

**AN EXPLORATION OF TRANSLANGUAGING IN A GRADE TEN READING
CLASS IN NTAMBANANA CIRCUIT SCHOOLS**

by

Bongumusa Faithful NTSHAKALA

A dissertation submitted to the Faculty of Humanities & Social Sciences in fulfilment
of the requirements for the degree of

MASTER OF ARTS

in the field of

General Linguistics

at the

UNIVERSITY OF ZULULAND

Supervisor: Prof E.M. Mncwango

Submitted.....2022

Signature.....

DECLARATION

I, BONGUMUSA FAITHFUL NTSHAKALA, hereby declare that this dissertation, titled 'AN EXPLORATION OF TRANSLANGUAGING IN A GRADE TEN READING CLASS', is my own original work and has never been submitted to any university for the award of any degree. All the sources used have been acknowledged in the form of references.

CANDIDATE'S SIGNATURE.....

SUPERVISOR'S SIGNATURE.....

DEDICATION

This dissertation is dedicated to my one and only dear son, Gift Siyamukela Ngwenya, my late parents, Mr, and Mrs L.S. Ntshakala, for investing the passion for education and its imperativeness, to my friends for the support, and to my entire family, too, for their unfailing support.

ACKNOWLEDGEMENTS

Firstly, I wish to thank God my Saviour and my creator, for giving me the strength, the wisdom, and the perseverance to complete this project. I wish to thank the following individuals for their unfailing support and enormous contributions towards the completion of this project: the first word of gratitude goes to my supervisor Dr E.M. Mncwango. Further gratitude goes to the educators and principals of the Ntambanana Circuit schools. My statistician and data analyst, Peter Ocholla and lastly my spiritual parents, Apostle M. C., and Prophetess N. H. Dhlomo, for their prayers and words of encouragement.

ABSTRACT

Learners' poor performance in schools is of grave concern in South Africa due inter alia, to low literacy and numeracy levels. It has been found that, comparatively, learners in South Africa lag behind other learners in other countries in terms of their ability to read with comprehension. The study aimed to explore the employment of translanguaging as a teaching strategy aimed at improving learner comprehension in a Grade ten reading class. Three rural high schools were selected which offer English as a second language and isiZulu as a home language. Ten Grade ten learners in each school were purposively sampled and the study comprised thirty learners.

The findings revealed that while some learners are competent enough in English, mainly due to their backgrounds, most of them comprehend better, and they responded more correctly to comprehension-seeking questions when the input language was their home language (isiZulu). The learners in the three high schools pointed out after writing the comprehension tests that even if the text can be written in their second language (English) and they read it without understanding some words and some paragraphs, but if they are questioned in their home language, they can respond with ease to the questions. The findings clearly demonstrate the role that learners' home language should play in their learning. The study, therefore, recommends translanguaging as a teaching strategy that teachers can employ to improve learner comprehension and to ensure that learners benefit from their entire linguistic repertoire.

TABLE OF CONTENTS

| | |
|---|-----|
| DECLARATION | 2 |
| DEDICATION | 3 |
| ACKNOWLEDGEMENTS | 4 |
| ABSTRACT | 5 |
| CHAPTER 1 | |
| 1.1. INTRODUCTION | 9 |
| 1.2. THE PROBLEM STATEMENT | 10 |
| 1.3. THE AIM OF THE STUDY | 12 |
| 1.4. THE OBJECTIVES OF THIS STUDY: | 12 |
| 1.5. RESEARCH QUESTIONS | 13 |
| 1.6. LITERATURE REVIEW | 13 |
| 1.7. DEFINITION OF THE OPERATIONAL TERMS | 144 |
| 1.8. CHAPTER DIVISIONS | 14 |
| 1.9. SUMMARY | 16 |
| CHAPTER 2 | |
| 2.1 INTRODUCTION | 17 |
| 2.1.1 Definition of operational terms | 17 |
| 2.2. ENGLISH AS A MEDIUM OF INSTRUCTION | 18 |
| 2.3. TEACHERS' ROLE IN TEACHING READING COMPREHENSION SKILLS | 19 |
| 2.4. THE READING COMPREHENSION SITUATION IN SOUTH AFRICA | 20 |
| 2.5. READING IN A SECOND LANGUAGE | 21 |
| 2.6. THEORIES OF READING DEVELOPMENT | 22 |
| 2.7. ASSESSMENT TOOLS USED IN SOUTH AFRICA | 23 |
| 2.8. THEORIES OF TRANSLANGUAGING | 24 |
| 2.9. TRANSLANGUAGING IN THE CURRICULUM CONTEXT | 26 |
| 2.10. THE BENEFITS OF TRANSLANGUAGING IN MONOLINGUAL AND MULTILINGUAL CLASSROOMS | 27 |
| 2.11. TRANSLANGUAGING AS A PERCEIVED RESOURCE IN LEARNING | 29 |

| | | |
|-------|---|----|
| 2.12. | TRANSLANGUAGING AS A PERCEIVED OBSTACLE IN TARGET LANGUAGE ACQUISITION..... | 30 |
| 2.13. | SUMMARY | 31 |

CHAPTER 3

| | | |
|--------|---------------------------------------|----|
| 3.1. | INTRODUCTION | 32 |
| 3.2. | PLANNING FOR THE STUDY | 32 |
| 3.2.1. | Voluntary participation | 33 |
| 3.2.2. | Informed consent..... | 33 |
| 3.2.3. | Anonymity and confidentiality..... | 33 |
| 3.3. | RESEARCH DESIGN | 33 |
| 3.3.1. | Population..... | 34 |
| 3.3.2. | Sampling and sample size | 34 |
| 3.3.3. | Data collection | 35 |
| 3.3.4. | Interview questions..... | 36 |
| 3.3.5. | Data collection procedures..... | 36 |
| 3.3.6. | Data analysis and interpretation..... | 36 |
| 3.3.7. | Ethical considerations | 37 |
| 3.4. | SUMMARY | 38 |

CHAPTER 4

| | | |
|------|--|-----|
| 4.1. | INTRODUCTION | 39 |
| 4.2. | GENERAL FREQUENCY OF SCORES FROM LEARNERS' READING COMPREHENSION TASK 1 | 40 |
| 4.3. | GENERAL FREQUENCY OF SCORES PER TEST FROM 30 PARTICIPANTS (LEARNERS) | 422 |
| 4.4. | HOW NORMAL IS THE DISTRIBUTION OF MARKS FOR THE TESTS IN THE SCHOOLS? | 466 |
| 4.5. | RESULTS FROM THE SECOND READING COMPREHENSION TASK..... | 47 |
| 4.6. | UNDERSTANDING OF TRANSLANGUAGING | 50 |
| 4.7. | RESULTS FROM THE INTERVIEW | 511 |
| 4.8. | SUMMARY OF THE FINDINGS..... | 522 |

CHAPTER 5

| | | |
|------|--------------------|-----|
| 5.1. | INTRODUCTION | 533 |
|------|--------------------|-----|

| | | |
|-------|--|-----|
| 5.2. | THE DEMOGRAPHIC CHARACTERISTICS AND LEARNERS' PERFORMANCE..... | 53 |
| 5.3. | SOCIOLOGICAL CHARACTERISTICS OF LEARNERS AND THEIR PERFORMANCE | 544 |
| 5.4. | ECONOMIC CHARACTERISTICS OF LEARNERS AND THEIR PERFORMANCE | 555 |
| 5.5. | GEOGRAPHICAL CHARACTERISTICS OF LEARNERS AND THE SCHOOLS | 555 |
| 5.6. | INSTITUTIONAL CHARACTERISTICS OF THE SCHOOLS: TYPE OF SCHOOL, FINDING, INFRASTRUCTURES, SUPPORT, ETC..... | 56 |
| 5.7. | TEACHERS' CHARACTERISTICS, COMPETENCE, AND PERFORMANCE..... | 57 |
| 5.8. | HISTORY OF THE SCHOOLS IN PREVIOUS EXAMINATIONS | 577 |
| 5.9 | SUMMARY OF THE FINDINGS..... | 588 |
| 5.10. | DISCUSSION OF THE RESEARCH FINDINGS | 599 |
| 5.11. | CONCLUSION..... | 59 |
| 5.12. | RECOMMENDATIONS..... | 60 |
| 5.13. | LIMITATIONS OF THE STUDY | 611 |
| | REFERENCES | 622 |
| | ANNEXURE A..... | 71 |
| | ANNEXURE B..... | 74 |
| | ANNEXURE C..... | 78 |
| | ANNEXURE D..... | 82 |
| | ANNEXURE E..... | 84 |
| | ANNEXURE F..... | 86 |
| | ANNEXURE G..... | 89 |
| | ANNEXURE H..... | 90 |
| | ANNEXURE I..... | 92 |
| | ANNEXURE J..... | 93 |
| | ANNEXURE K..... | 94 |

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The challenge posed by learners' low literacy and numeracy levels in South African schools is well documented as one of the leading contributors to poor performance in schools, especially in rural and township areas. Perfetti, Wlotko, and Hart (2005) and Noicharoen (2012) have identified the learners' background knowledge, difficulties with learning materials, and experience in selecting reading books, among some of the contributing factors to the reading comprehension challenges faced by learners in schools. Pretorius and Klapwijk (2016) have reported that while teachers in high-performing schools in South Africa generally seem to pay attention to meaning and comprehension, teachers in low-performing schools do so to a far lesser extent, and these teachers tend to have narrow conceptions of reading, and struggle to provide learners with the necessary guidance and support to engage with texts and develop comprehension abilities beyond literal readings of texts. Howie, Venter, and van Staden (2008) report that the Annual National Assessments (ANA) as well as the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SAQMEC) are a case in point. According to Manarin, Carey, Rathburn, and Ryland (2015), reading comprehension may be defined as the ability to understand vocabulary to be able to paraphrase and make a summary of information from the text.

While the government adopted a language policy in 1997 which stated that the learners need to be taught in their mother tongue from grade 1-3 and thereafter be taught in the first additional language (English), this has resulted in several challenges, since some of the learners, especially in rural schools, come into contact with English in the classroom, and their first language, isiZulu in this case, dominates outside the classroom. In the context of this study, learners who speak isiZulu L1 as a home language must face a challenge in most cases when they must deal with learning materials that are presented in English second language (L2), especially because in many rural schools, learners only encounter English in the classroom due to the dominance of isiZulu outside the classroom. The learners' L1 has no clearly defined

role in the classroom, despite many reported benefits to the learner. The exploration of translinguaging as a learning strategy, therefore, was an attempt to explore how to mitigate the learning barrier presented by second language instruction (in English), especially in the context of rural schools where the language is not dominant outside the classroom.

Historically, the concept of translinguaging was first used by Wales in the 1980s (Gren, 2022). It refers to the pedagogical practices where students are asked to alter their languages of learning for both receptive and productive purposes. For example, the students were asked to read in Welsh and write in English Baker (2011). William was a well-known Welsh educationalist who created the term 'translinguaging' for the planned and systematic use of two languages for teaching and learning within the same lesson (Gren, 2022). In the historical context of translinguaging, it was highlighted that the Welsh and English competence had been about conflict, oppression, and suppression. English was deprived of its dominance and the Welsh were endangered (Walsh-Moorman, Schneider, and Ours, 2021). The use of expressions such as language struggle survival fight and treachery led to what was called the language battlefield. After all that the Welsh language revitalization surfaced in the final decades of the twentieth century and the possibility of both languages being seen as mutually advantageous began (Walsh-Moorman, Schneider, and Ours, 2021).

The South African Constitution (Act 108 of 1996) proclaims eleven languages as official languages at the national level. During the apartheid era, only English and Afrikaans were declared by law to be the only official languages for pedagogic use at schools, but under the new dispensation, every learner has the right to receive education in the official language as per Section 29.2 of the constitution. However, this study explores the translinguaging practices for a grade ten reading class which was perceived to be beneficial to the grade ten reading class by also providing the cognitive support which is necessary for them as bilingual learners.

The South African path of translinguaging reveals that in Black townships where one grows within an avalanche of languages that are dynamically linked during the early six years of one's life, the mother tongue or the first language becomes irrelevant to a large extent in the complex multilingual context (Makalela, 2015).

1.2. THE PROBLEM STATEMENT

Learners in Grades 10 and 12 receive national certificates to either receive vocational training after Grade 10 or to continue with tertiary training after Grade 12. Those who qualify to be enrolled in vocational training are those who did not achieve the minimum points to proceed to Grade 11 and those who are past the minimum age to remain in secondary education. In addition, students who completed only Grade 10 and have turned 25 years or older can write a mature age examination to enter the tertiary level. The relevance of the Grade 10 issue to this study is that these learners will not complete Grades 11 and 12, which means once they pass the mature age examination they will go directly to tertiary education. This suggests that between Grade 10 and tertiary education, these learners experience a huge gap, and the level of their English proficiency cannot be determined. This could also be a problem when they enrol in tertiary education. Hence, the Grade 10 results are shown in this thesis to clarify what levels of students enter tertiary education.

In the case of South Africa, the Department of Education's Curriculum Assessment Policy Statements (CAPS) (2011) states that the learners' assessment must not be below the average score of 50% in both adequate and higher achievement evaluations. With the latter said, the government adopted the Language in Education Policy (1997) which stated that the learners need to be taught in their mother tongue from grade 1-3 and thereafter taught in the first additional language. However, the problem that is perceived in this study is the incomprehension of the second language observed by the researcher in grade ten, which is the initial level in the Further Education and Training band (F.E.T.). The learners in Grade 10, as well as in the previous grades, were experiencing challenges in reading with understanding when they were given comprehension-seeking tasks. In the case of the Grade 10 classes in question, the schools are in a rural area of Ntambanana, in the KwaZulu-Natal province of South Africa. Almost all the learners are from the area, and all of them speak isiZulu as their first language but must learn through the medium of English, which is the Language of Learning and Teaching (LoLT). While English is the LoLT in schools, the reality is that many learners in rural schools have not attained full command of the language, which creates a barrier to learning in that they cannot comprehend the learning materials written in English, and others experience challenges with reading comprehension as well.

In a bilingual classroom in South Africa, specifically in the Ntambanana circuit under King-Cetshwayo District where the study is based, the language issue in reading comprehension is still a major challenge (Ntshakala and Mncwango, 2021). Moreover, poor command of English creates challenges in many respects since English is the LoLT in the South African context.

The issue of English also comes as a barrier, as Ntshakala and Mncwango (2021) postulated that most learners in rural schools only encounter English in classrooms only since classrooms are the only place where they encounter English as LoLT. The learners' first language (isiZulu) does not have a clear role in the classroom, despite the many benefits of learning in a learner's first language (L1). Hence, this study perceives translanguaging as a pedagogical tool that can be employed to mitigate the reading incomprehension challenges observed by the researcher in a Grade ten reading class.

Translanguaging permits the use of the other language, which is the first language in this study, to reinforce the acquisition of the second language, as a study of purposive alternation linked back from Wales shows (Baker, 2011; Wei, 2011). The researcher implicates the issue of language acquisition because the researcher explores through translanguaging, the reading comprehension levels of the Grade ten reading class. The previous studies (Shabani, Sadiku, and Munishi, 2022; Hernández, 2022) explored code-switching as one of the tools that can remedy the crisis observed by the researcher regarding the incomprehension of the second language by learners in the Further Education and Training Band (F.E.T.).

1.3. THE AIM OF THE STUDY

This study aims mainly at exploring translanguaging to address the challenges of reading incomprehension levels of the learners, specifically at the F.E.T. Band (Further Education and Training Band).

1.4. THE OBJECTIVES OF THIS STUDY WERE TO:

1. Explore the Grade ten learners' reading comprehension levels of L1 input and L2 output on written comprehension tasks.
2. Explore the Grade ten learners' reading comprehension levels of L2 input and L1 output of the written comprehension tasks.

3. Compare the comprehension levels of Grade ten learners between the use of L1 as input and L2 as output, and vice versa.
4. To test the effectiveness of translanguaging on reading comprehension.

1.5. RESEARCH QUESTIONS

2. What reading comprehension level will the Grade ten learners be when they read a text in isiZulu and respond to comprehension-seeking questions in English?
3. What level will the Grade ten learners' comprehension be when they read a text in English and respond to comprehension-seeking questions in isiZulu?
4. How will the reading comprehension levels compare between grade ten learners' results for a reading comprehension task where isiZulu is used as an input language and English as output and vice versa?
5. Would translanguaging improve reading comprehension?

1.6. LITERATURE REVIEW

A theoretical framework is presented and discussed in line with the research problem and research questions of the study. Relevant literature on translanguaging as well as literature on reading comprehension has been reviewed in this chapter.

Planning for the research

The procedure that was followed was:

1. The necessary forms were forwarded to the Ministerial office and the office of the minister forwarded the permission letter to the Director of King Cetshwayo District.
2. Copies of the approval letters from the district office were given together with the questionnaires to the principals, parents, and learners concerned for their attention.
3. Ethical clearance was applied for and granted by the University of Zululand.
4. An informed consent declaration was signed by all participants.

1.7. DEFINITION OF THE OPERATIONAL TERMS

a. Translanguaging

Translanguaging refers to the pedagogical practices where students are asked to alter their learning languages for both receptive and productive purposes (Baker, 2011). According to Garcia and Kleifgen (2010), translanguaging pedagogics permits learners to draw from all their linguistic resources other than being confined to the use of one language when making meaning in their classrooms. However, in this study, the researcher utilised these translanguaging practices to explore the reading comprehension levels for a Grade ten reading class when both the L1 and L2 input and output are used in a reading comprehension task.

b. Reading

Reading is the foundation on which all academic skills of an individual are developed; it is a process of mentally interpreting written symbols (Taylor and Pearson, 2002). According to Kucer (2005), reading is just the act of understanding and decoding texts for information, enjoyment, and development purposes. In this study, it refers to an activity or a practice that is perceived as part of learning by both educators and learners in schools.

Reading Inventories

The informal reading inventory is an individually administered survey designed to help an educator determine the students' reading instructional needs. As per this study, the reading inventories with the comprehension passage aided the researcher to explore the Grade ten reading comprehension levels of the L2 input and L1 output of the written comprehension task and the L2 output and L1 input of the same written comprehension task.

1.8. CHAPTER DIVISIONS

This study comprises five chapters which are organised as follows:

Chapter 1

This chapter gives the outline for the whole dissertation. The statement of the problem, objectives, definition of operational terms, and research methodology are presented.

Chapter 2

Literature review

This chapter presents literature that provides the theoretical framework of the study, the literature that focuses more on translanguaging as a cognitive issue and as a tool that can be explored to address the incomprehension levels observed by the researcher in a Grade ten reading class.

Chapter 3

Research design and methodology

This chapter provides the research methodology that was followed and the tools that were used in collecting data from the participants.

Chapter 4

Data presentation and analysis

This chapter presents the actual data that were collected using the research instruments, as discussed under the 'Research Methodology' chapter, as well as their interpretation and analysis.

Ethical considerations

To uphold these obligations, the researcher ensured that the participants' safety and security came first. To establish trust, the entire research was discussed with the participants through writing. The project was outlined, and participants were allowed to ask questions for clarification before participation. The participants were informed that participation in the project was voluntary and that they could withdraw at any time if they felt uncomfortable. A consent form was distributed, stating the purpose of the research and that information from the research would only be used for educational purposes, and would in no way be used to the participants' detriment.

As it is the policy of the University to conduct sound and ethical research, it rests upon the researcher to militate against any ethical issues that might arise from the research, especially in writing it up. In that respect, the following was adhered to:

1. I acknowledged the ideas of others that are used in my research.

2. I referenced the work accurately, according to the University's chosen reference guide.
3. I produced the dissertation with the help of my supervisor.
4. Permission from the Provincial Department of Basic Education was sought from the district office, which is King Cetshwayo in this case, from the principals of the schools where the research was done, and from the learners' parents, since the participants were minors.

Chapter 5

Summary, conclusions, and recommendations

This chapter presents a summary of the overall study, conclusions, and recommendations.

1.9. SUMMARY

In this chapter the study was introduced, the research problem was clearly stated, and the aims, research questions, research design and methodology, ethical considerations, and explanation of the operational terms were presented. The relevant review of relevant literature, methodology, and ethical considerations are presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter presents the review of literature premised on the translanguaging paradigm. Previous research has clarified that enhanced cognitive and metacognitive skills are achieved when translanguaging techniques are applied in a multilingual or bilingual classroom. Translanguaging has been observed to be one of the models that equip learner's higher cognitive skills in reading development (Garcia, 2009; Hornberger and Link, 2012). It was pointed out in chapter one that this study sought to explore the Grade ten reading comprehension levels of L1 input and L2 output on a written comprehension task and the L2 input and L1 output of the written comprehension task, and lastly, to compare the comprehension levels of grade ten learners between the use of L1 as input and L2 as output and vice versa.

2.1.1 Definition of operational terms

The theories of transculturación, autopoeisis and coloniality, and border thinking are interlinked with translanguaging which is defined as a means of bilingual performance as well as the bilingual pedagogy of bilingual teaching and bilingual learning (Garcia and Leiva, 2014).

Transculturación is a term that was coined by Cuban anthropologist meaning only two distinct cultures are present but see each other as foreign.

Autopoeisis is not a translation but a label for a particular clearly defined interpretation of the self-production network of processes.

Code-switching: is the use of two or more linguistic varieties in the same interactions. The so-called varieties in the same interactions may be mixed up together in the same stretch of speech. The switch may be one word or more.

Bilingualism: Flexible bilingualism is a term that Ofelia Garcia referred to as translanguaging which normalizes bilingualism without diglossic functional separation (Garcia, 2009).

2.2. ENGLISH AS A MEDIUM OF INSTRUCTION

English has been used as a medium of instruction for several reasons, some of which are globalisation and competitiveness (British Council, 2014) as well as staff mobility and student exchange (Coleman, 2006) with economic, social, and other factors contributing to the expansion of English medium of instruction (EMI) (Wilkinson (2013; Poyung & Hang-Yue, 2014). Among the many definitions of EMI is Macaro's (2018: 19) that EMI is 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English', and Taguchi's (2014: 89) - EMI is 'curricula using English as a medium of instruction for basic and advanced courses to improve students' academic English'. Since English adjudged a language of wider communication that enjoys prestige and international status and can facilitate communication among various ethnic groups in countries like South Africa, it has remained a medium of instruction in many institutions of learning. As Kadenge and Nkomo (2011) put it, as a sophisticated language, English is also capable of handling advanced knowledge and can facilitate its development and communication. It is for this reason that Odeku (2018) argues that English serves as a means of attaining public schooling and career advancement. As a medium of instruction, therefore, it is inevitable that learners must be fully competent in the language to be fully prepared for other subjects that are taught through the medium (EMI).

However, it has been established that most South African learners experience challenges with literacy and numeracy when compared with learners from other African countries (HSRC, 2012). As was confirmed by the Trends in Mathematics and Science Study (TIMSS); Progress in International Reading and Literacy Study (PIRLS); and Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), the performance of South African learners is not at the required academic level (Howie, 2004; HSRC, 2012). According to Gernetzky (2011b), their (South African learners') numeracy and literacy rates are ranked among the lowest of their peers. For instance, in 2006, Grade 6 learners achieved an average of 30% in mathematics and 28% in languages. After these assessments, in the years 2007 and 2009 other independent benchmark tests for Grade 6 learners were conducted in the Western Cape which were disastrous. The results of the tests showed that only 17.4%

of the learners were found to be competent in numeracy, according to Potgieter and Davidowitz (2010).

Lonigan, Purpura, Wilson, Walker, and Clancy-Menchetti (2013) have found reading levels to be especially low across grades, among children from low-income backgrounds, English language learners as well as non-majority groups. This point is relevant to the study background since most learners come from poor economic backgrounds with low literacy levels. According to Newman (2019), most learners from poverty-stricken families perform poorly in school. While the teacher must deal with the learner in the classroom, the family literacy background is also important in that parents or siblings may assist the learner in some way. For instance, Araújo and Costa (2015) report that in Denmark, parental collaboration with schools helped in promoting Grade 4 learners' English reading comprehension. This may not be possible in contexts where family members are themselves not at the learners' literacy level, but it is common in some parts of South Africa, especially in rural areas. As observed by Xiang, Hao, Qiu, Zhao, and Gu (2018), parents in low-income households lack physical and financial resources, which means the much-needed support system is not there for the learner. Hence, as confirmed by Kainuwa and Yusuf (2013), the learner's socio-economic status does contribute to the learner's poor reading in the medium of instruction, English. This is especially true, as some families with a better socioeconomic status may even afford to build home libraries that promote the reading culture among children as they grow up, thereby preparing the ground for schooling (Fox, 2018).

2.3. TEACHERS' ROLE IN TEACHING READING COMPREHENSION SKILLS

As English is a medium of instruction in most schools in South Africa, the ability to read in the language cannot be underscored. As a knowledgeable other, the teacher needs to equip himself/herself with the requisite skills and strategies for teaching reading so that the learners' academic, linguistics, and social needs are met (Sosa-Provencio, Sheahan, Fuentes, Muñiz & Prada Vivas, 2019).

While reading improves the reader's linguistic ability, it is not necessarily the primary aim of reading. Jose and Raja (2011) argue that extensive reading aims to obtain information from the material being read - getting the gist and meaning of the reading material. It has been found that learners are likely to read extensively materials that

are of interest to them or which they can relate to in terms of context (Phelps & Bell, 2007). Bowen, Madsen, and Hilferty (1985) suggest that materials like journals and magazines may be given to learners to read aloud, or teachers may even launch a reading club where learners can be afforded opportunities to perform reading activities.

2.4. THE READING COMPREHENSION SITUATION IN SOUTH AFRICA

In the past decade, there have been several findings attesting to the poor literacy (and numeracy) levels of South African school children. Local research on reading comprehension at various levels of schooling in South Africa has identified several variables, such as socio-economic factors, inadequately qualified teachers, inadequate lesson planning, inadequate instructional practices, and so forth. However, there hasn't been much focus on reading comprehension in South African schools. Among those who have focused their studies on reading comprehension are Gains (2010) and Verbeek (2010). Focusing on the Foundation Phase (Grades 1-3), Gains' (2010) study found, *inter alia*, that there is a link between the early literacy experiences of teachers, their conceptualisations of literacy, and their consequent practices. It was also found that, generally, there is a disconnect between teachers' literacy pedagogy and their articulation thereof within a theoretical framework. Also, it was found that there is a lack of expressive or imaginative writing in classrooms, and an absence of specialised training in teaching English as an additional language. Among Gains' conclusions, is that generally, literacy in South African state schools is not well taught and that there is very little evidence of perceptions of reading as a pleasurable activity and instilling a love of reading in young children. Verbeek's (2010) study also focused on the Foundation Phase, and in township schools in KwaZulu-Natal. Some of Verbeek's study findings included: early reading instruction is narrowly construed as primarily a code-based activity and thus practiced as such, and that very little attention is paid to reading as a meaningful activity. According to Verbeek, (2010), these challenges are attributable to a combination of limiting personal reading experiences and outdated and inadequate teacher-training programmes for Foundation Phase teachers.

Analysing the reading comprehension problem at the pre-service level of Foundation Phase teacher trainees, Rimensberger (2014) found that there was a contradiction

between their (trainee teachers') positive attitudes to reading and their acknowledgment of the importance of reading on the one hand, and their actual reading habits on the other hand. She found that, in practice, the trainee teachers did very little reading, most of which was limited to shorter texts such as magazines or social media texts and showed no familiarity with authors and books. Only a few (16%) of them were passionate about reading. As Rimensberger (2014: 6) correctly points out, it is unlikely that teacher trainees would become effective teachers of reading if they themselves are not passionate about reading. The importance of having an adequately qualified teacher who is passionate about learning cannot be underscored. As Pretorius and Klapwijk (2016: 15) put it: 'Knowledgeable, strategic, adaptive, and reflective teachers make a difference in student learning', but resources must be deployed to achieve this outcome. As Hill (2003) observes, effective teachers do not come cheap, as the quality of their delivery will undoubtedly depend on the quality of their education.

2.5. READING IN A SECOND LANGUAGE

According to Mncwango and Gazu (2017), a second language (or first additional language) must be learned so that it is used as a medium of instruction. This would go a long way in ensuring that learners understand it so that the language barrier caused by learning in a second language is mitigated. Among some of the causes of lack of comprehension, according to Hasim and Din (2009) are 1) Linguistic complexity of a literary text, in terms of words and sentence structure. 2) The 'deep meaning' results in multiple interpretations of words and sentences. 3) Lack of background knowledge and cultural background results in a lack of understanding of the literary texts. 4) Texts which are not culturally related and difficult reduce students' interest in reading literary texts. 5) Length of text or word count plays a role in sustaining the interest of the second language reader. 6) The selection of inappropriate texts for the second language reader results in poor understanding and a lack of interest in reading and appreciating literary texts. 7) Lack of vocabulary hinders ESL students from understanding literary texts.

In a study conducted by Moyo (1996) to establish whether literature texts used in English Second Language (ESL) classrooms were relevant to the learners' culture, 62.5% of the learners indicated that they found Macbeth and some British and

American poetry not relevant to their world and culture, with the remaining 37, 5% of them claiming that the texts were relevant to their experiences. Phelps and Bell (2007) observed that in their teaching of *Sons and Lovers* (a novel by D.H. Lawrence) to university students who were an 'urban and rural mix', the students responded differently to the two parts of the novel. They found that 'Part 1 of the novel had far more interest for his students than Part 2.' The authors concede that the second part of the novel 'seemed more remote'. The authors propound reasons for the differential reception of the two respective sections of the novel. They ascribe them to the fact that: Difficulties at home between fathers and mothers in the changing political and economic conditions of South Africa were not far removed from Walter and Gertrude Morel's problems. The part that interested these students had to do with 'the conflict between working-class parents, and its impact on their education.'

Secondly, if a language, like English in South Africa, occupies high status in society because of its dominance in education and in the work environment, it is viewed as a second language for non-native speakers. In addition, 'in the case of a FAL the learner is exposed to the language outside the classroom too, while the SAL learner (second additional language or foreign language) will have limited contact with the target language' (Van der Walt, 2009: 6). Wallace (1986), as cited by Bouazid and Le Roux (2010), argues that learning to read happens once – usually in the first language. Therefore, reading in a second language requires the extension of the same literacy. Wallace (ibid) further postulates that reading strategies that are demanded by one language may not be the same for another one. Therefore, a reader who is seeking competence in a second language may require different reading skills if that second language learning is cross-linguistic, and so by its very nature is more complex than the first language (Koda, 2007). Therefore, the reader needs to prepare new reading strategies to accommodate the demands imposed by each language.

2.6. THEORIES OF READING DEVELOPMENT

The Goughs Theory renders a two-stage account of reading: An early visual association stage and a second stage of decoding-based learning. With the initial one the learner who lacks or has no information about decoding can use any conceivable source of information to separate one word from the other and through this, a child builds up a visually accessible lexicon (Perfetti and Marron, 1998).

According to Ferreira (2009), literacy skills have been generally and specifically recognised as the best foundation for success at all schooling levels and in life too, both nationally and internationally. However, in this study, the reading comprehension levels are highly perceived in a Grade ten reading class.

Frith (1995) postulates that the child goes through three main stages in his model of reading acquisition, which are referred to as logographic stage, alphabetic stage, and orthographic stage. The logographic stage is when the child processes words like any other visual symbol or rather object. In this stage, the meanings of words are interlinked with global visual shapes, which clearly describes that the word recognition on the child's part is still inaccurate. The inaccuracy of word recognition allows or permits those alphabets and phonics to be taught, and they become a necessity for progress purposes. The final stage, which is the orthographic lexicon, stresses that exposure to the same words can lead the child to store the word graphemes sequences to constitute an orthographic lexicon. With the latter said, it is explicit that reading skills e.g., reading with comprehension, as a skill, is not spontaneously acquired but it must be taught. Thus, the reading incomprehension observed by the researcher in Grade ten can be curbed.

Share (1995) argues that there is no specific model in reading that can account for reading acquisition simply because each path of development depends on the child's experience with his or her cognitive styles and the instruction received. The trend set by the Department of Basic Education of teaching learners in their first language in the early grades impacts badly their reading comprehension levels when they reach the Further Education and Training Band (F.E.T.).

2.7. ASSESSMENT TOOLS USED IN SOUTH AFRICA

The Department of Basic Education (DBE) employed various assessment tools at the basic education level, according to Kanjee and Makgamata (2008). These included the Systemic Evaluation, which was conducted nationally every 3 years, in the academic years: 2001, 2004, and 2007) in Grade 3 (2001 and 2007) and Grade 6 (2004 and 2007), and the National Annual Assessments. According to Kanjee and Makgamata (2008:2), the objective of these national assessments was to determine the literacy and numeracy levels of primary school learners, as well as to evaluate the achievement of the Department of Basic Education's economic, social, and

transformational goals' (Department of Education 2003: 2). Among other things, learners were tested for listening comprehension, reading, and writing, especially at primary school level. Later, the assessment tool was replaced by the Annual National Assessments (ANA).

Like the Systemic Evaluation, ANAs were nationally standardised but were conducted annually, they were also meant to assess literacy and numeracy attainment for learners in Grades 1–6 and Grade 9. ANAs were written tests based on the content of the first three terms of the Curriculum and Assessment Policy Statement (CAPS), according to the Department of Basic Education (2014: 26).

2.8. THEORIES OF TRANSLANGUAGING

This chapter presents the literature that focuses on translanguaging as a cognitive issue. The L1 is described as an imperative cognitive tool that aids learners to organize their thoughts, keeping their attention focused, and scaffolding their comprehension and production of the L2. However, for this reason, learners should be allowed to use their L1 to work through complex ideas (Swan, 2012). Wang (2010) postulates that input plays a convenient role in second language acquisition whilst other researchers classify the input into conscious and unconscious processes.

L1 plays an imperative role in making meaning of the text the students are learning, in uplifting consciousness, in collecting the ideal ideas they are going to tackle in L2, and in retaining what they have acquired and lessening the learning anxiety. Gardner and MacIntyre (1993) define learning anxiety as an intolerable feeling that is felt by learners when they must perform in a second language or rather a foreign language.

As this study focuses much on reading comprehension, Brown (2007) identifies comprehension with the process of receiving language, listening, and reading output. However, comprehension refers to the capability of grasping information, analysing it in its segments, and bringing forth the understanding of the input cohesively and accurately. Lin (2010) posits that well-developed comprehension abilities involve a strategy that is interactive to come up with an understanding of the input that is meaningful. Therefore, comprehension may not be devoted exclusively to input alone but may also affect the fluency of the learner's output.

The frequent writing of the assignments and the extensive readings in addition to the regular subject policies are given to help the learners specifically for this study in Grade ten to improve their reading and general language proficiency. The input-based reading and output-based writing are both means of helping students to improve their language proficiency and their reading comprehension skills. Comparing the two input and output approaches would reveal if an input-based extensive reading may be effective or an output-based reading is more effective, thus both these approaches may play different roles and may be applied at some levels to meet the needs of each.

According to Krashen's Input Theory (1988) and his Monitor theory of language acquisition, learners acquire language through the intensive comprehension of the linguistic input that is above the learners' level of competence. Patrick (2019) suggests the following ways in which output plays a significant role in second language learning

1. It immerses the learner in the pool of transiting from semantics to syntactic processes.
2. It opens privileges for hypotheses testing.
3. It provides opportunities for feedback from speakers of the language to do modifications.
4. It provides open spaces for the practice of linguistic resources.

Through the contribution of input and output in second language acquisition, academic language abilities can be best supported and enhanced by students engaging in writing (output-based) and wide reading (input-based). However, the present study compares the comprehension levels between the use of L1 as input and L2 as output and vice versa.

When learners reach the Further Education and Training Band (FET) there should be a certain level of language proficiency in isiZulu as their mother tongue and mostly English, too, which is their language of teaching and learning (LoLT) which prepares them for further academic purposes. However, translanguaging is the act performed by bilinguals to access different linguistic features or various modes of what are described as autonomous languages to enhance the learner's communicative potential.

The translanguaging theory is different from code-switching because it does not refer to the exchange between two languages but to the way that the speakers make and use complex practices that cannot be assigned to the language definition but what makes up the speakers' effective language resources (Garcia and Wei, 2014).

Translanguaging is different from other language acquisition theories such as the linguistic and the threshold hypothesis in a way that it recognises the various linguistic varieties a learner acquired as a single repertoire that a learner uses to communicate (Celic and Seltzer, 2011). The study of the effects of translanguaging techniques on isiXhosa and on English that was conducted by Madiba (2012) portrayed that the gap between isiXhosa and English gains was because learners had been taught in isiXhosa, their mother tongue in their early grades and their English proficiency was limited. It was observed that the gains in isiXhosa were higher than in English. However, this study is aiming at observing the reading comprehension levels when the first language input and second language output are used, and also second language input and first language output are used in the reading comprehension task for the Grade tens, not on their inferencing levels.

Williams (2002) submits that translanguaging refers to the usage of one language to reinforce the other language to promote comprehension and the augmentation of the learners' capabilities in both languages. However, if word recognition is difficult for the learners, they will use too much of their ability to process, to read individual words which curbs their potency in comprehending what is read. However, this study will at the end compare the comprehension levels of the grade ten learners between the use of L1 as input and L2 as output and L2 as input and L1 as output.

2.9. TRANSLANGUAGING IN THE CURRICULUM CONTEXT

It has been observed that most educators, specifically here in South Africa, always display incompetency when it comes to teaching reading literacy (DoE 2008). The National Reading Strategy postulates that these educators lack the skills of teaching reading. The Department of Education has been prioritising reading in its renewal agenda up to the instance where they introduced ELITS Reading. In the National Curriculum Statement (NCS) (2005) there have always been misunderstandings about the educators' role in teaching reading. Educators had an understanding that they are not obliged to teach reading, but they understood that they must just facilitate the reading process and learners will learn to read for themselves. According to DoE (1999), reading must be taught seriously since learners do not pick up reading simply. However, this study as mentioned in Chapter one aims at using translanguaging

practices to enforce reading comprehension in a Grade ten reading class as observed by the researcher.

Krashen (2002) posits that if children are to be made omnivorous readers, their reading preferences must be known and that must be kept as the strong backbone of their encouragement; they should emulate their very own educators; the variety of reading materials in different styles and different genres must be made specifically to meet their diverse reading needs, such as in this study where reading with comprehension is highly perceived by the researcher in a grade ten reading class. Krashen further clarifies the issue of reading inside and outside school and posits that it enhances the growth in vocabulary, reading comprehension as highly envisaged in this study, verbal fluency, and general information. With the latter said by this researcher, it is indeed necessary to have functioning reading facilities e.g., libraries in schools and communities since this reading skill is a must-have for every learner from the early grades and specifically for this study to have matured reading comprehension in the F.E.T. Band.

Lonsdale (2003) and Krashen (2002) postulate in one accord the diverse ways of promoting the reading culture. Lonsdale argues that for reading to be implemented, school libraries, resource collection centres, and a reading-centred curriculum should be the priority for the effective reading promotion activity amongst the learners. Pearson, Ferdig, Blomeyer, and Moran (2008) defined reading comprehension as a skill to read and understand the text and possess an ability to process and comprehend its meaning. Williams (2002) submitted that translanguaging refers to the usage of one language to reinforce the other language to promote comprehension and the augmentation of the learner's capabilities in both languages. However, if word recognition is difficult for the learners, they will use too much of their ability to process and read individual words which curb their potency in comprehending what is read.

2.10. THE BENEFITS OF TRANSLANGUAGING IN MONOLINGUAL AND MULTILINGUAL CLASSROOMS

Translanguaging, as a learning strategy, does not confine itself to multilingual classroom contexts only. While some languages may be different, there may be commonalities, especially concerning certain vocabulary items. For example, many words in academic English draw their roots from Latin. For instance, Montelongo,

Hernández, Herter, and Cuello (2011) observe that English and Spanish alone share over 20,000 cognates. This means employing Cognate Word Supply Lessons can benefit learners in a monolingual classroom context. Below, is a list of cognate languages.

Table 1. Second- grade science cognate list

| English | Spanish | French |
|-----------|------------|------------|
| carnivore | carnívoro | Carnivore |
| herbivore | herbívoros | Herbivore |
| omnivore | omnívoros | Omnivore |
| predator | depredador | Prédateur |
| prey | presa | Proie |
| producer | productor | producteur |

Source: Cole (2019)

Cole (2019) suggests that teachers can place charts of key vocabulary in the learners' home language on the walls or incorporates these into existing word walls in the classroom. This, Cole (ibid) argues, would assist emergent bilinguals as well as English-monolingual learners to learn to use both sets of vocabulary as they converse among themselves in their home languages during small group discussions. As a process that involves two or more languages (Lewis, Jones, and Baker, 2012) as is the case in the current study, translanguaging can facilitate understanding and improve the overall learning experience of the learners. Also, as the list of cognate words above illustrates, it can allow learners to exploit any differences or similarities between their home language/s and the target language.

Translanguaging approaches are suitable for multilingual classroom contexts as well. While learners are restricted by English-only policies in most schools, especially in the South African context, the languages that learners use among themselves within the school and outside the classroom may not necessarily be confined to the language of instruction only. Cole (2019) points out that English- only classrooms may also be

conceived of as multilingual spaces where learners can use their entire linguistic repertoires to achieve their learning objectives.

The insistence on the target language only in the classroom ignores the fact that languages in the mind of a bilingual or multilingual are not necessarily in isolation. As observed, there is a level of interconnectedness between or among them. This may, however, be dependent on factors like the language subsystem as well as the context and how the languages were acquired. Language sub-systems may refer to syntax and semantics which may share the same 'network' while phonology may not be part of the 'network'. With regards to acquisition, some learners may have learned their languages separately or by establishing connections between their L1 and L2 words (Cieślicka, 2000), as was seen in the list above.

However, Włosowicz (2020) warns that in a context where learners possess a variety of language repertoires, translanguaging may take a different form than that of a bilingual community of learners where, according to Li (2018) and Otheguy, García, and Reid (2019) learners switch and mix languages daily. Unlike in a bilingual context where the employment of translanguaging would require that the teacher is equally bilingual, in a multilingual context Duarte (2018) maintains that the function of translanguaging would be slightly different, since the teacher may not necessarily need to know all the languages that the learners speak.

Within a school context, Duarte (2018: 13) has identified the following three functions of official translanguaging, especially in cases where there are immigrants as well: symbolic function – a mere acknowledgment of the pupils' languages (without the teacher's proficiency); the scaffolding function (used for acknowledgment and organizational purposes (teacher's proficiency is needed only in the instruction languages); and the epistemological function (this requires the teacher's proficiency in both languages).

2.11. TRANSLANGUAGING AS A PERCEIVED RESOURCE IN LEARNING

Some student participants have described translanguaging as a resource. In their study, Daniel and Pacheco (2015) observed and interviewed four multilingual students. All the participants described their home language as an important part of their language acquisition process. Out of the four student participants, one of them reported taking notes in her L1. Another student participant had used the L1 to clarify

content and fully understand tasks, and a third participant reported translanguaging actively in her free time to improve her reading comprehension in the language of instruction. Notably, all four student participants in the study reported participating in translanguaging activities of their own volition. Also, they had used multiple languages as a resource in thought, speech, and writing, despite their home languages being not perceived to be valued in the classroom.

Cook (2001) has recommended the following criteria for the use of translanguaging: efficiency – that learners will be able to communicate certain content more effectively in their L1; learning – the learning process will be improved if both languages are used in class; naturalness – learners will be more comfortable when they discuss some topics in their home language; and, external relevance – learners may acquire certain skills that will be useful outside the classroom.

2.12. TRANSLANGUAGING AS A PERCEIVED OBSTACLE TO TARGET LANGUAGE ACQUISITION

Some studies such as Aoyama's (2020) study found that learners had varying views on the value of translanguaging in their classrooms. Among the concerns was that learners wanted to acquire English at all costs, and, therefore, they perceived the use of their home language as a deprivation of the much-needed practice in the target language. Some had argued that they do not necessarily need to use their home language in the classroom since they have already acquired it and that it is not the language of instruction that needs to be acquired for them to succeed in their studies. This view, however, discounts the value of the learners' home language, and the benefits associated with utilising the learner's entire linguistic repertoire to benefit and succeed in their studies. The view is also not in line with the findings of the studies by Hopp, Kieseier, Jakisch, Sturm, and Thoma (2021), and Sulaiman, Taqi, and Akbar (2020) who report that while translanguaging did not have any significant positive effects on the learners' language skills, it did not appear to hinder learners' acquisition of the target language either.

In other studies - Iversen (2020) and Yuvayapan's (2019), it was found that despite the positive effects of translanguaging, teachers reported the lack of professional and institutional support for multilingual language teaching as one of the causes for their

reluctance to implement it. This is a serious language policy issue that needs attention if translanguaging were to be implemented successfully in multilingual contexts.

2.13. SUMMARY

This chapter focuses mainly on the literature that analyses reading comprehension and its imperativeness in a Grade ten reading class and the need for the exploration of translanguaging to reinforce such. Reading is the culture that needs to be promoted amongst the learners hence the schools must have quality reading materials that can be made accessible to the learners to improve their reading comprehension skills. The incompetency in reading that is perceived in this study by the researcher in the Further Education and Training Band can be curbed by exploring translanguaging too.

The next chapter discussed the research methodology that the study followed.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

Research methodology has been defined as a systematic, theoretical analysis of the methods that are applied to a field of study that comprise the theoretical analysis of the body of methods and principles associated with a branch of knowledge (Patel and Patel, 2019). Primarily, research methodology is the way the researcher organises data to obtain information. In other words, a methodology is the way a researcher collects, prepares, and analyses data. According to Snyder (2019), research methodology is simply the plan put forward by a researcher in selecting, collecting, and analysing or investigating a specific research problem.

There are two major types of research approaches: namely qualitative and quantitative approaches (Rahman, 2020). However, Johnson and Onwuegbuzie (2004) postulate a mixed method as a third approach. The authors believe that mixing or combining the two approaches in single research gives the researcher a third approach to the research project.

This study followed the mixed method approach, where the quantitative and qualitative approaches were used at the same time (Rahman, 2020). This method is suitable for this project. The quantitative approach involves the collection of data involving data that can be quantified (Snyder, 2019) as was the case in this study, where learners' scores were recorded and compared. The qualitative approach was also used in the content analysis of the literature search and observation of the learners' reading comprehension. The methods were chosen as they would give useful information for the research.

3.2. PLANNING FOR THE STUDY

The researcher requested permission to conduct the research from the Department of Basic Education, and it was granted (see Permission Letter attached). Ethical clearance was also applied for and was granted, and an Ethical clearance certificate was issued by the University of Zululand Research Ethics Committee (UZREC) (See Annexure K).

3.2.1. Voluntary participation

The researcher should explain the purpose of the study to participants before requesting them to participate in the study so that they can make an informed decision on whether to participate in the study. In this study, the principle of voluntary participation was observed, and every participant voluntarily chose to participate. Also, they were made aware that they could withdraw their participation at any point should they so wish, without there being any consequences.

3.2.2. Informed consent

After the participants have agreed to voluntarily participate in the study, an informed consent document is signed by them, which gives them enough information to enable them to make an informed decision regarding their participation in the study. This also ensures that participants are protected from any harm that may arise out of their participation in the study, such as psychological or even physical harm.

3.2.3. Anonymity and confidentiality

The identities of participants must be protected. According to Babbie and Mouton (2007), this should imply that even the researcher is unable to track the sources of the responses. This was adhered to in this study.

3.3. RESEARCH DESIGN

De Vos, Strydom, Fouche, and Delport (2011) define research design as a blueprint or plan to be followed when conducting research. This study used a non-experimental research design anchored on a survey. The reason for using this was because a non-experimental design gives room for manipulation of the independent variable and allows for intervention. The study employed mixed methods for data collection. It used quantitative as well as qualitative methods. The quantitative method or design assisted the researcher to be able to quantify scores at the analysis level of the study as it is appearing in chapter four of this study. Interviews were also conducted with some of the study participants. In chapter four qualitative data are presented, interpreted, and analysed using Analysis of Variance (ANOVA), and the qualitative data were analysed qualitatively. ANOVA is a statistical tool used to detect differences between experimental group means (Sawyer, 2009). Since the study also used the qualitative method, the researcher also interviewed the participants using comprehension-seeking questions. These were the Grade ten learners and some teachers, as this

was deemed necessary to solicit their responses to comprehension-seeking questions.

3.3.1. Population

The population are subjects or people from whom the study is to be conducted. The population for this study was King Cetshwayo district which consists of circuits and wards. The population for this study was drawn from Ntambanana Circuit which comprises seven high schools where English is taught as a first additional language (FAL). King Cetshwayo District consists of 200 high schools which all offer isiZulu as a home language (HL) and English as a FAL. Most learners in this area or this District are isiZulu speakers, and they only encounter English (L2) at school as their Language of Teaching and Learning (LoLT). Hence, the need for the exploration of translanguaging surfaced after the researcher had observed the incomprehension levels of these learners in Grade ten especially when they must read the comprehension-seeking texts with understanding. It had been observed by the researcher that these learners are experiencing difficulties in reading comprehension, and they are challenged because it's not English only that they struggle to comprehend but they also struggle to understand even the other subjects that they are learning because these are offered in English. Hence, the researcher saw it fitting to explore translanguaging as the tool that can remedy the incomprehension levels in a Grade ten reading class at the Further Education and Training Band (F.E.T.).

3.3.2. Sampling and sample size

Ten Grade ten learners from each of the three selected high schools participated in the study. Ntambanana ward was selected based on its proximity to the researcher. The target population for this study was the Grade ten learners. The choice of this circuit and schools was because the learners from these three selected high schools are isiZulu speakers and they use English as their FAL, hence translanguaging would be more explorable to them. It is usually impossible to collect data from a large population like this where there are thousands of learners. Fuhg, Fau, and Nackenhorst (2021) posit that an investigation is seldom done on the whole population, particularly when it is very large. Therefore, a sample is appropriate to avoid wasting unnecessary time and cost. Sampling is the selection of representatives from the population to help the researcher arrive at a workable or sizeable number of cases or subjects (learners). Sampling is a strategy through which information is

attained about a large group by examining a small randomly selected group in which the results will be representative of the larger group. The advantage of using a sample is that the researcher studies a portion rather than the entire population and makes inferences from the larger population based on the smaller population (sample) (Pritschet, Taylor, Santander, and Jacobs, 2021).

For sampling to be representative, the sampling size, representative and generalisation are considered (Miller and Schwarz, 2011). For a sample to be representative, homogeneity characteristics of the population are considered. In this study isiZulu speakers in Grade ten for whom the English language is a second language, were chosen as a sample. Three high schools were selected through purposive sampling. Ten Grade ten learners per class in each of these three schools were selected and used. The purposive sampling technique was preferred and used in this study because of its convenience and accessibility. According to De Vos et al. (2011), purposive sampling is when a researcher deliberately selects respondents for convenience, hence the Grade ten learners were selected purposively in this study.

3.3.3. Data collection

Data are gathered from the field using data collection instruments. In other words, data collection instruments are the tools used by researchers to gather data. The most common tools used during the research include surveys, interviews, documents (inventory), questionnaires, and the physical collection of artefacts (De Vos et al., 2011). The choice of a particular instrument or combination depends on the factors such as compatibility with the purpose of the study, nature of data to be collected, cost, sizes, and characteristics of the sample (Tabandeh, Jia, and Gardoni, 2022).

The tools that were used to collect data in this study were the reading inventories written in both languages, which are isiZulu and English, with the questions allowing the learners to feedback in both the LI and L2 input and output to display their levels of comprehension of the written text. The comprehension passage was made easy and accessible for learners to read with understanding and to understand the instructions thereof. The writing section by Grade ten learners using both LI and L2 input and output was the main source for investigating the comprehension levels. The passage that the learners read contained 250-300 words and the responses to text

questions were ten (10) and which aided the researcher to make comparisons from the outcomes of both the inputs and outputs used in the comprehension tasks.

Another reading comprehension test was given to another group of learners from the same schools, ten learners per school again. The second test also involved tests in English L2 input and isiZulu L2 output, and vice versa, to compare the learners' performance again.

3.3.4. Interview questions

The interview questions were developed after getting the results from the questionnaires. These were used to gather more information for additional interpretation of results. Only the learners and teachers of one school (Participant A) participated in the interview. Semi-structured interviews were conducted with both learners and teachers, with different questions asked, of course.

3.3.5. Data collection procedure

Before data were collected, formal letters of permission were sent to school principals for their consent to allow for data collection at the target school. When their notices of agreement were returned, the questionnaires were distributed to the learners, and they had to return the questionnaires to their class monitors within a week. After questionnaire collection, data were input and computerized to analyse with factor analysis to discover the most prevailing factors or problems. From these results, the interview questions were devised for further investigations to find threads of evidence or reasons to sustain the first result. Later, interviews were conducted, and the data were collected.

3.3.6. Data analysis and interpretation

The diagnostic tests were marked manually, and scores were recorded. The quantitative data were analysed statistically, and this was carried out by the SPSS programme. Descriptive statistics such as means, percentages, and standard deviation were used to analyse the data. Depending on the distribution of the data, either the Spearman rank correlation coefficient or the Pearson product-momentum correlation technique was used to specify the relationships between the variables. A 95% confidence level with a p-value smaller than or equal to 0.05 was used for statistical significance.

As mentioned earlier, another reading comprehension test was given to another group of learners from the same schools, ten learners per school again. The second test also involved tests in English L2 and isiZulu L2, as well as isiZulu L1 input and English L2 output, to compare the learners' performance again. The data were analysed qualitatively.

3.3.7. Ethical considerations

To uphold these obligations, the researcher ensured that the participants' safety and security came first. To establish trust, the entire research was discussed with the participants through writing. The project was outlined, and participants were allowed to ask questions for clarification before participation. The participants were informed that participation in the project was voluntary and that they could withdraw anytime if they felt uncomfortable. A consent form was distributed, stating the purpose of the research and that information from the research would only be used for educational purposes, and would in no way be used to the participants' detriment.

As it is the policy of the University to conduct sound and ethical research, it rests upon the researcher to militate against any ethical issues that might arise from the research, especially in writing it up. In that respect, the following was adhered to:

1. I acknowledged the ideas of others that are used in my research.
2. I referenced the work accurately according to the University's chosen reference guide.
3. I produced the dissertation with the help of my supervisor.
4. Permission from the Provincial Department of Basic Education was sought from the district office, which is King Cetshwayo in this case, from the principals of the schools where the research was done, and from the learners' parents, since the participants were minors. Data were stored on a USB and a hard drive, and hard copies of the completed questionnaires are available.

3.4. SUMMARY

This chapter presented the research methodology that was used to respond to the research questions. The research design, which is a non-experimental research design anchor or survey, is presented, the population which is subjects or people from whom the study was conducted is discussed, the purposive sampling is presented and

the sample size, which is three high schools and ten Grade ten learners from each school, were sampled and, lastly, the data collection tools and procedures are presented in this chapter. In the next chapter, data that were collected from the learners (see data collection) are presented and interpreted.

CHAPTER 4

DATA PRESENTATION AND INTERPRETATION

4.1. INTRODUCTION

This chapter presents the data and analysis of the results as per the research questions presented in chapter one namely (a). What reading comprehension level will the Grade ten learners be when they read a text in isiZulu and respond to comprehension-seeking questions in English? (b) What level will the Grade ten learners be when they read a text in English and respond to comprehension-seeking questions in isiZulu (c) How will the reading comprehension levels compare between Grade ten learners' results for a reading comprehension task where isiZulu is used as an input language and English as output and vice versa? These results are presented as obtained from the respondents who were the Grade ten learners from the 3 schools (School A; School B; and School C). The first set of results from the first reading comprehension task (see the data collection section in Chapter 3) is presented. This is followed by the second set of data (from the second reading comprehension task), and then the interview results (as detailed in the data collection section).

A stratified random sampling technique was used to select three schools within the Zululand area, where ten learners were randomly selected from each school for the tests. A total of thirty (30) learners were examined in the two categories of the test: (1) English to isiZulu and, (2) isiZulu to English. The total scores for the test were 34 representing 100% overall, and therefore, individual scores from each learner were assessed against the maximum score (34 marks). Individual scores from the two categories of tests were then captured in an excel spreadsheet and analysis done in Statistical Package for Social Sciences (SPSS) to account for

- a) General frequency of scores from 30 participants (learners)
- b) General Frequency of scores per test from 30 participants (learners)
- c) General Frequency of scores per test from three (3) schools sampled
- d) Mean difference in scores per test from the 30 participants (learners)
- e) Mean difference in scores per test from three schools

4.2. GENERAL FREQUENCY OF SCORES FROM LEARNERS (READING COMPREHENSION TASK 1)

The scores for the two tests by learners are presented in Tables 1 and 2. The scores on the translation of English words and sentences into isiZulu (table 1); and isiZulu to English (table 2) show significant variation among the 30 learners as well as a skewed distribution of marks (see Figures 4.1 and 4.2) from the three schools as presented below.

Table 1: English (L2) Input to isiZulu (L1) output (First set of reading comprehension task)

| Scores out of 34 | Scores in Percent | Frequency | Percent | Valid Percent |
|------------------|-------------------|-----------|---------|---------------|
| 6 | 18 | 1 | 3.2 | 3.3 |
| 10 | 29 | 1 | 3.2 | 3.3 |
| 13 | 38 | 1 | 3.2 | 3.3 |
| 15 | 44 | 4 | 12.9 | 13.3 |
| 17 | 50 | 1 | 3.2 | 3.3 |
| 20 | 59 | 1 | 3.2 | 3.3 |
| 22 | 65 | 2 | 6.5 | 6.7 |
| 23 | 68 | 1 | 3.2 | 3.3 |
| 24 | 71 | 2 | 6.5 | 6.7 |
| 25 | 74 | 3 | 9.7 | 10.0 |
| 26 | 76 | 1 | 3.2 | 3.3 |
| 27 | 79 | 5 | 16.1 | 16.7 |
| 28 | 82 | 2 | 6.5 | 6.7 |
| 29 | 85 | 1 | 3.2 | 3.3 |

| | | | | |
|--------------|-----|-----------|-------------|--------------|
| 30 | 88 | 2 | 6.5 | 6.7 |
| 33 | 97 | 2 | 6.5 | 6.7 |
| Total | 100 | 30 | 96.8 | 100.0 |
| | | | | |

In Table 1, learners' scores from the first test are presented. It is revealed that 6 (18%) was the lowest while 33 (97%) was the highest score tallied after marking the first assessment. Besides, 7 out of 30 learners scored between 18 and 44 percent which is below the average mark (17, 50%). Most of the learners that were assessed (23, 76%) scored between 70 and 97%. This implies that about three-quarters of learners had their scores distributed around the 75 percentile which is an excellent distribution in this test. Table 2 gives a summary of scores tallied from the translation of isiZulu to English among 30 learners from the three schools.

Table 2: IsiZulu (L1) Input to English (L2) Output (First set of reading comprehension task)

| Scores out of 34 | Scores in Percent | Frequency | Percent | Valid Percent |
|-------------------------|--------------------------|------------------|----------------|----------------------|
| 7 | 21 | 1 | 3.2 | 3.3 |
| 12 | 35 | 1 | 3.2 | 3.3 |
| 13 | 38 | 1 | 3.2 | 3.3 |
| 15 | 44 | 1 | 3.2 | 3.3 |
| 17 | 50 | 1 | 3.2 | 3.3 |
| 18 | 53 | 2 | 6.5 | 6.7 |
| 19 | 56 | 2 | 6.5 | 6.7 |
| 20 | 59 | 1 | 3.2 | 3.3 |

| | | | | |
|--------------|-----|-----------|-------------|--------------|
| 21 | 62 | 1 | 3.2 | 3.3 |
| 22 | 65 | 4 | 12.9 | 13.3 |
| 24 | 71 | 3 | 9.7 | 10.0 |
| 25 | 74 | 3 | 9.7 | 10.0 |
| 26 | 76 | 1 | 3.2 | 3.3 |
| 27 | 79 | 4 | 12.9 | 13.3 |
| 30 | 88 | 1 | 3.2 | 3.3 |
| 33 | 97 | 2 | 6.5 | 6.7 |
| 34 | 100 | 1 | 3.2 | 3.3 |
| Total | | 30 | 96.8 | 100.0 |

The results of the comprehension task (isiZulu L1 to English L2) yielded the scores in Table 2. Although it appeared that there was no significant difference in terms of the learner's capability to perform the translations in either of the two languages (isiZulu and English) on average 50% (15 out of 30) of the earners scored between 70 and 100 percent. From the Table (see table 2), the lowest score was 7 (21%), while two learners scored 34 (100%) on this test. Learners who scored less than 50% were 4, while 26 out of 30 learners scored between 50 and 100 percent.

4.3. GENERAL FREQUENCY OF SCORES PER TEST FROM 30 PARTICIPANTS (LEARNERS)

The distribution of marks in the three schools assessed was performed. It was envisaged that there will be a significant difference in terms of performance in the two tests by the schools. An examination of this difference as well as the results from each school for the two tests is presented in Tables 3 and 4.

Table 3: Comparison of test 1 scores between schools

| School | Score 1 | | | | | | | | | | | | | | | |
|----------------------|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 6 | 1 0 | 1 3 | 1 5 | 1 7 | 2 0 | 2 2 | 2 3 | 2 4 | 2 5 | 2 6 | 2 7 | 2 8 | 2 9 | 3 0 | 3 3 |
| Participant A | 0 | 1 | 0 | 2 | 0 | 0 | 2 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| Participant B | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 4 | 2 | 0 | 0 | 1 |
| Participant C | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 2 | 1 |
| Total | 1 | 1 | 1 | 4 | 1 | 1 | 2 | 1 | 2 | 3 | 1 | 5 | 2 | 1 | 2 | 2 |

In Table 1, for both tests 1 and 2, it is participant A which had the lowest performing learner with 6 and 7 marks respectively, while the two learners who scored 33 % came from participant B and participant C, respectively. It is also revealed that 4 out of 7 learners who scored less than 50% marks in test one came from participant A, while all 10 learners from participant C scored between 50 and 97 %. In terms of the average performance in test one learner participant A had 7 learners scoring above average (64-79%); participant B had all 10 candidates scoring between 50 and 97 percent and participant A recorded 6 learners with marks between 50 and 97 percent.

The findings of this study show that participant A is in a rural area where many learners have trouble understanding English, although some learners understand English. Participants B and C are schools located in rural areas not far from town. Arguably, this gives them an advantage over participant A as the results show in Table 3 above. The findings of the study confirm the finding by Probyn (2009) that rural schools are facing complications in hearing and writing English.

Table 4: Comparison of test 2 scores between schools

| School | Scored Marks | | | | | | | | | | | | | | | | |
|----------------------|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 7 | 12 | 13 | 15 | 17 | 18 | 19 | 20 | 21 | 22 | 24 | 25 | 26 | 27 | 30 | 33 | 34 |
| Participant A | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 0 | 1 | 1 |
| Participant B | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 2 | 0 | 1 | 0 |
| Participant C | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 0 | 1 | 0 | 0 |
| Total | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 4 | 3 | 3 | 1 | 4 | 1 | 2 | 1 |

In Table 4, the results of test 2 are shown. Participant C is the only school with learners (4 out of 10) scoring less than 50% and only 6 learners with between 18 (52%) and 30 (88%) marks in test 2. While the translation of English to isiZulu was met with some significant challenges among learners in Participant A, it is evident that none of the learners in the school scored less than 50% and an overwhelming majority (8 out of 10) learners had marks of between 24 (70%) and 34 (100%) from test two, making it the best-performing school in the test category. Participant C had a uniform distribution of the test scores between 17(50%) and 33 (97%).

The results of the study show that learners understand their home language (isiZulu) better than English. Learners who passed English are those who are from townships, and who use English both at school and home.

Table 5: Statistics on learner's performance on two tests

| Statistics | English to isiZulu | isiZulu to English |
|-----------------------|---------------------------|---------------------------|
| Mean | 22.93 | 22.60 |
| Median | 25.00 | 23.00 |
| Std. Deviation | 6.817 | 6.240 |

| | | |
|----------------|-----------|-----------|
| Minimum | 6 | 7 |
| Maximum | 33 | 34 |

The results in Table 5 reveal statistics on learners' performance on the two tests. The mean, median, minimum, and maximum scores presented show no significant variation from the two tests from the 10 learners assessed. Both the mean and median scores are above average with a standard deviation of 0.6. The low standard deviation demonstrates the competence of the ten candidates in either isiZulu or English, and, therefore, the translation of sentences or words to either of them was never problematic.

Table 6: Bayesian Coefficient Estimates (ANOVA)

| Parameter | Posterior | | | 95% Credible Interval | |
|----------------------|-----------|--------|----------|-----------------------|-------------|
| | Mode | Mean | Variance | Lower Bound | Upper Bound |
| School | .d | .d | .d | .d | .d |
| Participant A | 22.200 | 22.200 | 4.818 | 17.866 | 26.534 |
| Participant B | 25.900 | 25.900 | 4.818 | 21.566 | 30.234 |
| Participant C | 20.700 | 20.700 | 4.818 | 16.366 | 25.034 |

In Table 6, the mean score for each school is computed. The variance score for the three schools also shows no difference. What is different is the lower bound score and upper bound score for each school. In terms of ranking, Participant B had a slightly better average score (25 marks out of 34); followed by Participant C (22.2 out of 34) and finally, Participant A (20.7 out of 34) marks. Because of the means, scores for all three schools were above 17 (50%) marks with Participant C having their poor-performing learners score 21 (62%). All the schools performed exceptionally well in the two tests, as revealed by a low variance.

4.4. HOW NORMAL IS THE DISTRIBUTION OF MARKS FOR THE TESTS IN THE SCHOOLS?

In the previous calculations, the mean score of marks in both tests shows significant variation with marks being distributed between 6 (17%) and 34 (100%) in both tests. It is also evident that although learners from both schools performed generally well on the tests, individual distribution of marks from the average scores 17 (50%), differed significantly. This variation is, however, not due to chance, but it explains the language competence of the 30 learners surveyed per school (see Figures 4.1 and 4.2).

The findings of the study show that both schools performed very well in the given tests. However, there is an individual distribution of marks from the average score of 17 (50%).

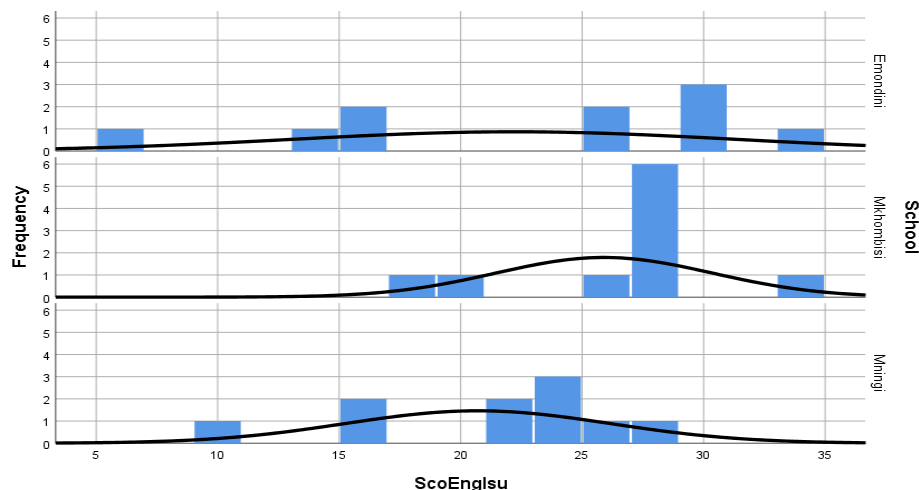


Figure 4.1: The average distribution of marks for translation from English to isiZulu in schools.

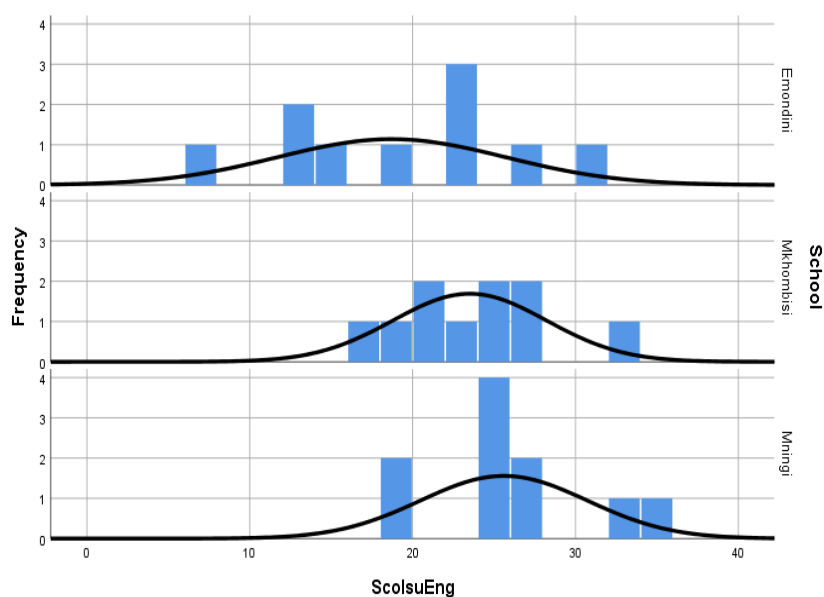


Figure 4.2: The average distribution of marks for translation from isiZulu to English in schools

Figures 4.1 and 4.2 show the distribution of marks by individual learners from the three schools surveyed. The distribution of scores for translation of English to isiZulu and isiZulu to English reflects the competence of learners in either of the languages. Schools that had the majority of their learners scoring between 64% and 97% were replicated in both tests. For instance, the distribution of marks in the first test (English to isiZulu) for participant A was largely positively skewed with most learners scoring between 64% and 97%. Normal distribution for the first test was, however, observed among the performance of learners from participant B where the distribution of marks was from 6, 13, and 15 below the average mark, and the remaining learners (6, 60%) scored between 74% and 97 %. Overall, one would consider participant C to have displayed an excellent performance in either translation of English to isiZulu or isiZulu to English with both distributions falling within the 75% percentile.

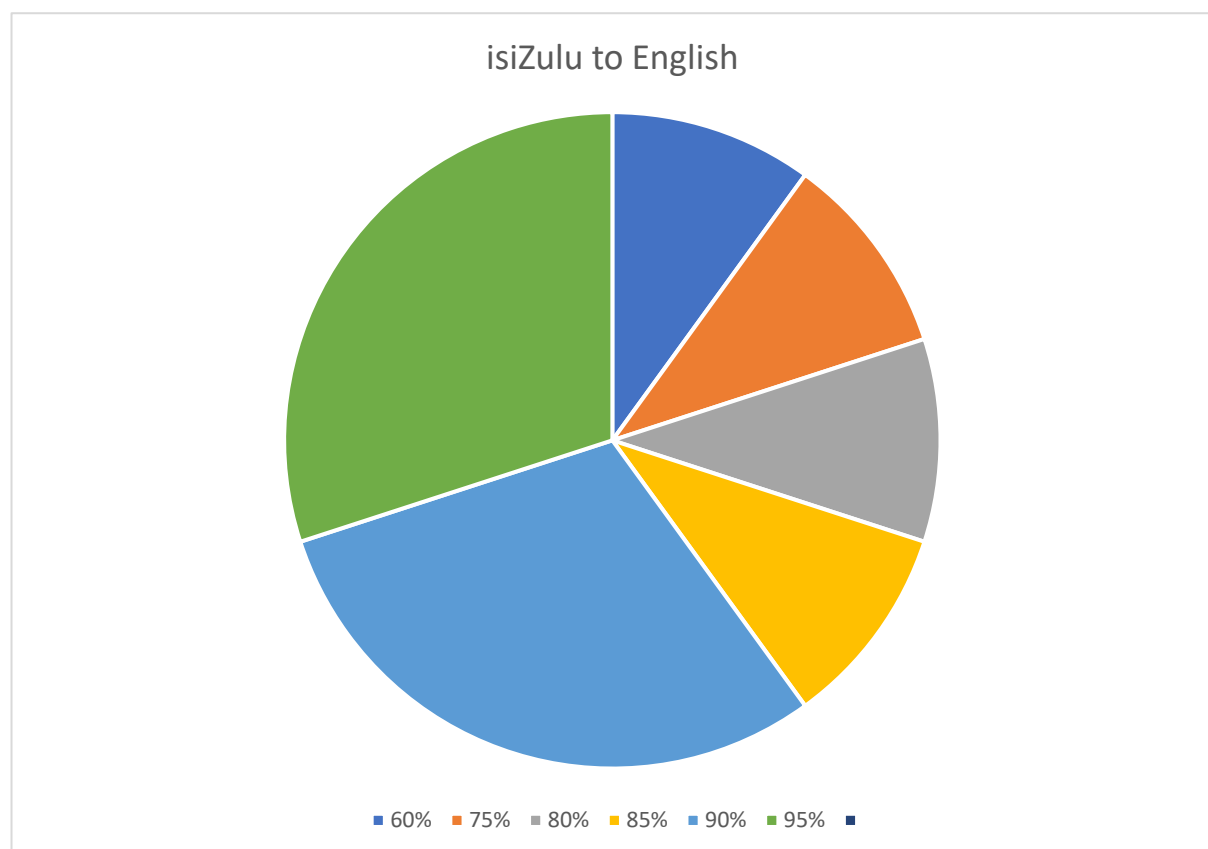
The findings of the study show that school learners perform better when the questions are asked in their home languages, and they can answer in English. Hence, introducing translanguaging in schools can help these learners to perform better.

4.5. RESULTS FROM THE SECOND READING COMPREHENSION TASK

The second comprehension task was administered to the learners and, it was also written in both languages, which are isiZulu (L1) and English (L2). The researcher

needed to find more evidence on top of the first inventories that were administered to the ten Grade ten learners from the three different schools. The ten Grade ten learners were also randomly sampled, and they also wrote the comprehension task. The results thereof confirmed that the learners comprehend the comprehension-seeking questions when L2 is input and L1 is output hence, translanguaging can be utilised to address the incomprehension levels that the researcher observed in the Grade ten reading class. Furthermore, after the learners had written, the researcher interviewed seven learners out of the ten learners who wrote. The responses from the learners revealed that they were able to successfully respond to comprehension-seeking questions when L1 was used as input and L2 as output. The comprehension passage that was given to these learners was different from the one that was written by the first group and the second group was different from the first group, hence the results of both groups showed that indeed translanguaging can bring positive results in the F.E.T. reading comprehension class. The results confirm that translanguaging can be used effectively to address the learners' incomprehension in the F.E.T. Band.

Figure 1: L1 input and L2 output



Source: Author's compilation

The second set of inventories with the different written comprehension tasks was administered to the other group of ten learners to also test their comprehension levels. These respondents were sampled also using simple random sampling as posited by De Vos et al. (2011). In this study, L1 has been used as an input and L2 as output, and vice versa, to compare the results.

Based on Figure 1 above, 30% of the respondents got 95% on the test when L1 was used as an input language, which is isiZulu in this case. Likewise, another 30 % of the respondents obtained 90 % on the test. Based on this, translanguaging can be an essential tool that can be used to address the incomprehension levels observed by the researcher in Grade ten, which is the initial grade in the F.E.T. Band. The findings also show that translanguaging is a vital tool to solve incomprehension levels.

Figure 2: L2 input and L1 output

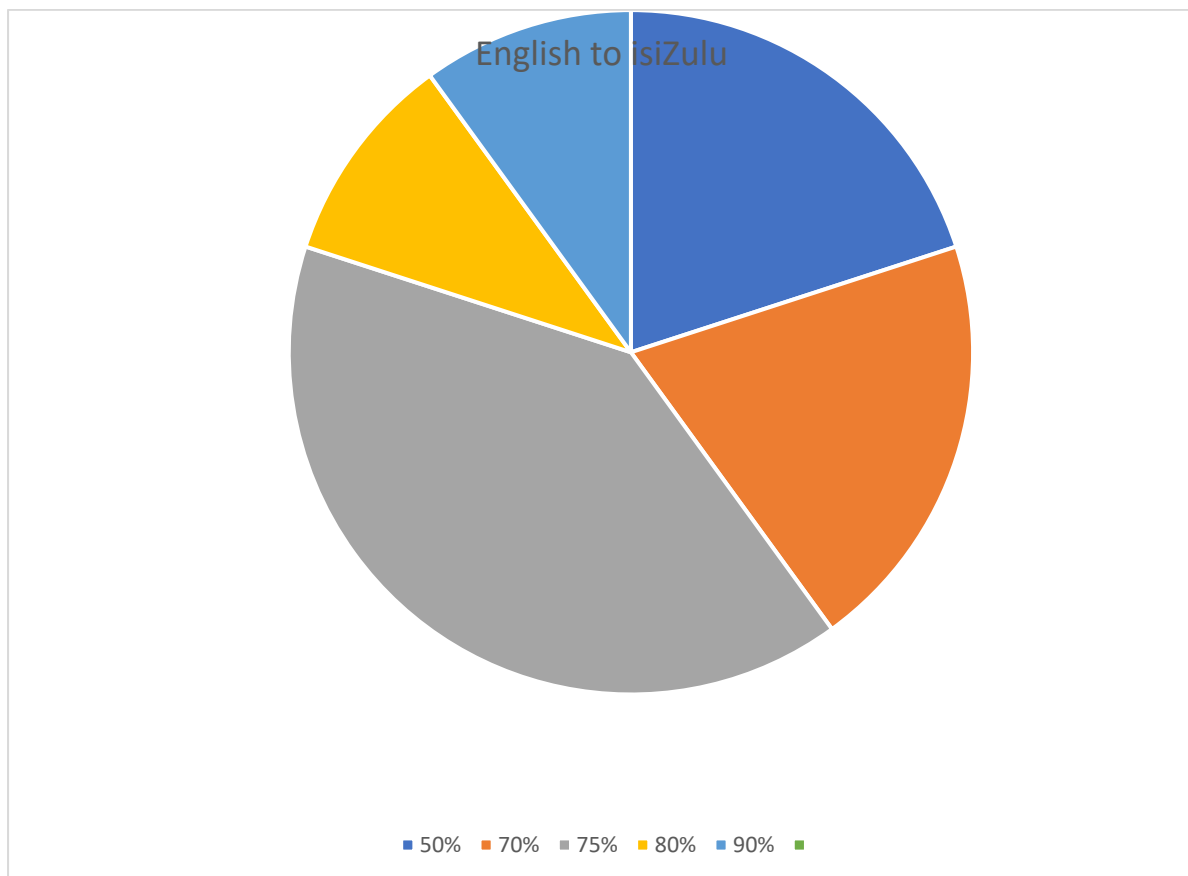


Figure 2 above presents inventories that explore L2 input and L1 output. The reading inventories written in English with the comprehension-seeking questions in the learners' home language (isiZulu), were administered to the learners to respond to them to compare the results of their performance at the end. The results, as presented, showed that 40% of the respondents got 90% which is also indicative of the fact that translanguaging can remedy the situation in addressing the incomprehension levels in the F.E.T. Band.

4.6. UNDERSTANDING OF TRANSLANGUAGING

The participants were asked about their understanding of translanguaging, with the intention of understanding which test was easier for them between L1 input and L2 output. The respondents were randomly sampled. The total number of respondents was ten but only seven learners were interviewed. The respondents were Grade ten learners. They all attested that they found it easy to read a text in their L1 and respond to comprehension-seeking questions in their L2.

"It was easy for me to respond to comprehension-seeking questions because the questions were in my native language, isiZulu, hence, I was able to respond even on the things or the information that I had missed in the text, but the comprehension-seeking questions written in my language made it easier for me to respond to comprehension seeking questions with ease and successfully" (Participant 2).

"Our language is the best, it makes things simple for us, hence, if we can be taught in our language in all the subjects our performance can be very high" (Participant 1).

"L1 as output is more comprehensible than L2 as output" (Participant 3).

The findings of the study show that L2 input is a bit difficult for the learners since it makes them not understand other parts of the text or the entire text. Therefore, it was indicative that L2 as output makes the text to be comprehensible to the learners.

4.7. RESULTS FROM THE INTERVIEW

Responding to the question "Can you understand the reading texts well?" 65% of the participants provided information that they did not understand the reading text because it had complex grammar, difficult vocabulary, technical words, and sentence structure. The respondents also mentioned that teachers had not provided specific reading techniques or explained the reading passage with additional examples or shared experiences. Teachers had merely shown the learners how to pronounce new vocabulary, and translate technical words, and they had arranged group discussion activities wherein learners were required to search for new words by using a dictionary or just taught parts of speech.

Teacher interviews

Teachers expressed that generally there were around 40 to 48 learners in one class, which was a crowded and difficult number to manage teaching activities and follow up on previous lessons. These matters also came along with the learners' lack of basic knowledge of English, not-reading, or not-wanting-to-read culture; shyness or uncooperative work, whereas their families did not encourage them to study hard. In addition, some teachers blamed themselves that their teaching techniques were not good enough for improving learners' reading competency because learners needed much more than what they (teachers) could have provided.

In short, as a teacher, I have observed that most learners are interested to learn in their mother tongue. It is for this reason that in the given test learners were performing well on the questions that were asked in their home language.

This shows that learners give correct answers to the question asked in the language that they understand. Moreover, the learners don't have a problem answering in English as long as they will be able to understand the questions asked. The finding of the researcher confirms the observations of scholars. For instance, the work of Tchoshanov (2011) reveals that the passing rate of the learners is determined by the rate at which they understand the questions. Although scholars like Sawir (2005), argue that if learners can be taught in their home language and asked questions in their language it would be difficult for them to know English. However, the observation of the researcher as a teacher agrees with the finding of the current study. For instance, Figure 2 above indicates that 40% of the respondents got 90%, which is also

indicative of the fact that translanguaging can remedy the situation by addressing the incomprehension levels in the F.E.T. Band.

4.8. SUMMARY OF THE FINDINGS

In summary, the study used a stratified random sampling technique to select the three schools in King Cetshwayo District, where ten learners were randomly selected from each school for the tests. In total, the study selected thirty (30) learners intending to write two sets of tests: (1) English to isiZulu and, (2) isiZulu to English. The total scores for the tests were 34 representing 100% overall. Hence, individual scores from each learner were assessed against the maximum score (34 marks). The findings of the study show that L2 output is a bit difficult for the learners since it makes them not understand other parts of the text or the entire text. Therefore, it was indicative that L1 as input makes the text to be comprehensible to the learners and makes it possible for them to better respond to questions in L2. The next chapter presents the summary, discussion, conclusion, and recommendations of the study.

CHAPTER 5

SUMMARY, DISCUSSION, AND CONCLUSION

5.1. INTRODUCTION

The results have demonstrated whether translating from their home language to another language like English or back to isiZulu, competence in isiZulu as a subject language is replicated in competency in English. This shows that translanguaging improves both the learner's home language and the language of instruction alike. The performance of Participate A, Participate B and Participate C in either of the translations had a significantly low variance in learner's performance. Participate C had the best-performing learners with most of them scoring above 64% in both tests, followed by Participate A and finally Participate B. The replication of the distribution of marks as shown in the histogram is evidence of language competency in all three schools surveyed. Besides, there is a significantly low variance in the mean scores in either of the tests. In the translation of English to isiZulu and isiZulu to English, the computed mean scores were 22.93 and 22.63, respectively. This resulted in a standard deviation of 6.82 and 6.24 respectively from all the schools (see Table 5).

These performances were further examined based on the general characteristics of the schools surveyed to determine whether the results exhibited are generally due to chance or a reflection of demographic, social, economic, geographical, and institutional curricula as well as the teacher's competence in each school.

5.2.THE DEMOGRAPHIC CHARACTERISTICS AND LEARNERS' PERFORMANCE

The learners at Participant C, are between the ages of 16 and the eldest one was 18 in grade ten. They are all Zulu speakers meaning isiZulu is their first language (L1). Most of the learners are females, there were seven girls and only three boys. Participant C is a rural school in Ntambanana in a place called kwaMabhensa.

The learners at Participant A are between the ages of 15 and 17 years in a grade ten class. They are also first-language speakers of isiZulu, and their school uses English

as their language of teaching and learning (LoLT). In terms of gender, there were six girls and four boys. The school is a rural school under Amambuka Tribal Authority.

The learners at Participant B are between the ages of 16 and 19 in a Grade ten class. They are all first-language speakers of isiZulu. The school also uses English as the LoLT. There were seven girls and three boys. The school is also a rural school under Ntambanana Municipality.

5.3. SOCIOLOGICAL CHARACTERISTICS OF LEARNERS AND PERFORMANCE

Participant C consists of learners who are from very humble backgrounds. Some of them are from child-headed families and are solely dependent on the government's social grants, others are raised by single parents and there are those from fully-fledged families. In some cases, parents are not all working or employed, and others are struggling and taking piece jobs to make the ends meet. Some of the learners in this school are victims of violence hence they have once caused violence at school which led to the school being closed and that impacted badly on their year-end results that year (2017). However, the situation is now conducive enough for effective teaching and learning to continue.

Participant A is a school that comprises learners who are from diverse backgrounds, as per the information given by the teachers to the researcher, and 80% of them are depending on social grants. The families are child headed and single-headed hence there are very few fully-fledged families. Most parents are unemployed and that brings a strain on the children's social lives. The community and the school are working hand in glove despite all these sociological factors, and they are producing the best results even in their matric examinations

However, in this test Participate C's performance was not better than Participant A's performance and that portrays that Participant A is influenced by township schools since they are not that far. They believe they are acquainted with the languages more than the two high schools which are far, and they ended up getting a mediocre performance as per the table above.

Participant A is a rural school too with learners who are from all kinds of families. The learners there are from mostly broken families since most of them are raised by their stepfathers or stepmothers. Buchannan, where this school is situated, is a place where

most families are single-headed and child-headed. The children there are growing up in families where there are no adults hence, they indulge mostly in alcohol. This has a very negative impact on their performance at school hence their performance on this test was not good too.

5.4. ECONOMIC CHARACTERISTICS OF LEARNERS AND PERFORMANCE

Participant C learners are poor because mostly their parents are unemployed hence, they are depending on social grants. Because that school is in a deep rural place at kwaMabhensa, the parents are ploughing in their fields to survive. While some of them are selling some products at their school and other neighbouring schools to survive, others are doing domestic duties for other families for them to survive economically. This shows that learners sometimes fail to attend to excursions and activities that are organised for them to learn especially those that cost them to travel because of their economic statuses. Hence, in this study Participant C showed the best performance since they lack everything. Thus, they strive to use the limited resources that they are having to learn especially languages since also don't have sufficient resources to aid them to excel, but still strive to excel.

Participant A is a quintile two, deep rural school. The learners are dependent on social grants mostly because there are very few parents that are employed. Most of the parents there do domestic work to survive. Some of them make beads, and others sell food at the surrounding schools, which does not give them enough money to meet their economic needs. This also deprives learners of many opportunities in terms of their learning.

Participant B is also a rural school. The learners there are depending on social grants to meet their economic needs, the parents sell at the markets, and others resort to selling alcohol to survive economically, hence some learners are having a drinking problem, and other learners plough the fields after school to survive economically since that place is severely hit by poverty, as most homes are child-headed and single headed which impacts badly on the learner's performance at school.

5.5. GEOGRAPHICAL CHARACTERISTICS OF LEARNERS AND THE SCHOOLS

Participant C is a deep rural school at kwaMabhensa reserve under Ogelweni Tribal Authority. The learners there travel very long distances to school and that place has

got bushes so for them to be safe they need to walk in groups until they reach school. Other learners who are staying far and who are financially secure use buses to school. The place where the school is is very far, sometimes parents are compelled to pay for staff cars for the safety of their children and even teachers as well use staff cars to go to school. Even those who are staying around that place use staff cars. This shows that the school is geographically disadvantaged.

Participant A is also a deep rural school under Mambuka Tribal Authority. The learners travel to school on foot, while others are using buses since the school is very far. Educators, too, use staff cars to school since the school is far from town. The school's enrolment grows yearly because the school performs better in its matric otherwise, they would be struggling in terms of enrolment since the school is geographically disadvantaged.

Participant B is a rural school at Buchannan reserve under Ntambanana Municipality. The learners who are staying around that place travel to school on foot because the school is accessible to them but the learners who are from outside Buchanaan are travelling by bus to school. The educators also are using staff cars to school. The road to these three schools is gravel and in some other parts, it is under construction.

5.6. INSTITUTIONAL CHARACTERISTICS OF THE SCHOOLS: TYPE OF SCHOOL, FINDING, INFRASTRUCTURES, SUPPORT, ETC.

Participant C is a small high school with an enrolment of 540 learners. The school is receiving funds from the Department of Education. The infrastructure at school is not enough. For example, they don't have a laboratory for their science learners and there is no sound library. The school is dependent on the Department of Education for funding, which makes the school to struggle since these funds from the department do not come early in the year.

Participant A is a very big school with an enrolment of 1600 learners. This school is also funded by the Department of Education through norms and standards and what is peculiar about this school is that they write to different sponsors to sponsor their different activities, hence the school participates in different activities which are extracurricular e.g., soccer, and netball. The spelling bee, hockey, etc. The infrastructure is there because they do have a laboratory although it doesn't have

sufficient apparatus and the same applies to the library. They do have both soccer and netball grounds which were sponsored to the school.

Participant B is a school with an enrolment of about 515 learners. This school dropped its enrolment after it was ruined by violence. The school is also funded by the Department of Education through norms and standards. The infrastructure is not sufficient since they don't have a laboratory and a library which are basic for a school that offers science subjects and languages.

5.7. TEACHER'S CHARACTERISTICS, COMPETENCY, AND PERFORMANCE

The teachers at Participant C are qualified and very competent but their teaching experience is still short, e.g., those that are teaching languages which are English and isiZulu, are still at four years of experience.

Teachers at Participant A are competent enough because of their qualifications. They all possess relevant teaching degrees and mostly those that are teaching languages have an experience that is more than five years and only two educators are still at four years of experience.

The teachers at Participant B are competent enough in terms of their qualifications. The educators who are teaching languages, as the area of concern in this study, are qualified enough and have very relevant experiences. Some of them are at 11 years and 15 years of experience, which shows that they now know their work very well.

5.8. HISTORY OF THE SCHOOLS IN PREVIOUS EXAMINATIONS

Participant C has improved greatly in its results for the last two years in their F.E.T. examinations, especially the Grade 12 class. In 2017 they were able to get a 100% pass in their matric class, and in 2018 they dropped to 93% because of violence.

Participant A is a well-performing school, especially at the Grade 12 level. In 2017 they were able to get 92% and the following year (2018) they were able to get 92,5%.

Participant B is not well performing because of the issues of violence in the school. In the year 2018, they improved from a 30% to a 40% pass rate in their matric results.

5.9. SUMMARY OF THE FINDINGS

In Table 2, the learners' performance revealed that 6 (18%) was the lowest score, which was attained by learners, whilst 33 (97%) was the highest score. The input language was the learners' (L2) isiZulu, and the output language was English. Seven (7) out of thirty learners scored between 18 and 44, which is below the average mark of 17 (50%). This implies that the translation from isiZulu to English among the thirty participants shows the need to use translanguaging. This is because it revealed that learners comprehend their first language better when they are given instructions even when they must respond in their second language, which is English in this case. Williams (2002) postulated that translanguaging refers to the use of one language to reinforce the other language to promote comprehension and the augmentation of the learners' capabilities in both languages. Therefore, the call for using translanguaging is justifiable.

The participants in this test were not writing names in their answer sheets, they were only writing numbers in both tests which were isiZulu to English and English to isiZulu, hence the anonymity of the participants in this study was guaranteed.

Drawing from the objectives of the study, the first one, is to explore the Grade ten learners' reading comprehension levels of L1 input and L2 output on a written comprehension task. This objective has been achieved since the findings from Table 2 reveal that learners comprehend better when they are reading the comprehension-seeking questions in L1, and they respond in L2 (English).

Objective two explored the Grade ten learners' reading comprehension levels of L2 input and L1 output of the written comprehension task. The objective was also achieved in this study since Table 1 showed that although some learners showed less understanding of a text written in English L2, they were able to respond to clarity-seeking questions which were written in their home language (isiZulu).

The last objective was to compare the comprehension levels of Grade ten learners between the use of L1 as input and L2 as output and vice versa. This was also achieved since Table 4 shows that most of the participants scored above seventy percent (70%). This confirms that L1 can be utilised to reinforce L2, and L2 can be utilised to reinforce L1. The study has proven that translanguaging is a relevant tool

that has shown to be pliable enough for the reinforcement of a language and for promoting comprehension.

5.10. DISCUSSION OF THE RESEARCH FINDINGS

This study aimed at exploring translanguaging in a Grade ten reading class in Ntambanana Circuit Schools. The statement of the problem (as stated in the first chapter of this study) is the incomprehension of the second language (L2) that was observed by the researcher in Grade ten, which is the initial phase in the Further Education and Training(F.E.T.) Band. The literature that was reviewed in Chapter two of this study provided the theoretical framework relevant to the data collection in Chapter three.

Chapter three presents and outlines the discussions on the organisation of the study which entailed the research design, selection of the population, sampling, and sample size on all the methods of data collection used in this study. The data analysis and interpretation thereof presented in Chapter four provided answers to the research questions which is the most critical and crucial aspect of the study.

The findings of this study highlight the following:

- 1) The incomprehension of L2 in the F.E.T. Band is compounded by using L2 only as input and output language.
- 2) The learners comprehend better when the L1 is used as an input language and their L2 is used as an output language.
- 3) Translanguaging is a relevant tool that is pliable enough to be used to improve learners' comprehension of texts, especially if the language of instruction is different from the learners' home language.

5.11. CONCLUSION

The results of the study show the imperativeness of using translanguaging in the teaching of languages in the F.E.T. phase to enhance the learners' reading comprehension. Schools like Participant C, followed by Participant A, and lastly, Participant B, showed that although some learners have good command of English, looking at all the results and the way the learners responded to the comprehension-

seeking questions, translanguaging is one of the best tools that can be utilised to enhance or to improve their reading comprehension levels.

Williams (2002) posited that translanguaging refers to the use of one language to reinforce the other to promote comprehension and the enhancement of the learners' capabilities in both languages. This reveals the fact that the learners' home language plays an imperative role or has a great impact on the reading comprehension levels of the learners where the language of instruction is different from the learners' home language. Hence, the Department of Education must employ translanguaging and empower teachers, especially those who are teaching language in the F.E.T. Band, to use translanguaging in their teaching to improve learners' comprehension. The study has shown that translanguaging can improve reading comprehension.

5.12. RECOMMENDATIONS

Drawing from the findings of this study, the following recommendations are made.

- 1) This study revealed that learners comprehend better when both languages of learning and teaching (LoLTs) are being utilised. Hence, the Department of Education must consider the use of translanguaging in the teaching of languages in schools, especially schools in districts like King Cetshwayo District, where the language of teaching and learning is English - a second language to most learners who are isiZulu speakers.
- 2) It is recommended that educators should be thoroughly trained to teach learners in the F.E.T. phase to read with comprehension so that they can cater to the diverse needs of the learners. This would improve the current performance of South African learners and their standing globally.
- 3) All schools must have libraries so that schools may produce omnivorous readers who can read with comprehension. This would address the serious challenge of low levels of reading comprehension that the country currently faces.
- 4) Further studies in translanguaging are recommended that would use translanguaging as a tool for teaching content subjects in the F.E.T. and G.E.T. Bands.

5.13. LIMITATIONS OF THE STUDY

This study experienced limitations. The study was limited to schools in the Cetshwayo Circuit due to financial constraints.

REFERENCES

- Aoyama, R. (2020). Exploring Japanese High School students' L1 use in translinguaging in the communicative EFL classroom. *TESL-EJ*, 23(4): 1 - 17.
- Araújo, L. & Costa P. 2015. Homebook of reading and reading achievement in EU countries: The progress in International Reading Literacy Study 2011 (PIRLS). *Educational Research and Evaluation*, 21(5-6): 422 - 438.
- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism*, 5th ed. Bristol, UK: Multilingual Matters.
- Barbie, E. and Mouton, J. (2007). *The Practice of Social Research*. Cape Town: Oxford University Press.
- Bouazid, T. and Le Roux, C. S. (2010). Constraints experienced by EFL literature students: A case study from an Algerian university. *Per Linguam*, 26(2): 33 – 49.
- Bowen, J. D., Madsen, H. S. and Hilferty, A. (1985). *TESOL techniques and procedures*. Boston: Heinle & Heinle.
- Brown, H. D. (2007a). *Principles of language learning and teaching*. New York: Pearson Education.
- Celic, C. and Seltzer, K. (2011). Translanguaging: A CUNY-NYSIEB guide for educators. Available at: <http://www.nysieb.ws.gc.cuny.edu/files/2012/06/FINAL-Translanguaging-Guide-With-Cover-1.pdf>.
- Cieślicka, A. (2000). The effect of language proficiency and L2 vocabulary learning strategies on patterns of bilingual lexical processing. *Poznań Studies in Contemporary Linguistics*, 36: 27 – 53.
- Cole, M. (2019). Translanguaging in every classroom. *Language Arts*, 96(4): 244 – 249.
- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1): 1 - 14.
- Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57: 402 – 423.

- Daniel, S. M. and Pacheco, M. B. (2015). Translanguaging practices and perspectives of four multilingual teens. *Journal of Adolescent & Adult Literacy*, 59(6): 653 – 663.
- De Vos, A., Strydom, H., Fouche, C. and Delport, C. (2011). *Research at grass roots: for social sciences and human services professions*. Pretoria: Van Schaik Publishers.
- Duarte, J. (2018). Translanguaging in the context of mainstream multilingual education. *International Journal of Multilingualism*, 17(2): 1 – 16.
- Ferreira, A. (2009). *Teaching language*. South Africa: MacMillan.
- Fox, J. S. (2018). *Get organized without losing it*. Minneapolis, MN: Free Spirit Publishing.
- Frith, U. (1995). *Beneath the surface of development dyslexia*. London: Lawrence Erlbaum.
- Fuhg, J. N., Fau, A. and Nackenhorst, U. (2021). State-of-the-art and comparative review of adaptive sampling methods for kriging. *Archives of Computational Methods in Engineering*, 28(4): 2689 - 2747.
- Gains, P. (2010). Learning about literacy: Teachers' conceptualisations and enactments of early literacy pedagogy in South African Grade One classrooms. Unpublished doctoral thesis, Johannesburg, University of the Witwatersrand.
- Garcia O. & Kleifgen, J. (2010). *Educating emergent bilinguals: policies, programs, and practices for English language learners*. New York: Teachers College Press.
- García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly*, 43: 322 – 326.
- Garcia, O. and Leiva, G. (2014). Theorizing and Enacting Translanguaging for Social Justice. In *Heteroglossia as Practice and Pedagogy*: 199 - 216.
- García, O. and Wei, L. (2014). Translanguaging in education: Principles, implications and challenges. In: *Translanguaging: Language, Bilingualism and Education*. London: Palgrave Pivot.
- Gardner, R. C. and MacIntyre, P. D. (1993). A student's contribution to second language learning: Part II, Affective Factors. *Language Teaching*, 26: 1 - 11.

Gren, L. (2022). Translanguaging in ELT classrooms: A systematic literature review of effects and perceptions regarding translanguaging. Independent degree project – Educational Linguistics. Sweden.

Hasim, Z. & Din, N. M. (2009). Exploring ESL learners' reading strategies in understanding literary texts. E-Proceedings of 'The International Online Language Conference' (IOLC), pp. 112-129.

Hernández, L. E. (2022). Code switching and political strategy: The role of racial discourse in the coalition-building efforts of Charter Management Organizations. *American Educational Research Journal*, 59(2): 219 – 251.

Hopp, H., Kieseier, T., Jakisch, J., Sturm, S. and Thoma, D. (2021). Do minority-language and majority-language students benefit from pedagogical translanguaging in early foreign language development? *Multilingua - Journal of Cross-Cultural and Interlanguage Communication*, 40(6): 1 – 23.

Howie, S. (2004). A national assessment in mathematics within an international comparative assessment. *Perspectives in Education*, 22(2): 149 – 161.

Howie, S., Venter, E. and van Staden, S. (2008). The effect of multilingual policies on performance and progression in reading literacy in South African primary schools. *Educational Research and Evaluation*, 14(6): 551 - 560.

HSRC (2012). The low-achievement trap: Changing the culture of inefficiency in teaching. *Review*, 10(2): 16 - 18.

Iversen, J. Y. (2020). Pre-Service teachers' translanguaging during field placement in multilingual, mainstream classrooms in Norway. *Language and Education*, 34(1): 51 – 65.

Johnson, R. B. and Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7): 14 - 26.

Jonsson, C. (2013). Translanguaging and multilingual literacies: diary-based case studies of adolescents in an international school. *International Journal of the Sociology of Language*, 2013(224): 85 – 117.

- Jose, G. R. and Raja, B. W. D. (2011). Teachers' role in fostering reading skill: Effective and successful reading. *I-Manager's Journal of English Language Teaching*, 1(4): 1 – 9.
- Kadenge, M. and Nkomo, D. (2011). The politics of the English language in Zimbabwe. *Language Matters*, 42: 248 - 263.
- Kainuwa, A. and Yusuf, N. B. M. (2013). Influence of socio-economic and educational background of parents on their children's' education in Nigeria. *International Journal of Scientific and Research Publications*, 3(10):1 - 8.
- Kanjee, A. and Makgamatha, M. M. (2008). Systemic evaluation – Reading and literacy in Mpumalanga schools. Paper presented to the Mpumalanga Department of Education, Diepgezet Primary School, Mpumalanga, 18th July.
- Koda, K. (2007). Reading and language learning: Crosslinguistic constraints on second language reading development. *Language Learning*, 57: 1 - 44.
- Krashen, S. D. (1988). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press Inc.
- Krashen, S. D. (2002). *Second language acquisition and second language learning*. Oxford: Pergamon Press Inc.
- Kucer, S. (2005). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings*. London: Mahwah.
- Lewis, G., Jones, B. and Baker, C. (2012). Translanguaging: Developing its conceptualization and contextualisation. *Educational Research and Evaluation*, 18(7): 655 – 670.
- Li, W. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1): 9 – 30.
- Lin, L. (2010). The impact of the retelling technique on Chinese students' English reading comprehension. *The Asian EFL Journal Quarterly*, 12(2): 163 - 191.
- Lonigan, C. J., Purpura, D. J., Wilson, S. B., Walker, P. M. and Clancy-Menchetti, C. (2013). Evaluating the components of an emergent literacy intervention for preschool

children for reading difficulties. *Journal of Experimental Child Psychology*, 114(1):111 - 130.

Lonsdale, M. (2003). *Impact of school libraries on student achievement: A review of the research report for the Australian School Libraries Association (ASLA)*. Melbourne: Australian Council for Education Research.

Macaro, E. (2018). *English Medium Instruction*. Oxford: Oxford University Press.

Makalela, L. (2015). Translanguaging practices in complex multilingual spaces: A discontinuous continuity in post-independent South Africa. *International Journal of the Sociology of Language*, 234: 115 – 132.

Manarin, K., Carey, M., Rathburn, M. and Ryland, G. (Eds.). (2015). *Critical reading in higher education: Academic goals and social engagement*. Bloomington, IN: Indiana University Press.

Miller, J. O. and Schwarz, W. (2011). Aggregate and individual replication probability within an explicit model of the research process. *Psychological Methods*, 16: 337 - 360.

Mncwango, E. M. and Gazu, K. A. (2017). Challenges in negotiating meaning in literary texts: The case of English-as-a-second language (ESL) students. *International Journal of Humanities and Social Science Invention*, 6(4): 7 – 12.

Montelongo, J. A., Hernández, A. C., Herter, R. J. and Cuello, J. (2011). Using cognates to scaffold context clue strategies for Latino ELs. *The Reading Teacher*, 64: 429 – 434.

Moyo, T. (1996). Code-switching among competent bilinguals: A case for linguistic, cultural and group identity? *Southern African Journal of Applied Language Studies*, 4: 20 - 31.

Newman, R. (2019). *Educating homeless children: Witness to a cataclysm*. London:

Noicharoen, C. (2012). An Investigation of 11th grade Thai students' decoding strategies at the word level in English reading. Unpublished Master's thesis. Srinakharinwirot University, Bangkok.

- Ntshakala, B. F. and Mncwango, E. M. (2021). Exploring translanguaging in an English-as-a-second language (ESL) classroom – A Grade Ten experience. *International Journal of Law, Management and Humanities*, 4 (3): 1527 – 1539.
- Odeku, K. O. (2018). Accentuating English language as the sole medium of pedagogy in South Africa: issues and perspectives. *Global Media Journal*, 16 (31): 1 - 6.
- Otheguy, R., García, O. and Reid, W. (2019). A translanguaging view of the linguistic system of bilinguals. *Applied Linguistics Review*, 10(4): 1 – 27.
- Patel, M. and Patel, N. (2019). Exploring research methodology: Review article. *International Journal of Research and Review*, 6(3): 48 – 55.
- Patrick, R. (2019). Comprehensible input and Krashen's theory. *Journal of Classics Teaching*, 20(39): 37 - 44.
- Pearson, P. D., Ferdig, R. E., Blomeyer, R. L. Jr. and Moran, J. (2005). *The effects of technology on reading performance in the middle-school grades: A meta-analysis with recommendations for policy*. Naperville, IL: Learning Point Associates.
- Perfetti, C. A. and Marron, M. A. (1998). Learning to read: Literacy acquisition by children and adults. In D. A. Wagner (Ed.), *Advances in Adult Literacy Research and Development* (pp. 89-138). Philadelphia, PA: Hampton Press.
- Perfetti, C. A., Wlotko, E. W. and Hart, L. A. (2005). Word learning and individual differences in word learning reflected in event-related potentials. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 31(6): 1281 – 1292.
- Phelps, J. and Bell, N. (Eds.). (2007). Reading Lawrence in the English Department at the University of Zululand. In D.H. Lawrence: *Around the World: South African Perspectives*. Empangeni: Echoing Green Press CC.
- Potgieter, A. and Davidowitz, B. (2010). Gr 12 achievement rating scales in the new National Senior Certificate as indication of preparedness for tertiary chemistry. *South African Journal of Chemistry*, (6)63: 75 - 82.
- Po-yung, T. A & Hang-yue, N. (2014). Students' Perceptions of English-Medium Instruction in a Hong Kong University. https://www.srhe.ac.uk/conference_2014/abstracts/0016.pdf.

Pretorius, E. J. and Klapwijk, N. M. (2016). Reading comprehension in South African schools: Are teachers getting it, and getting it right? *Per Linguam*, 32(1): 1 – 20.

Pritschet, L., Taylor, C. M., Santander, T. and Jacobs, E. G. (2021). Applying dense-sampling methods to reveal dynamic endocrine modulation of the nervous system. *Current Opinion in Behavioral Sciences*, 40: 72 - 78.

Probyn, M. (2009). Smuggling the vernacular into the classroom: Conflicts and tensions in classroom codeswitching in township/rural schools in South Africa. *International Journal of Bilingual Education and Bilingualism*, 12: 123 – 136.

Rahman, M. S. (2020). *The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: A literature review*. Canada: Canadian Center of Science and Education.

Republic of South Africa. (1996). The Constitution of the Republic of South Africa, Act 108 of 1996.

Republic of South Africa. (2007). Language-in-Education Policy. Pretoria: Government Printer.

Republic of South Africa. (2011). National Curriculum Statement (NCS) – Curriculum and Assessment Policy Statement Grades 7-9, Social Sciences. Pretoria: Department of Basic Education.

Rimensberger, N. (2014). Reading is very important, but ...: Taking stock of South African student teachers' reading habits. *Reading & Writing*, 5(1), Art. #50, 9 pages.

Sawir, E. (2005). Language difficulties of international students in Australia: The effects of prior learning experience. *International Education Journal*, 2005, 6(5): 567 - 580.

Sawyer, S. F. (2009). Analysis of variance: The fundamental concepts. *The Journal of Manual & Manipulative Therapy*, 17(2): 28 - 39.

Shabani, F., Sadiku, M. and Munishi, S. (2022). A conversational approach to code-switching: A case study of Prishtina International Schools' students. *Journal of Language and Linguistic Studies*, 18 (Special Issue 1): 214 - 228.

Share, D. L. (1995). Phonological recording and self-teaching. Sine qua non of reading acquisition. *Cognition*, 55(2): 151 - 218.

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104: 333 - 339.

Sosa-Provencio, M. A., Sheahan, A., Fuentes, R., Muñiz, S. and Prada Vivas, R. E. (2019). Reclaiming ourselves through Testimonio pedagogy: Reflections on a curriculum design lab in teacher education. *Race, Ethnicity and Education*, 22(2): 211 - 230.

Sulaiman, R. S., Taqi, H. A. and Akbar, R. S. S. (2020). Translanguaging as an ESL learning strategy: A case study in Kuwait. *International Journal of Higher Education*, 9(6): 54 – 63.

Swan, M. (2012). *Thinking about language teaching: Selected articles 1982-2011*. Michael Swan. Oxford: Oxford University Press.

Tabandeh, A., Jia, G. and Gardoni, P. (2022). A review and assessment of importance sampling methods for reliability analysis. *Structural Safety*, 97 (102216): 1 - 18.

Taguchi, N. (2014). English-medium education in the global society: Introduction to the special issue. *International Review of Applied Linguistics for Language Teaching*, 52 (2): 1 - 15.

Taylor, B. M. and Pearson, P. D. (Eds.). (2002). *Teaching reading: Effective schools, accomplished teachers*. Mahwah: Lawrence Erlbaum Associates Publishers.

Tchoshanov, M. A. (2011). Relationship between teacher knowledge of concepts and connections, teaching practice, and student achievement in middle grades mathematics. *Educational Studies in Mathematics*, 76(2): 141 - 164.

Van der Walt, C. (2009). The functions of code switching in English language learning classes. *Per Linguam*, 25(1): 30 - 43.

Verbeek, D. C. (2010). Teaching reading for meaning? A case study of the initial teaching of reading in a mainstream South African school. Unpublished doctoral thesis. Pietermaritzburg: University of KwaZulu-Natal.

Wallace, C. (1986). *Learning to read in a multicultural society: The social context of second language literacy*. Oxford: Pergamon Press.

- Walsh-Moorman, B., Schneider, M. and Ours, K. (2021). Writing bravely: Transformed practice through multimodal composition in history and English language arts. *Ubiquity: The Journal of Literature, Literacy, and the Arts, Research Strand*, 8(1): 9 - 37.
- Wang, F. (2010). The necessity of grammar teaching. *English Language Teaching*, 3(2): 78 - 81.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5): 1222 – 1235.
- Wilkinson, R. (2013). English-medium instruction at a Dutch university: Challenges and pitfalls. In A. Doiz, D. Lasagabaster, & J. M. Sierra (Eds.), *English-Medium Instruction at Universities: Global Challenges* (pp. 3-24). Clevedon, United Kingdom: Multilingual Matters.
- Williams, C. (2002). *Ennill iaith: Astudiaeth o sefyllfa drochi yn 11–16 oed [A language gained: A study of language immersion at 11–16 years of age]*. Bangor: School of Education.
- Włosowicz, T. M. (2020). Teaching and learning French as a third or additional language: Selected aspects of language awareness and assessment. *Neofilolog*, 55(2): 239 – 263.
- Xiang, Y., Hao, L., Qiu, L., Zhao, Y. and Gu, D. (2018). Greater financial resources are associated with lower self-perceived uselessness among older adults in China: The urban and rural difference. *Archives and Gerontology and Geriatrics*, 75: 171 - 180.
- Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2): 678 – 694.

ANNEXURE A

THE ENGLISH READING INVENTORY

KINDNESS IN ACTION

Nomndeni Mthethwa is an extraordinary young woman from Limpopo

Despite being unemployed, this 24-year-old is extremely active in her community. She is dedicated to helping orphans and other vulnerable children. Her aim is to give them hope and to make them feel loved.

Nomndeni acts as a big sister to the children in her area, helping them with their homework, covering their schoolbooks and treating them to cake on their birthdays. She has even helped get social grants for some.

Sawir, E. (2005). Language difficulties of international students in Australia: The effects of prior learning experience. *International education journal*, 6(5), 567-580.

She managed to collect blankets worth R10 000 to ease the winter chill for the local children. Last year she washed cars, held cake sales, and entered competitions to raise funds for the Christmas party for orphans. Over 150 children enjoyed a festive lunch and received gifts from Santa Claus himself.

Nomndeni's role model is her mother, whom she says is the kindest woman she has ever known. She remembers how her mother would send for the children in their neighbourhood to come for biscuits and cake for Christmas. That taught her to share what she has with those who have little.

Nomndeni was nominated as AMBI Remarkable Woman of 2008 and is still in shock about winning.

It was crazy, overwhelming and the best thing ever, she says. Besides the R35 000 prize money, Nomndeni's prize included lunch at Afro stylish Moyo Melrose Arch with the talented singer and celebrity Lira, of whom she is a great fan. She is planning to spend a large part of her money on a party for the children.

Nomndeni has one dream for South Africa and its citizens, and that is to get everyone involved to help the helpless, “I see 12-year-old girls who are running homes and that is so sad. I wish people would not ignore these kids. And from personal experience, I know that you don’t have to be rich to help. Everyone has something to offer, she says.

Questions

QAPHELA

1. Yonke imibuzo kumele iphendulwe ngamagama akho, ngaphandle uma ucelwe ukuba ucaphune.
 2. Izimpendulo ezidinga igama elilodwa, bhala inombolo kuphela negama.
 3. Emibuzweni ekhethisayo, bhala inombolo nohlamvu (A-D) yempendulo efanele.
- 1.1 Bheka esigabeni sokuqala.

Nikeza izizathu ezimbili kungani umbhali ekuthola kumangaza ukuthi u Nomndeni wakwazi ukusiza izingane ngendlela enza ngayo. (2)

- 1.2. Khetha impendulo eyodwa kulezi ozinikiwe.

Isimo sokukhuluma ‘Ezizizwa zilahlekile’emgqeni wesi-8 usho ukuzizwa....

- A. Uhlukumezekile
- B. Ungenathemba
- C. Umuhle
- D. Ungajabulile. (2)

- 1.3. Bheka esigabeni sesi-3

- a. Caphuna amagama AYISISHIYAGALOMBILI alandelanayo agqugqumezele izingane ukuthi zinganikezeli noma zingalilahli ithemba. (2)
- b. Iliphi elinye igama kulesigaba elingaba nencazelo efanayo egameni elithi ‘izingane’? (2)

- 1.4. Bheka esigabeni sesine (4)

Yisho OKUTHATHU okwenziwa u Nomndeni ukukhulisa imali yomcimbi ayowenzela izintandane ngokhisimuzi. (3)

1.5. Bheka esigabeni sesi -2 emgqeni wesi-9 'Maningi amathuba langaphandle'.

Asitshela ukuthini lamagama ngo Nomndeni nendlela aphila ngayo noma ngendlela abuka ngayo impilo? Nikeza amaphuzu amabili (2).

1.6. Bheka esigabeni sesi -6

Chaza ukuthi kungani u Nomndeni wayeshaqekile ngenkathi ewina i –AMBI Remarkable Woman of 2008 award? Nikeza amaphuzu amabili (2).

1.7. Wazi kanjani ukuthi u Nomndeni wayethokozile ukudla isidlo sasemini no Lira? Nikeza amaphuzu amabili (2).

1.8. Chaza ukuthi kungani u Nomndeni ezizwa edabuka uma ebona amantombazanyana aneminyaka engama -12 ubudala ephethe amakhaya (2).

1.9. Chaza ukuthi kungani lomusho ungalona iqiniso?

UNomndeni wayengumuntu ozicabangela yena? (2).

1.10. Ucabanga ukuthi umama kaNomndeni wayengumuntu ofanele yini ukubukela kuye? xoxa umbono wakho (2).

1.11. Bheka emgqeni wokugcina wendaba, xoxa ukuthi uyavumelana yini nombono wombhali othi 'wonke umuntu unento angayinikeza'. (3)

1.12. Ngokubona kwakho, ngabe indaba iyamgqugquzela yini ofundayo ekusezini abanye? sekela impendulo yakho (3).

1.13. Uvela kusiphi isifundazwe uNomndeni? (2)

1.14. Bheka esigabeni sesi-8 Yiqiniso /Amanga, sekela impendulo yakho ngokucaphuna endabeni.

uNomndeni ukholelwa ekuthenini kufanele ucebe ukuze usize abanye abantu (2)

1.15. Imuphi usaziwayo odumile uNomndeni athola ithuba lokudla naye isidlo sasemini? (2). [INANI LAMAMAKI – 34].

Revision

Chapter 1

Comprehension and grammar

1. Comprehension

Read the article below and answer the questions.

Top relationship tips with Basil

Ways to be a Fantastic Friend

We all need best friends. Some people have one best friend, some people have as many as five or six. Best friends are the ones who are there at our side when we're feeling down – and there at our side when we are UP, celebrating something great! Here are my top five tips for being a fantastic best friend.

First, be loyal. You support your friend in good times and bad. Would you end a friendship if your "friend" got dropped from the first team, or was dumped by her prefect boyfriend? Then you weren't really a friend. You never gossip about your friends. If you hear other people skinning about your friend, be loyal. You could say, "Excuse me, but you are talking about a good friend of mine. I don't agree with what you are saying, and I think we should change the subject."

Second, be caring. All of us at some time feel disappointed, or sad or unconfident. As a best friend, you notice how your friends are feeling. You try to understand. If they are sad, ask if they would like to talk about it. You offer any other help you can. Do something fun together to take their mind off the problem.

Third, show interest in their life. Be careful that you do not only talk about yourself, or do the things



that you like. You find out how your friend is, what he or she has been doing and thinking.

Fourth, share. Share your time, share your skateboard, share your advice, share your biltong! One of the fun things about being friends is it gives you access to more magazines, books, movies, clothes, ... sharing adds fun to life.

And fifthly and finally, be tolerant. Tolerance means accepting how other people are. Nobody is perfect. Sometimes your friends might annoy you, or say hurtful things, or show a side to their

character you don't like. Forgive and ignore small things. Be honest and talk about more serious problems, without attacking your friend. You may find it makes your friendship stronger. However, keep in mind that being tolerant doesn't mean accepting something bad, such as racism, cruelty or dishonesty. Sometimes friendships are unhealthy, and need to end.

In conclusion, remember that if you try to give in these five ways, you should get loyal, caring, interested, sharing and tolerant friends in return! Viva friendship!

Isifundo sokuqondisisa ngu Basil

Izindlela eziphezulu zokuxhumana ebudlelwaneni

Izindlela zokuba umngani ohlabahlosile

Sonke siyabadinga abangani esibathandayo abakhulu., Kithi abanye baba nomngani oyedwa omkhulu, abanye ngaba bahlanu noma babe yisithupha. Abangani abakhulu nabaqotho yilabo ababanathi uma sizizwa siphansi noma sizizwa siphezulu ezimpilweni zethu sithokozela impumelelo yethu. Nanka amaphuzu amahlanu okuba umngani noma umhlobo ohlabahlosile noma omkhulu.

Okokuqala yiba qotho ima nomngani wakho kukuhle noma kukubi. Ungaqeda ubungani uma umngani wakho ekhishiwe eqenjini lokuqala lemidlalo noma elahlwe yisoka lakhe? lokho kusho ukuthi ubuvele ungeyena umngani weqiniso. Awuhlebi umngani wakho uma uzwa abanye abantu bahleba noma besopha okubi ngomngani wakho, Thembeka, ungasho uthi “ngicela uxolo” nikhulumelani ngomngani wami omuhle futhi othandekayo kimina angivumelani nalokho enikushoyo, ngicela sishintshe isihloko sendaba esixoxa ngayo.

Okwesibili yiba ngonakekelayo, kwenzeka kithi sonke ukuthi sizizwe sahlulekile, sidangele noma singenakho ukuzethemba. Njengomngani weqiniso uyaqaphela ukuthi umngani wakho uzizwa enjani. Uyaqonda ukuthi bajabhile uyabuza ukuthi usekulungele yini ukuxoxa noma ukukhuluma ngento emphethe kabi. Uyamsiza ngendlela ongamsiza ngayo. Ungazama ukumhleka ngendlela ethize ukuze akhohlwe yinto emuphethe kabi.

Okwesithathu khombisa intshisekelo empilweni yomngani wakho, qaphela ukuthi awukhulumi ngawe nangezinto zakho nangezinto zakho kuphela kodwa hlola ukuthi umngani wakho. Unjani kulesosikhathi nokuthi ubenzani futhi ucabangani

Okwesine hlephulelana iskhathi nomngani wakho, iziyalo, inyama yomqebu nakho konke okunye njengezincwadi, omagazini, izimpahla, konke lokhu kwenza impilo yobungani ibemnandi.

Okwesihlanu nokokugcina bekezelela umngani wakho. Ukubekezelelana kusho ukwamukela abanye abantu benjengoba benjalo. Akekho umuntu ongenaphutha nongenasisi. Kwesinye isikhathi umngani wakho angakunyanyisa noma asho izinto ezikuphatha kabi noma akuvezele isimo ongasithandi. Mxolele ungazinaki lezinto ezincane azenzayo. yibaneqiniso ukhulume izinto ezakhayo ngaphandle kokubhozomela umngani wakho. Uzobona lokho kokwenza ubungani benu buqine. Uqaphele kodwa ukuthi ukumbekezelela akusho ukuvumela izinto ezimbi njengokucwasa ngokwebala, ubudlova nokungathembeki. Obunye ubungani abunampilo buyadinga ukuqedwa.

Ekugcineni khumbula ukuthi uzama ukwenza lezizinto zonhlalanu nawe uzothola abangani abayizona kweyakho impilo. Viva ubungani!!!

Questions (Answer In isiZulu)

1. Who wrote this magazine article? (1)
2. What is the name of the regular column?
(1)
3. How many tips does the writer give?
(1)
4. What does the author say a loyal friend should never do?
(1)
5. How can one friend help another friend “take their mind off the problem” (1)
6. Choose the best meaning of tolerance
 - (a) Letting people do what they want
 - (b) Accepting everything about a person
 - (c) Accepting someone who is different to you but perhaps not agreeing with everything
 - (d) Persuading, not forcing, people to see things your way. (1)
- 7.1 List the five main points of the article. Leave a line between each point.
- 7.2 Under each main point write a supporting idea that is given.
(5)
8. List three things that would cause you to end a friendship.
(3)
9. What do you share with your friends? (2)
10. Write a short paragraph about why you like one of your best friends.
(4)

TOTAL :20 Marks

Imibuzo (Phendula ngesiNgisi)

1. Ubani olobe lombhalo ebhukwini? (1)
2. Yini igama lomklamu okubhala kuwo? (1)
3. Mangaki amathiphu asinike wona? (1)
4. Uthi umlobi yikuphi umngani oqotho okungamele akwenze? (1)
5. Umngani angamsiza kanjani omunye umngani ukuze asuse umqondo entweni emphethe kabi? (1)
6. Khetha incazelo evelele yokubekezela
 - (a) Ukuyekela abantu benze nomayini abayithandayo
 - (b) Ukwamukela yonke into ngomuntu
 - (c) Ukwamukela umuntu ohlukile kuwena kodwa eningavumelani ngakho konke naye
 - (d) Ukuncenga kodwa ube ungaphoqi abantu ukuthi babone izimo ngendlela yakho(1)
- 7.1 Bala onke amaphuzu amahlanu akule-athikli. shiya ulayini ngaphakathi kwawo
- 7.2 Ngaphansi kwephuzu ngalinye bhala umqondo osekelayo (5)
8. Bala izinto ezintathu ezingakwenza uqede ubudlelwane bakho nomngani wakho(3)
9. Yini oyenza ndawonye nabangani bakho (2)
10. Bhala isigamfu semisho esifishane uchaze ukuthi yini uthande omunye umngani wakho omkhulu (4)

TOTAL: [20 Marks]

ANNEXURE C

READING INVENTORY NUMBER 2 - ISIZULU

FUNDA LENDATSHANA UPHENDULE YONKE IMIBUZO NGOLIMI LWESINGISI.

ISIHE NOMA UKULUNGA KWENZIWA

1. UNomndeni Mthethwa ungowesifazane osemncane lo osebenza ngokuzimisela ovela e Limpompo. Ngale kokuthi akaqashiwe njengomsebenzi, lowesifazane oneminyaka engama 24 ubudala, ukhuthale kakhulu emphakathini wangakubo. Uzinikele ekusizeni izintandane nalabo bantwana ababuthaka. Injongo yakhe ukuzinika ithemba azenze zizizwe zithandwa.
2. UNomndeni udlala indima kadadewabo omdala kulezingane zasendaweni yangakubo, azisize ngomsebenzi wesikole, ukukhava izincwadi zazo zesikole, nokuzisiza ngamakhekhe ngezinsuku zazo zokuzalwa. Ezinye zazo usezimize nokuthi zithole imali yesibonelelo sika Hulumeni.
3. Uthi 'Ziningi izingane ezizizwa zilahlekile futhi ngiyazitshela ukuthi akusikho ukuphela komhlaba. Maningi amathuba langaphandle'.
4. Ukwazile ukuqoqa izingubo zokulala ezibiza izinkulungwane ezingama R10 000 ukufudumalisa izingane zangakubo ebusika. Ngonyaka ophelile ubewasha izimoto ebamba izindali zamakhekhe, engenela imincintiswano ukukhulisa imali yomcimbi wezintandane ukubungaza usuku luka khisimuzi. Ngaphezu kwabantwana abayi 150 abathokozela isidlo sasemini baphinde bathola neziphopho ku Santa Claus uqobo lwakhe.
5. UNomndeni ubukela kumawakhe, lona athi ungumuntu wesifazane olunge ngendlela angayazi. Ukhumbula indlela umama wakhe owayethumela ngayo ukuthi kubizwe izingane zase ndaweni ezingomakhelwane ukuba zizodla amakhekhe okubungaza ukhisimuzi. Lokho kwamfundisa ukupha lokhu anakho kulabo abanokuncane, abaswele.
6. UNomndeni waqokwa njengo AMBI Remarkable Woman ka 2008 futhi namanje usashaqekile ngokuwina.

7. 'Kwakumnandi, kushaqisa, futhi kuyinto enhle phakade' uyasho. Ngale kwesamba semali eyizinkulungwane ezingama R35 000, umklomelo ka Nomndeni wawubala isidlo sasemini e Afro Stylish Moyo Melrose Arch nomculi ophiwe, ongasaziwayo, u Lira, angumlandeli wakhe omkhulu. Uhlela ukusebenzisa ingxenye enkulu yesamba semali yakhe emcimbini wezingane.

8. Linye iphupho u Nomndeni analo nge Ningizimu Africa nabahlali bayo, lingukuthi wonke umuntu ambandakanyeke ekusizeni labo abangenakuzisiza. 'Ngibona amantombazanyana aneminyaka engama 12 ubudala ephethe amakhaya futhi lokho kuyadabukisa'. 'Ngifisa sengathi abantu bangezizibe lezingane, futhi ngokwazi kwami, ngiyazi ukuthi akufanele ukuthi uze ucebe ukuze usize'. Wonke umuntu unento angayinikeza,' kusho yena.

QUESTIONS

NOTE: All questions must be answered in your own words unless you are asked for a quote.

For one-word answers, write only the question number and the word.

For multiple choice questions, write only the question number and the letter A to D of the correct answer.

ANSWER ALL QUESTIONS IN ISIZULU.

1.1 Refer to paragraph 1

Give two reasons why the writer finds it surprising that Nomndeni was able to help children in the way she did? (2)

1.2 Choose the correct answer to complete the following sentence. Write down only the question number (1.2) and (A and D) of the correct answer.

The expression: 'who feel lost' in line 8 means to feel

A. abused

B. hopeless

C. beautiful

D. unhappy (2)

1.3 Refer to paragraph 3

a. Quote 8 consecutive words (words that follow each other) that encourage the children not to give up. (2).

b. Which other word in this paragraph could have a similar meaning to the word children? (2).

1.4. Refer to paragraph 4.

State 3 things that Nomndeni did to raise funds for the Christmas party for orphans? (2)

1.5. Refer to line 9.

"There are many opportunities out there"

What do these words suggest about Nomndeni's attitude to life? (2). Mention 2 points.

1.6. Refer to paragraph 6.

Explain why Nomndeni was shocked when she won the AMBI Remarkable Woman of 2008 award? (2) Mention 2 points.

How do you know that Nomndeni was excited to have lunch with Lira? (2)

1.7 Explain why Nomndeni feels sad when she sees 12-year-old girls who are running homes? (2).

1.8. Explain why the following statement is False

Nomndeni was a selfish person? (2)

1.9. Do you think Nomndeni's mother was a good role model? Discuss your views (2).

1.10. Refer to the last line of the passage, (discuss whether you agree with the writer's view that 'Everyone has something to offer'. (3).

1.11. In your own opinion, does the passage persuade the reader in helping others? Substantiate your answer (3).

1.12. Which Province did Nomndeni come from? (2)

1.14. Refer to paragraph 8

True/False support your statement by quoting from the passage.

Nomndeni believes that you must be rich to help others (2)

1.15. Which celebrity did Nomndeni get a chance to have lunch with? (2)

[TOTAL = 34 MARKS]

ANNEXURE D

INTERVIEW SCHEDULE



UNIVERSITY OF ZULULAND

FACULTY OF HUMANITIES & SOCIAL SCIENCES

Department of General Linguistics & Modern Languages

An exploration of translanguaging in a grade ten reading class in Ntambanana circuit schools

Researcher : Bongumusa Faithful Ntshakala
Student number : 19952150
Supervisor : Dr. E.M. Mncwango

Note to participants:

- Although I would like you to help me answer the following questions, you are under no obligation to take part in this research. What you say in this interview will remain private and confidential.
- You have a right not to answer a question which you are not comfortable with

How to respond?

- Please, answer the questions as truthfully as you can.
- If you do not feel comfortable answering a question, you can indicate that you do not want to answer it. For those questions that you answer, your responses will be kept confidential.

In your opinion, what is the most difficult thing in responding to the comprehension passage questions?

.....
.....
.....

What do you think needs to be done in order to simplify the way questions are asked and the way the comprehension passages are structured?

.....
.....
.....

In the first inventory (that was L1 input and L2 output) how did you find reading and responding to such questions?

.....
.....
.....

In the second inventory (that was L1 output and L1 input), how did you find reading and responding to such questions?

.....
.....
.....

In a few words, can you compare your performance in the two reading inventories and tell me which one was better for you? Why was this the case?

.....
.....
.....

Thanks for your participation

ANNEXURE E

ANNEXURE A: PARTICIPANT INFORMED CONSENT DECLARATION INFORMED CONSENT DECLARATION (Participant)

Project Title: AN EXPLORATION OF TRANSLANGUAGING IN A GRADE TEN
READING CLASS IN NTAMBANANA CIRCUIT
SCHOOLS.....

Ntshakala Bongumusa Faithful.....(name of researcher/person administering the research instrument) from the Department of General Linguistics and Modern Languages....., University of Zululand has requested my permission to participate in the above-mentioned research project. The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to explore translanguaging as the researcher needed to address the incomprehension observed in the F.E.T. Band.....
2. The University of Zululand has given ethical clearance to this research project, and I have seen/ may request to see the clearance certificate.
3. By participating in this research project, I will be contributing towards assisting the researcher to explore the effectiveness of translanguaging in addressing the incomprehension levels in a grade ten reading class. (State expected value or benefits to society or individuals that shall arise from the research).
4. I will participate in the project by responding to the comprehension-seeking questions provided by the researcher in both L1 and L2 input and output so that the researcher can be able to compare the responses at the end..... (State full details of what the participant will be doing).
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed. (Should there be compensation, provide details)
7. There may be risks associated with my participation in the project. I am aware that
 - a. the following risks are associated with my participation: being asked questions that

compromises my dignity e.g. questions about my health status, my economic status, my bad experiences, etc..... (state full details of risks associated with the participation).

b. the following steps have been taken to prevent the risks:

c. there is a consent form that was filled by both parents and the learners, the ethical clearance from the University of Zululand, the letter of the permission to conduct research from the Minister and also the Director of King Cetshwayo District.....% chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal articles..... However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will not receive feedback/will receive feedback in the form of regarding the results obtained during the study.

10. Any further questions that I might have, concerning the research or my participation, will be answered by..... (provide name and contact details)

11. By signing this informed consent declaration, I am not waiving any legal claims, rights, or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand, and I am aware of this document's contents. I have asked all questions that I wished to ask, and these have been answered to my satisfaction. I fully understand what is expected of me during the research. I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

.....

.....

Participant's signature

Date

ANNEXURE F

(TRANSLATED) IFOMU LOKUZIBOPHEZELA
(obambe iqhaza)
Isihloko socwaningo:
Ukuhlolwa kokusetshenziswa kolimi lwebele nolimi lokufundisa ngokulinganayo ekufundeni nasekufundiseni ebangeni leshumi.

Ntshakala Bongumusa Faithful..... (Igama lomcwaningi/lomuntu oxhumanise izinsiza zocwaningo) ovela ku Mnyango. Wokufundwa Kwezilimi....., University of Zululand ube nesicelo semvume yokuzibandakanya kulolucwaningo olulotshwe ngenhla.

Imvelaphi kanye nenhloso yalolucwaningo, nalolu lwazi nophawu lokwamukela ukuzibophezela ngichazeliwe ngalo ngolimi engilwaziyo. Ngiyakuqonda ukuthi:

1. Inhloso yalolucwaningo ukuhlola ukusetshenziswa kolimi lwebele nolokufundisa kanyekanye ngenhloso yokusiza abafundi ukuba bafunde ngokuqonda.
.....

2. Inyuvesi yakwaZulu inikezele ngemvume kubenzi balolu cwaningo ukuba benze loluhlelo futhi ngiyibonile leyomvume/ngingacela ukubona isitifiketi semvume.

3. Ngokubamba iqhaza kulolucwaningo ngizonikezela iqhaza ngoku siza umcwaningi akwazi ukuthola ukuthi likuphi izinga lokuqonda uma sifunda ngezilimi zombili bese sibuzwa imibuzo ngolimi lwebele nolokufundisa..... (chaza ubungako obulindelekile noma inzuzo emphakathini noma abantu abangaphumelela ngalolucwaningo)

4. Ngizobamba iqhaza kulolucwaningo ngokukhululeka ngoba umcwaningi uyitholile imvume yabazali, ye Nyuvesi neyo Mqondisi ukuba enze lolucwaningo.
..... (chaza

imininingwane ephelele yokuthi ozimbandakanyile uzobe enzani)

5. Ekuzibandakanyeni kwami angizukubheka nzuzo futhi akukho lapho engizotholakala ngihoxa ocwaningweni, umakwenzeka ngeke kube nemiphumela emibi ocwaningeni.

6. Mina angizukunxephezelwa ngokuzibandakanya kwami kulolucwaningo, kodwa izindleko ephume kwelami iphakethe zizokhokhelwa. (Uma kukhona isinxephezelo nikeza imininingwane).

7. Kuzoba nezimo ezibucayi ekuzibandakanyeni kwami kulolucwaningo , ngiyakuqonda ukuthi:

a. Lobu bungokhuzi obulandelayo kuxhumene nokuzimbadakanya kwami uma ngingabuzwa imibuzo ebucayi emayelana nezempilo zami, izimo ezibuhlungu engidlule kuzo, izinga lami nomndeni wami lempilo (chaza imininingwane yonke ngobungozi okungaba khona kumuntu ozimbandakanye nalolucwaningo)

b. Lezi zitebhu ezilandelayo zithathiwe ukuvikela ubungozi: izincwadi ezivumayo zabazali ukuba kwenzeke lolucwaningo nezinye ezivela emnyangweni wezemfundo.....

c. Angu 0..... % amathuba okuvela kobungozi.

8. Umphequluli uzoshicilela imiphumela yalolucwaningo ngohlelo lwamajenali athekili kwezemfundo.....Nokho, ubhalomfihlo, nofihlo-gama lwemininingwane

Research Ethics Guide August 2013
Page 11 of 21

izobe igciniwe nokuthi igama lami nobutho kwami angeke kubonakaliswe kumona yimuphi umuntu obengayona inhlango yocwaningo.

9. Angeke ngiyamukele imiphumela/ngizoyamukela imiphumela engaloluhlelo..... emayelana nemiphumela etholakale ngesikhathi sesifundo.

10. Eminyane imibuzo ephathelene nalolucwaningo noma mayelana nokuzibandakanya kwami ingaphendulwa ngu (bhala igama nemininingwane yokuxhumana)

11. Ngokusayina lamafomu angiqubuli ubuthi noma amalungelo kwezomthetho

12. Ikhophi enolwazi oluphelele nophawu lokwamukela ukuzibophezela kwami ngizonikezwa, bese okungungqo kuyagcinwa.

Minangilufundile loku okubhalwe ngenhla/ ngiyavuma ukuthi lolu lwazi olungenhla ngichazelwe ngolimi lwami engiluyondayo futhi ngiyakuqonda okuqukethwe nokubhaliwe. Ngiyibuze yonke imibuzo engifunayo

ukuyibuza, futhi yaphendulwa ngendlela engenelisayo. Ngiyayiqonda kahle ukuba kulindelekile ini kimi kulolucwaningo. Angiphoqwanga nakancane ukubamba iqhaza kulokhu kulolucwaningo

isishicilelo kobambe iqhaza usuku

UKUZIBOPHEZELA

Mina..Ntshakala

Faithful.....ngiyavuma
ukuthi

• Ngichazile ulwazi olukuleli bhuku ku

.....
• Ngicelile ukuthi kubuzwe imibuzo uma kukhona la kungaqonakali khan ngizoyiphendula ngobuqotho

• Nginelisekile ukuthi u-----uzwile indlela lolucwaningo oluzosebenza ngayo, lokhu okumenze wathatha isinqumo sokuthi alibambe yini iqhaza noma cha

• Ingxoxo yennziwa ngesiZulu

• Ngimsebenzisile noma/ angimsebenzisanga utolika

Isishicilelo somcwaningi

usuku

ANNEXURE G

RESEARCHER'S DECLARATION

I, Ntshakala Bongumusa

Faithful.....declare that:

- I explained the information in this document to
.....
- requested him/her to ask questions if anything was unclear and I have answered them as best I can
- I am satisfied that s/he sufficiently understands all aspects of the research so as to make an informed decision on whether or not to participate.
- The conversation took place in isiZulu / English
- I used/did not use an interpreter

.....

Researcher's signature

Date

PARENT AND GUARDIAN'S INFORMED CONSENT DECLARATION

Project Title: AN EXPLORATION OF TRANSLANGUAGING IN A GRADE TEN
READING CLASS IN NTAMBANANA CIRCUIT SCHOOLS

Bongumusa F. Ntshakala (name of researcher/person administering the research instrument) from the Department of General Linguistics & Modern Languages, University of Zululand, has requested my permission to allow my child/ ward to participate in the above-mentioned research project. The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

13. The purpose of the research project is to

14. The University of Zululand has given ethical clearance to this research project, and

I have seen/ may request to see the clearance certificate.

15. By participating in this research project my child/ward will be contributing towards (State expected value or benefits to society or individuals that will arise from the research)

16. My child/ward will participate in the project by (State full details of what the participant will be doing)

17. My child's/ward's participation is entirely voluntary and if my child/ward is older than seven (7) years, s/he must also agree to participate.

18. Should I or my child/ward at any stage wish to withdraw my child/ward from participating further, we may do so without any negative consequences.

19. My child/ward may be asked to withdraw from the research before it has finished if the researcher or any other appropriate person feels it is in my child's/ward's best interests, or if my child/ward does not follow instructions.

20. Neither my child/ward nor I will be compensated for participating in the research.

(Should there be compensation, provide details)

21. There may be risks associated with my child's/ward's participation in the project. I am aware that

a. the following risks are associated with participation: (State full details of risks associated with the participation)

b. the following steps have been taken to prevent the risks:

c. there is a% chance of the risk materialising

22. The researcher intends publishing the research results in the form of However, confidentiality and anonymity of records will be maintained and that my or my child's/ward's name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

23. I will not receive feedback/will receive feedback in the form of regarding the results obtained during the study.

24. Any further questions that I might have, concerning the research or my participation, will be answered by..... (provide name and contact details)

25. By signing this informed consent declaration, I am not waiving any legal claims, rights or remedies that I or my child/ward may have.

26. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, have read the above information / confirm that the above information has been explained to me in a language that I understand, and I am aware of this document's contents. I have asked all questions that I wished to ask, and these have been answered to my satisfaction. I fully understand what is expected of my child/ward during the research. I have not been pressurised in any way to let my child/ward take part. By signing below, I voluntarily agree that my child/ward (insert name of child/ward), who is years old, may participate in the above-mentioned research project.

.....
Parent/Guardian's signature

Date

ANNEXURE I



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma/Buyi Ntuli

Tel: 033 392 1063/1051

Ref.:2/4/8/4048

Miss Bongumusa Faithful Ntshakala
P.O. Box 3034
ESIKHAWINI
3887

Dear Miss Ntshakala

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"AN EXPLORATION OF TRANSLANGUAGING IN A GRADE 10 READING CLASS IN NTAMANANA CIRCUIT SCHOOLS"**, 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 28 January 2020 to 10 January 2022.
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 Phindile Duma/Ms Buyi Ntuli at the contact numbers above.
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.

KING CETSHWAYO DISTRICT

Dr. EV Nzama
Head of Department: Education
Date: 28 January 2020

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za

Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

ANNEXURE J



University of Zululand, Private Bag X1001, KwaDlangezwa, 3886

W: www.unizulu.ac.za

Department of General Linguistics and Modern Languages

T: +27 035 902 6057 F: +27 086 585 0219 E: MncwangoE@unizulu.ac.za

26 June 2019

The Director

Department of Basic Education - King Cetshwayo District

Dear Dr Chonco

Request for permission to collect data from King Cetshwayo District schools

Ms B. F. Ntshakala is a registered Master's candidate in our department, with a proposed research title: '*An exploration of translanguaging in a Grade 10 reading class in Ntambanana Circuit Schools*'. In order to achieve the objectives of her study, she will need to collect data from three schools, namely: Mningi High School; Mondini High School and Mkhombisi High School. Permission is, therefore, humbly sought from you to access the above-mentioned schools.

Yours Sincerely

Dr E. M. Mncwango (HoD)

RESPECTED AND RELEVANCE

ANNEXURE K

**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 6731
Fax: 035 902 6222
Email: LundallN@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

| | | | | | | | | | | |
|------------------------------------|---|--|----------|--|---|--|----------|--|--------------|--|
| Certificate Number | UZREC 171110-030 PGM 2019/73 | | | | | | | | | |
| Project Title | An exploration of Translanguaging in Grade 10 Reading Class in Ntambanana Circuit Schools | | | | | | | | | |
| Principal Researcher/ Investigator | F Ntshalaka | | | | | | | | | |
| Supervisor and Co-supervisor | Dr E.M Mncwango | | | | | | | | | |
| Department | General linguistics and Modern Languages | | | | | | | | | |
| Faculty | Arts | | | | | | | | | |
| Type of Risk | Med Risk – Data collection from people | | | | | | | | | |
| Nature of Project | Honours/4 th 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. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:**
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-01 December 2020]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

 **Mahlomaholo Geoffrey MAHLOMAHLO**
Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

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

27 -11- 2019

RESEARCH & INNOVATION OFFICE

27 November 2019