed better when home languages were used. The home language plays a vital role in educational activities of learners because it is the language they are most familiar with.

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APPENDIX A
LETTER SEEKING FOR PERMISSION TO CONDUCT RESEARCH

University of Zululand
Faculty of Education
Private Bag X1001
KwaDlangezwa
Empangeni
3886
11April 2016

The Circuit Manager
Department Of Basic Education

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

I am employed by the Department of Basic Education at Sigqamise secondary school. I am currently registered for a Master of Education degree (M.Ed.) at the University of Zululand within the department of Curriculum and Instructional Studies. The topic of my research project is: the use of translanguaging in grade 9 Social Sciences classroom within the Zululand District.

I wish to seek permission to conduct research in four schools under Zululand district.The educators that teach Social Sciences in grade 9 and the learners that do Social Sciences as a subject in grade 9 will be used as participants to collect data for the study. The researcher requests to observe three Social Sciences lessons for the duration of the period according to the class-timetable on consecutive days, basically the researcher will observe the language of input and output used by both teachers and learners from each class in each school. The learners will be required to read a passage followed by questions that will enable them to use isiZulu as a language of inputand English as a language of output (learners' responses).The passage will be extracted from a grade 9 social sciences book and translated into IsiZulu, learners will read this isiZulu passage and questions will be asked in isiZulu and answers must be given in English. The other passage will be given to learners in English, questions asked in English and answers must be in IsiZulu. The researcher will then conduct a lesson with learners using translanguaging techniques, the lesson will be planned to use both English and IsiZulu as languages of input and output.The researcher will schedule appointments with those educators involved and select the most appropriate time so as not to disrupt the timetable and the functioning of the school.

I hope the findings of this study will benefit and assist the Department of Basic Education and educators teaching in Social Sciences in grade 9.
Yours faithfully

Yours faithfully

Miss T.P. Mkhize
Contact numbers: 0733028118(mobile)   0344132559 (w)
Email:thandekamkize622@gmail.com

Dr S. Govender (Supervisor)
Ms N. Maluleke (Co-Supervisor)

APPENDIX B
LETTER GRANTING PERMISSION TO CONDUCT RESEARCH

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma   Tel: 033 392 1004   Ref.:2/4/8/783

Miss TP Mkhize
PO Box 186
Pongola
3170

Dear Miss Mkhize

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE USE OF TRANSLANGUAGING IN GRADE 9 SOCIAL SCIENCES CLASSROOM IN THE ZULULAND DISTRICT",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 April 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Zululand District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 28 April 2016

APPENDIX C

TRANSLANGUAGING CLASSROOM OBSERVATION SCHEDULE

OBSERVER: MISS <u>MKHIZE T.P</u>

DATE AND TIME_____CODE_____

<u>GRADE 9</u>

The first 10 minutes

Review Section	Description/Comments				
	Teacher 1	**Teacher 2**	**Teacher 3**	**Teacher 4**	
1. **LANGUAGE USED BY TEACHER** (what language is used in the first 10 minutes, what is the language of output)					
2. LANGUAGE USED BY LEARNERS what language is used by learners as language of output					

ADDITIONAL COMMENTS

The middle 10 minutes

Review Section	Description/Comments				
	teacher 1		Teacher 2	Teacher 3	Teacher 4
1. **LANGUAGE USED BY TEACHER** (Does the educator maintain the language which was used in the first 10 minutes, what is the language of output and language of input?					
2. **LANGUAGE USED BYLEARNERS** what language is used by learners during the lesson as language of output?					
3. **TEACHER - LEARNER INTERACTION** what language is used by both teacher and learners during the middle stage of lesson presentation both as language output and language of input					

ADDITIONAL COMMENTS

THE LAST 10 MINUTES

Review Section	Description/Comments				
1. **TEACHER - LEARNER INTERACTION** what language is used by both teacher and learners during the final stage of lesson presentation both as language of input and output?					
2. **CLASSROOM ASSESSMENT** (What is the language used to give instructions to learners regarding the assessment given, in what language are learners responding in(output)					
3. **ASSISTANCE TO STUDENTS** (what language is used to assists students with academic problems or questions regarding the lesson that was presented by educator)					

ADDITIONAL COMMENTS

APPENDIX D

ISIZULU PRE-TEST

ISIVIVINYO SASEKILASINI SE PRE-TEST
IKHODI: _____
USUKU: _____
AMAMAKI: 10
IMIYALELO
- Funda lesi siqeshana esingezansi bese uphendula imibuzo elandelayo.
- Phendula imibuzo ebuziwe ngolimi lwesilungu.
- Bhala uqede ngemizuzu engama-15.
- Phendula ngokwethembeka, ungabuki umsebenzi womunye umfundi.

Funda umbhalo exubile ngezansi (SOURCE 5) bese uphendula imibuzo engezansi kombhalo

IMPI YENUZI KANYE NEMPI EBANDAYO(NGAPHANDLE KWEZIKHALI)

SOURCE 5: IMIBHALO EXUBILE

Ngemva kweMpi Yezwe Two ngo-1946, izizwe ezinamandla zazihlukaniswe kabili. Umholi waseSoviet uJoseph Stalin, wayezimisele ukuthi abaseSoviet kwakuyibo abazonqoba iMpumalanga Yurophu futhi kuvimbele iGermany ukuqala enye impi. Ngenxa yalokho, i-Warsaw Pact yasungulwa ngo-1955 njengomsizi we NATO. AmaRashiya akhanda umkhankaso obizwa Sputnik 1, okwaba isatellite yokuqala kwi-space on October 4, 1957
Bathumela iYuri Gagarin liyongena emkhathini ngo-1961; lokhu kwaba umthombo yokuziqhenya kuma Soviets. Ngo-1956 uKhrushchev wase wathumela amathangi ku eHungary nasePoland yokuchitha indaba yokuvukela umbuso wama Soviet kanti futhi ngo-1961, udonga LwaseBerlin lamiswa. UMikhail Gorbachev wenza uhleloolusha olwaholela ekuweni kodonga LwaseBerlin ngo 9 Novemba 1989.

KUNGABE IMELIKA YAWAQATHAZELANI AMABHOMU?

Ngo 1939 u Albert Einstein nabanye ososayensi baxwayisa uhulumeni wase Melika ngokuthi amaJalimane ayesebenza ekhiqiza amabhomu enuze.AmaMelikaana ayenesiqiniseko sokuthi u Hitler lamabhomu wayezobabulala ngawo, ngalokho ke base beqala nabo uhlelo lokukhiqiza izikhali zenuzi. Ngemva kosuku lwe olwaziwa nge*V.E day,* impi yayiqhubeka e Asia abantu babefa ubuthaphuthaphu. Kuthe makuphela unyaka ka 1945, ingxenye yase Tokyo yabe ibhidlizekile futhi ilimele kakhulu amanye amadolobha ayesengasekho nhlobo.iMelika yahlela ukuhlasela i Japan, kodwa babona ukthi kuzolimala izigidi zamasosha uma bengahlasela. Umengameli wase Melika u Harry Truman, wabe esenquma ukuthi aqathaze amabhomu enuzi ayesanda kwakhiwa e Japan.

INorth Atlantic Treaty Organisation yamiswa ngo-1949 emva kwebhomu lokuqala le-nuzielawiswa edolobheni laseJapaniHiroshima ngo 6 Agasti 1945. elesibili ibhomu le-nuzilawiswa ngemuva kwezinsuku ezintathu, laliteketiswa ngelika `Fat Man' edolobheni laseJapaneNagasaki. Lamabhomu amabili azamazamisa izwe lonke; Baguqula indlela okwakuliwa ngayo empini. AbaseMelika wathumela umuntu wokuqala, uNeil Armstrong,

enyangeni ngo 21 July 1969; lokhu kwenza amaMelika azizwe engaphambi kwamanye amazwe e-emncintiswaneni wokuya emkhathini. Ngo-1962, uMongameli Kennedy wasongela ukuba bahlasele iCuba emva kokutholakala kwezikhali zenuzi ezicitshwayo okuhloswe ngaso ezweni lakubo iMelika.

IMIBUZO (PHENDULA NGESINGISI)

8.1 Ngubani umuntu wokuqala owathunyelwa iMelika emkhathini? (1)
_____
_____
_____

8.2 Kungabe iyini i Sputnik 1(2)
_____
_____
_____
_____
_____
_____

8.3 Ngokubona kwakho kwaba kuhle yini ukuwiswa kwamabhomu e Japan? Sekela impendulo yakho.(3)
_____
_____
_____
_____
_____
_____

8.4 Ukuba wawungu Mongameli wase melika, wawuyowaqathaza yini amabhomu eJapan? Sekela impendulo yakho. (4)
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

ISAMBA-10

APPENDIX E

INSTRUCTIONS

- Read the extract below and answer questions that follow.
- Answer the following questions in isiZulu.
- You have only15 minutes to complete this assessment.
- Answer honestly; do not copy from other learners.

Read the extract below and answer questions that follow.

Hitler and the Nazis, 1920

The National Socialist German Workers Party, called the Nazi Party, was formed in Munich on 5 January, 1919.dolf Hitler became the seventh member in that year. By 1921 he was playing a big role in the party. The Nazis made popular promises:

To create jobs
To make Germany strong and united
To resist carrying out the instructions of the treaty of Versailles

Hitler worked against Weimar republic; he was arrested in 1923 and sent to jail where he wrote book called *Mein kampf* (my struggle). He spelt out his master plan for Germany, a country to be populated only by pure German race which he called the Aryan race. He promoted nationalism and hatred of the Jews or anti-Semitism

The beginning of the Holocaust

The Nazis began to discriminate against the Jews. In 1935, the Nuremberg laws were passed, stipulating the following:

- Jews could not be German citizens.
- Jews could not live in German areas or attend German schools or universities.
- Jews were not allowed to use German facilities, such as the parks, shops, cinemas and sport facilities.
- Jews were forbidden to marry Germans and to ride bicycles.
- Jews were given separate areas to live and set up their shops and businesses.
- All expensive and wealthy property was given to the Germans.

Through the Nuremburg laws, the Jews were totally discriminated against. This was part of Hitler's plan to encourage the Jews to leave Germany in order to fulfill his ambition of creating the Aryan race.By 1938, however, the Nazis began to take more drastic action against the Jews. More and more Jews were arrested and sent to concentration camps.

Failure of democracy in the Weimar Republic

German people were dissatisfied and bitter, and wanted someone to blame. After the Wall Street crash, people encountered great hardship and the government was incapable of helping them. They liked the Nazis direct and simple solutions which were publicized through rallies, on radio, in films and posters. All the Nazi propaganda promoted German unity and sense of belonging to powerful nation.

QUESTIONS (ANSWER IN ISIZULU)

1) What Does Nazi stands for? (1)
   _____
   _____
   _____

2) Briefly explain where did Hitler get the idea of Aryan race? (2)
   _____
   _____
   _____
   _____
   _____

3) If you were German, based on the promises made to people, would you vote for Nazi and motivate your answer. (3)
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

   How would you feel if you were Jewish living in Germany and explain why? (4)
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

TOTAL: 10

APPENDIX F

ENGLISH INTERVENTION/TREATMENT LESSON PLAN AND ASSESSMENT

subject: Social Sciences **Grade:**9 **Phase:** Senior	

Topic: turning points in south African history (1960–1994	
Assessment Type: Formative	
Assessment Form/s: Structured questions	
Duration:1 day(45 minutes)	
Total marks for intervention:10	

CHRONOLOGICAL ORDER FOR INTERVENTION LESSON PRESENTATION

Procedure **10 minutes**	1. Introduce myself to learners. Tell them that I am not there to criticize them. Explain that the purpose of this study is to ascertain whether there is translanguaging in grade 9 Social Sciences. I will clarify that the lesson will be taught using translanguaging methods, IsiZulu will be used to build the weak language which is English. Furthermore learners will be told that the assessment passage will be written in English, questions asked in English and their responses should be in IsiZulu. This will be done in-order to determine their language of input and output which will assist in determining whether there are any translanguaging practises in Social Sciences classroom.
Introduction **10 minutes**	2. Introduce the lesson to learners. It may happen that they might have learnt the content before, but they haven't written the type of assessment that I will give to them. They are expected to listen attentively. Baseline learners in order to find out what they already know about Sharpeville massacre. I will start from what is known to unknown.
Lesson **20 minutes**	3. Start teaching and write some points on the board. I will use a CAPS prescribed book for grade 9 Social sciences. The whole lesson will last for 20 minutes. 4. During the lesson I will ask some questions based on the lesson to make sure that they understand the lesson. 5. Learners will also be free to ask questions if there is something they do not understand and clarification will be given to them.
Assessment **15 minutes**	6. Once I will be done with the lesson I will give them instructions on how to answer the assessment given to them 7. Give them the assessment; it will have spaces that they will use for their answers.
Material used	Textbook, question paper handouts, chalkboard and chalk
Evaluation/ assessment	With instructors guidance learners will write the task given to them responses should be in IsiZulu, in order to determine their language of input and output.

CLASSROOM ASSESSMENT (INTERVENTION)

NAME: _____

CODE: _____

DATE: _____

MARKS: 10

INSTRUCTIONS

- Read the extract below and answer questions that follow.
- Answer the following questions in isiZulu.
- You have only15 minutes to complete this assessment.
- Answer honestly; do not copy from other learners.

TURNING POINTS IN SOUTH AFRICAN HISTORY (1960–1994).Refer to SOURCE A and SOURCE B about the Sharpeville massacre that took place on Monday, 21 March 1960.

Sharpeville massacre

On 16 March 1960, PAC leader Robert Sobukwe wrote to the Commissioner of police stating that the PAC would be holding a five day non-violent and disciplined protest against pass laws. PAC members were asked to leave their passes at home on 21 March, and give themselves up for arrest at police station throughout the country. This day was to be a turning point in South African history.

It was in Sharpeville, township in the Vaal triangle, that things went seriously wrong. A group of about 5000 PAC members marched to Sharpeville police station. The police opened fire on the crowd that had gathered to protest the pass laws. As people turned to run away, the police continued shooting. By the end of the day 69 people had been killed, most of them shot in the back, and 180 were wounded.

SOURCE A-Extract from an eyewitness report by Humphrey Tyler."There was no warning volley. When the shooting started, it did not stop until there was no living thing in the huge compound in front of the police station. The police claimed they were in desperate danger because the crowd was stoning them. Yet only three policemen were reported to have been hit by stones and more than 200 Africans were shot down. I saw no weapons, although I looked very carefully, and afterwards studied the photographs of the death scene. While I was there, I saw,only shoes, hats and a few bicycles left among the bodies".

SOURCE B-Adapted from an extract from the Rand Daily Mail newspaper article dated Tuesday, 22 March 1960, one day after the Sharpeville massacre: "As he (Colonel Pine Pienaar) entered the police station grounds his car was stoned. He managed to get his men behind the wire enclosure. The gates were barred again. Some Africans dashed up and reopened them. They were supported by a hail of stones. Shots were fired at the police. The order to fire was given in the face of a threatening mob ... Volley after volley of .303 bullets

and stun guns bursts tore into between 15 000 and 20 000 people who had surrounded the police station. Scores of people fell before the hail of bullets. They fled so quickly that hundreds of shoes, trousers, jackets and even chairs were left behind.

QUESTIONS (ANSWER IN ISIZULU)

1) What was the reason the people of Sharpeville decided to protest? (1)

   _____
   _____
   _____
   _____
   _____

2) What day is observed on 21 March every year? How is it connected to Sharpeville? (2)

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

3) Why do you think Sharpeville marked the end of peaceful resistance to apartheid? Motivate your answer(4)

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

4) Do you think the police reacted fairly by responding with fire to the protesters? In not more than three sentences motivate your answer. (3)

   _____
   _____
   _____
   _____
   _____
   _____
   _____

TOTAL: 10

APPENDIX G
ISIZULU INTERVENTION/TREATMENT LESSON PLAN AND ASSESSMENT
ISIVIVINYO SASEKILASINI SE INTERVENTION

Subject: Social Sciences	
Topic: Apartheid	
Phase: Senior	
Grade:9	
Assessment Type: Formative	
Assessment Form/s: Structured questions	
Duration:1 day(45 minutes)	
Total marks for intervention:10	

CHRONOLOGICAL ORDER FOR INTERVENTION LESSON PRESENTATION

Procedure **5 minutes**	1. Introduce myself to learners. tell them that I am not there to criticize them. Explain what we will be doing that day and how the assessment will be written in isiZulu, questions asked in isiZulu and their responses should be in English. This will be done in-order to determine their language of input and output.
5 minutes	2. Introduce the lesson to learners. It may happen that they might have learnt the content before, but it was not taught in isiZulu and they haven't written the type of assessment that I will give to them. They are expected to listen attentively.
20 minutes	3. Start teaching and write some points on the board. I will use a CAPS prescribed book for grade 9 Social sciences. The whole lesson will last for 20 minutes. 4. During the lesson I will ask some questions based on the lesson to make sure that they understand the lesson. 5. Learners will also be free to ask questions if there is something they do not understand and clarification will be given to them.
15 minutes	6. Once I will be done with the lesson I will give them instructions on how to answer the assessment that I will give to them 7. Give them the assessment; it will have spaces that they will use for their answers.
introduction	Introduce myself first than introduce the lesson. Baseline them(learners) in order to find out what they already know about the lesson being learnt. I will start from what is known to unknown.
Material used	Textbook, question paper handouts, chalkboard and chalk
Objective	To determine learners language of input and output
Evaluation/ assessment	With instructors guidance learners will write the task given to them responses should be in English, in order to determine their language of input and output.

IGAMA_____

IKHODI: _____

USUKU:_____

AMAMAKI: 10
IMIYALELO

- Funda lesi siqeshana esingezansi bese uphendula imibuzo elandelayo.
- Phendula imibuzo ebuziwe ngolimi lwesilungu.
- Bhala uqede ngemizuzu engama-15.
- Phendula ngokwethembeka, ungabuki umsebenzi womunye umfundi.

UBANDLULULO

Igama elithi 'ubandlululo' lalisetshenziswa iqembu lezombusazwe lamabhunu, i-National Party, njenge siqubulo okhethweni lwango1948.ENingizimu Afrika ngaleso sikhathi abamhlophe kuphela baseNingizimu Afrika ababekwazi ukuvota okhethweni jikelele, kanti isiqubulo esithi "ubandlululo" sasizwakala sikhanga kakhulu kwabaningi abamhlophe baseNingizimu Afrika.Ngo-1948 okhethweni National Party yaluwina ukhetho - lokhu kwaqala inkathi entsha nokuthi abamhlophe bakuleli laseNingizimu Afrika bacindezele baphinde bazuze ngezithukuthuku zamanye amaqembu ngaphandlekwemingcele yobuhlanga [abamnyama, amaKhaladi namaNdiya].

Phakathi neMpi Yezwe yesibili, abaningi abamnyama baseNingizimu Afrika bagcwalisa imisebenzi eyayenziwa abamhlophe ngoba babesempini.Baba namakhono amaningi futhi lapho amasosha amhlophe ebuya, abamhlophe bayekhathazeka ngezizathu ezintathu ezibalulekile kubo:

- Nakuba amasosha amhlophe ayesempini efika abuyiselwa imisebenzi yawo emuva, abamnyama base befunde amakhono abamhlophe futhi lokhu kwakungase kuphenduke umncintiswano.
- abamhlophe babekhathazeke ngenani elikhulu labamnyama ababehlala ezindaweni ezisemadolobheni.
- Abansundu abaningi ababamba iqhaza eMpini Yezweyesibilibangenwa umqondo wenkululeko kanye nentando yeningi.Baqala ukuba balwele amalungelo abo ngokusebenzisa imibhikisho ebihambisana nodlame, amamashi, kanye nezinye izindlela ezikhombisa ukungagculiseki kwabo.

IMIBUZO

1. Yini ubuhlanga(1)

   _____

   _____

2. Kungabe igama elithi ubandlululo lichaza ukuthini? (2)

   _____

   _____

   _____

3. Yini eyayenza lesi siqubulo ubandlululo sasizwakala sikhanga kwabamhlophe, shono kube kubili(2)

   _____

   _____

   _____

4. Abamhlophe bazuza kanjani ngezithukuthuku zamanye amaqembu ngaphandle kwemingcele yobuhlanga na? (2)

_____
_____
_____

5. Kungabe lwaluluhle yini ubandlululo,chaza isizathu sempendulo yakho. (3)

_____
_____
_____
_____

ISAMBA: 10

APPENDIX H

ISIZULU POST-TEST

ISIVIVINYO SASEKILASINI SE POST-TEST
IGAMA_____
IKHODI: _____
USUKU:_____
AMAMAKI: 10
IMIYALELO
- Funda lesi siqeshana esingezansi bese uphendula imibuzo elandelayo.
- Phendula imibuzo ebuziwe ngolimi lwesilungu.
- Bhala uqede ngemizuzu engama-15.
- Phendula ngokwethembeka, ungabuki umsebenzi womunye umfundi.

Isiqephu 1okucashunwe emqulwini obhekelele ukuvikeleka kwamalungelo abantu emhlabeni jikelele (Universal Declaration of Human Rights)

1. Bonke abantu bazalwa bekhululekile belingana ngesithunzi nangamalungelo.

2. Wonke umuntu kumele awathole wonke lamalungelo nenkululeko ebhalwe kuloluGunyazo, ngaphandle kokuhlukanisa kwanoma yiluphi uhlobo, ezifana uhlanga, ibala, ubulili, ulimi, inkolo, umbono wezombangazwe noma omunye, ubuzwe noma imvelaphi, umhlaba, ukuzalwa noma esinye isimo.

3. Wonke umuntu unelungelo lokubumba noma lokuba lempilo, lenkululeko nokuvikeleka komuntu.

4. Akekho oyoba isigqila noma eyizigqila; ubugqila nokuhweba ngezigqila kunqatshelwe ngazo zonke izindlela zabo.

5. Akukho muntu okumelwe ahlukunyezwe noma athole impatho noma isijeziso esinesihluku, esiwunya noma esehlisa isithunzi.

6. Wonke umuntu unelungelo lokwemukelwa nomaphi njengomuntu phambi komthetho.

7. Sonke siyalingana phambi komthetho futhi sinegunya lokungabandlululwa phambi komthetho.

8. Akekho oyoba uboshwe nje ngokungahlelekile, avelelwe noma adingiswe .

isiqephu 2 Eminye yemithetho yasephalamende eyadala ubandlululo kuleli laseNingizimu Afrika

A. Umthetho wokubhalisa abantu ngobuhlanga babo.
B. Umthetho wabantu abashada abantu bobunye ubuhlanga.
C. Umthetho wokuziphatha okubi.
D. Umthetho wokuhlukaniswa ngezindawo zokuhlala ngobuhlanga.
E. Umthetho wemfundo yabantu abamnyama.

F.   Umthetho wezinsiza ezihlukile.
G.   Umthetho ongavumeli ubukhomanisi.

IMIBUZO PHENDULA NGESINGISI)

1)   Uma kwakudingeka ukhethe umthetho **owodwa** esiqeshini **2** lapho kwephulwa khona imithetho njengoba kwakwenzeka ngobandlululo. yimuphi kube futhi kungani? (2)

_____
_____
_____
_____
_____
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_____
_____

2)Esiqeshini **1**, khetha kube kune okucashunwe emqulwini obhekelele ukuvikeleka kwamalungelo abantu emhlabeni jikelele (Universal Declaration of Human Rights)okusashoda emphakathini noma eNingizimu Africa,bese uyachaza ukuthi yini indaba uthi kusashoda. (8)

_____
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_____

ISAMBA: 10

APPENDIX I

ENGLISH POST-TEST
CLASSROOM ASSESSMENT (POST-TEST)
NAME_____
CODE: _____
DATE: _____
MARKS: 10
INSTRUCTIONS
- Read the extract below and answer questions that follow.
- Answer the following questions in isiZulu.
- You have only15 minutes to complete this assessment.
- Answer honestly; do not copy from other learners.

A Women's Protest March on 9 August 1956. Refer to the photograph to answer the questions that follow.

Leaders of the march (from left to right) Radima Moosa, Lilian Ngoyi, Helen Joseph and Sophie Williams standing with the petition they wanted to present to the Prime Minister, J.G. Strijdom, on 9 August 1956.

Helen Joseph

Helen Joseph was one of the leaders who read out the clauses of the freedom charter in Kliptown.She was born in England and worked as a teacher in India. She helped found the Federation of South African Women and she was one of the leaders of the March to the union buildings.

Lilian Ngoyi

Lilian Masediba Ngoyi was born in Pretoria in 1911 and was the first woman to be elected to the executive of the ANC. In 1953 she became President of the ANC women's league. In

1956 she marched to the union buildings. She travelled in Europe as well as Chin and Russia meeting women leaders.

QUESTIONS (ANSWER IN ISIZULU)

1) What is similar about Helen Joseph and Lilian Ngoyi (1)

_____
_____
_____
_____

2) For what reason did these women decide to organize a protest march? (2)

_____
_____
_____
_____

3) Study the photograph. In three sentences describe the racial significance of the four women in the photograph? (3)

_____
_____
_____
_____
_____
_____
_____
_____
_____

4) As a result of this protest, people living in South Africa celebrate National Women's Day every year on 9 August as a public holiday. Explain the importance of this public holiday for all South Africans.(4)

_____
_____
_____
_____
_____
_____
_____
_____

TOTAL=10

APPENDIX J

ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/259					
Project Title	The use of translanguaging in Grade 9 Social Sciences classroom in the Zululand District					
Principal Researcher/ Investigator	TP Mkhize					
Supervisor and Co-supervisor	Dr SA Govender			Ms N Maluleke		
Department	Curriculum & Instructional Studies					
Nature of Project	Honours/4th Year		Master's	x	Doctoral	Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions: (1) This certificate is valid for 2 years from the date of issue.
(2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-31 July 2017]
(3) Principal researcher must submit a report at the end of project in respect of ethical compliance.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

TP Mkhize   - PGM 2016/259

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X			X		

Low Risk	Medium Risk	High Risk
		X

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		X
Informed consent from parent/guardian	X		
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

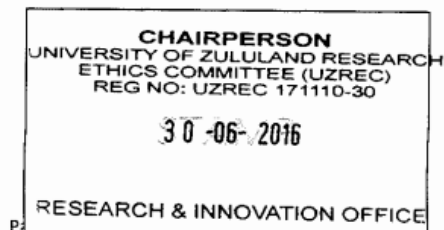The UZREC retains the right to

- Withdraw or amend this Certificate if
    o Any unethical principles or practices are revealed or suspected
    o Relevant information has been withheld or misrepresented
    o Regulatory changes of whatsoever nature so require
    o The conditions contained in this Certificate have not been adhered to

- Request access to any

The UZREC wishes the researcher well in conducting the research

Professor Nokuthula Kunene
Chairperson: University Research Ethics Committee
30 June 2016

TP Mkhize   - PGM 2016/259

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

3 0 -06- 2016

RESEARCH & INNOVATION OFFICE

APPENDIX K
CONFIRMATION OF PROJECT REGISTRATION

UNIVERSITY OF ZULULAND
HIGHER DEGREES COMMITTEE

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

Confirmation of Project Registration

Registration Number	S533/16				
Project Title	The use of translanguaging in grade 9 Social Sciences classrooms in the Zululand				
Principal Researcher/ Investigator	Mkhize TP				
Student number	200900078				
Supervisor and Co-supervisor	Dr S Govender		Ms N Maluleke		
Department	Curriculum and Instructional Studies				
Nature of Project	Honours/4th Year	Master's	x	Doctoral	Departmental

Dear Student

I have the pleasure of informing you that the Higher Degrees Committee, at its meeting held on 20 May 2016, approved your research proposal.

Please note: Your proposal can now be considered for ethical clearance after which you can apply for research funding. Kindly provide this letter with your ethical clearance certificate when submitting your final thesis for external examination.

Yours sincerely,

Mr. Siyanda Manqele
Post-graduate Studies
21 June 2016

UNIVERSITY OF ZULULAND
RESEARCH & INNOVATION OFFICE
2 1 JUN 2016
STAMP
POSTGRADUATE STUDIES
RECEIVED:

Mkhize TP S533/16

Translanguaging in grade 9 social sciences classroom in the Zululand District

14%	12%	5%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.ajol.info Internet Source	3%
2	www.scielo.org.za Internet Source	2%
3	perlinguam.journals.ac.za Internet Source	1%
4	www.ncrel.org Internet Source	1%
5	www.uel.ac.uk Internet Source	1%
6	math.coe.uga.edu Internet Source	1%
7	Submitted to University of Leeds Student Paper	1%
8	Revitalizing Minority Voices, 2015. Publication	1%
9	Submitted to Intercollege	