



**Exploring the significance of using translanguageing as a teaching strategy in isiZulu
second language teaching at the University of KwaZulu-Natal**

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In the

DISCIPLINE OF AFRICAN LANGUAGES

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Declaration

I, Gcebile Gumbi, declare that:

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Gcebile Gumbi

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Dr Roshni Gokool

Dedication

This research project is dedicated to my mother, whose constant love and support have driven me to pursue my academic goals. Her support and belief in me have been an ongoing source of inspiration, and I will forever be thankful for her guidance and wisdom.

To my son, Kwenzakwenkosi Qhawe Hlophe, who has brought me joy, purpose, and a greater understanding of the world. May this thesis serve as a reminder that knowledge, hard work, and dedication can help you create a better future for yourself. Your presence in my life has inspired me to pursue my academic goals, and I aim to make you proud.

Finally, I would like to dedicate my research to everyone who the topic of this study has impacted. I hope this work will help increase knowledge and understanding of this field of study, resulting in positive change and progress.

With all my love

Gcebile Gumbi

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Abstract

South Africa is a multicultural society with twelve official languages. Many South Africans are bilingual, and some are multilingual because of their interest in learning additional languages. South African official languages are taught as home languages (HL) for mother tongue speakers, first additional (FAL), or second languages (L2) for non-mother tongue speakers. This study contributes to the broader L2 teaching and learning field by emphasizing the importance of employing translanguaging as a teaching approach in isiZulu L2 teaching across the different campuses at the University of KwaZulu- Natal (UKZN). Extensive research on translanguaging has been conducted in teaching foreign and second languages. However, minimal research has been conducted on the L2 African language exploring translanguaging as a teaching strategy, especially teaching an agglutinative Nguni language (isiZulu).

Furthermore, research on translanguaging as a teaching approach to teaching a second language that promotes engagement, motivation, and learning performance is also expanding. However, this is an uncharted research area in the teaching and learning of isiZulu L2. Hence, this study explores the significance of translanguaging as a strategy in isiZulu second language teaching. The following research questions are addressed in this study:

- What are the experiences of lecturers and tutors using translanguaging as a teaching strategy in IsiZulu second language teaching?
- Why is translanguaging considered beneficial as a teaching strategy when teaching isiZulu as a second language?

This study adopts a mixed-methods approach. The qualitative data is based on interviews and an online questionnaire, while the quantitative data extracted from the questionnaire provides statistical information. The study also includes a review of relevant literature and policy reviews.

Employing translanguaging to teach isiZulu L2 emphasizes language competencies, such as fluency in reading, writing, listening, and speaking the new language taught (isiZulu L2). Translanguaging is a promising teaching method with the potential to restructure the educational setting significantly. Moreover, this study contributes to the advancement of L2 teaching of South African languages. Translanguaging can be used to promote all indigenous South African languages.

In conclusion, this study emphasizes the necessity of employing translanguaging as a teaching technique in isiZulu L2 teaching. Exploring translanguaging in teaching isiZulu L2 demonstrates that translanguaging is an excellent technique since it allows all students to learn isiZulu L2 while still using their mother tongue languages.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

South Africa is a diverse, multicultural society with twelve official languages. Many South Africans are bilingual, and some are multilingual because of their interest in learning other languages. South African official languages are taught as home languages (HL) for mother-tongue speakers and as first additional (FAL) or as second languages (L2) for non-mother-tongue speakers.

The concept of translanguaging has evolved from a variety of linguistic ideas and practices. Traditionally, the emphasis was on code-switching, in which speakers switched between languages. However, researchers began to consider this as a limitation. It is argued that bilinguals do more than merely switch codes; they use their entire language repertoire to make meaning, resulting in translanguaging (Garcia & Wei, 2014).

While translanguaging is commonly used in teaching a second/foreign language in the West, the same cannot be said in the global South. Therefore, the research study explores the significance of translanguaging as a teaching strategy in isiZulu second language teaching at the University of KwaZulu-Natal (UKZN). It focuses on lecturers' and tutors' experiences using translanguaging as a teaching approach in isiZulu, a second language classroom, to engage learners while facilitating language learning. This chapter discusses the following.

The following sections are discussed in this chapter. Section 1.2, "Background to the study and introduction to translanguaging used as a teaching strategy in isiZulu L2," provides a historical and contextual background. Section 1.3, "Purpose of the Study," describes the primary goal and intention of the study. It outlines the necessary objectives for conducting this research, emphasizing the importance of investigating the impact of translanguaging as a teaching strategy in teaching isiZulu L2.

Section 1.4, "Problem statement," describes the problem that led the researcher to conduct this investigation. Section 1.5, "Research questions," underlines the investigation that the research aims to answer. These research questions serve as guiding principles for the study and help structure the investigation into the impact and significance of translanguaging as a teaching strategy in isiZulu L2 teaching. Section 1.6, "Objectives of the study," describes the study's

goals. These objectives provide a clear road map for the study's methodology and analysis, demonstrating the desired research outcomes.

Section 1.7, "Definition of terms," defines and explains essential terms and concepts relevant to the study.

Section 1.8, "Outline of the study," concludes the chapter by providing a detailed summary of the research's structure and organization. This section gives readers a preview of the following chapters, focussing on the topic layout, techniques, and expected study advancement.

1.2 Background to the study

UKZN's curriculum for teaching isiZulu as a second language focuses on speaking, reading, writing, and listening abilities. It also includes Zulu culture, traditions, and history to give context to the language. The following techniques are used to teach isiZulu L2: Interactive learning encourages conversations and practical implementation in everyday circumstances. Technology integration entails integrating digital tools and resources to create engaging learning experiences and group activities involving collaboration to improve language abilities and cultural understanding. These techniques not only help students learn isiZulu but also foster respect for the language's history and heritage. There are instances in isiZulu L2 classrooms where lecturers and tutors use translanguaging to teach isiZulu L2 while also allowing students to learn isiZulu in their mother tongue languages, which piqued the researcher's interest in investigating this phenomenon. Lecturers and tutors used students' mother tongue languages to explain isiZulu L2 grammar and vocabulary, resulting in greater clarity and understanding of the new language taught, which is how translanguaging came about. IsiZulu should be utilised to teach isiZulu L2 so that students are familiar with the Zulu accent when pronouncing particular words. Hence, students are also assessed in orals, and correct pronunciation is included in the assessment rubric used to evaluate students' responses.

The researcher's interest in translanguaging started while completing an Honours degree in isiZulu studies. As an isiZulu L2 tutor, the researcher used translanguaging as a teaching strategy but was unsure if it was code-switching, code-mixing, or direct translation. Through years of experience, the researcher observed cases where lecturers and tutors were teaching in isiZulu while offering specific explanations in English. These occurrences in translanguaging

and why lecturers changed language piqued the researcher's interest, which led to this study exploring translanguaging as a teaching strategy in L2 isiZulu.

1.3 Purpose of the study

There is extensive research on translanguaging as a teaching approach to teaching a second language that promotes engagement, motivation, and learning performance. However, this is an uncharted research area in the teaching and learning of isiZulu L2. Hence, this mixed-methods study explores the significance of translanguaging as a strategy in isiZulu second language teaching.

1.4 Problem statement

Several global and local studies have been conducted on translanguaging for non-agglutinative teaching languages. The problem that the current study seeks to address is the lack of local research exploring translanguaging as a teaching strategy when teaching an agglutinative Nguni language (isiZulu), especially with lecturers and tutors who teach in isiZulu second language classrooms at the UKZN.

1.5 Research objectives

The study explores the significance of translanguaging as a strategy in isiZulu second language teaching. Considering the above, the study sought to achieve the following objectives:

- To understand lecturers' and tutors' teaching experiences when using translanguaging as a teaching strategy in isiZulu second language classrooms.
- To explore the effectiveness of translanguaging when teaching isiZulu as a second language.
- To explore how lecturers and tutors use translanguaging in their teaching practices.

1.6 Research questions

The following research questions are addressed in this study:

- What are the experiences of lecturers and tutors using translanguaging as a teaching strategy in isiZulu second language teaching?

- Why is translanguaging considered beneficial as a teaching strategy when teaching isiZulu as a second language?
- How do lecturers and tutors use translanguaging in their teaching practices?

1.7 Definition of terms

1.7.1. Translanguaging

Translanguaging has been defined by Garcia (2014) as a bilingual pedagogy for teaching and learning as well as an act of bilingual performance.

1.7.2 First Additional Language (FAL)

A first supplementary language is one that a person learns after their original language. It is often the second language in which a person becomes fluent.

1.7.3. Second Language Acquisition (SLA)

Second language acquisition (SLA) is a field of research that focuses on language learning and the process whereby people learn another language other than their first language (Krashen, 2017). Learning a second language is a part of applied linguistics, a scientific research field.

1.7.4. Second language or L2

A second language is defined as any language learned after one's first language. It is frequently utilized in various circumstances, including education, work, and social interaction (Krashen, 1982).

1.7.5. Teaching strategy

Teaching strategies are the methods that teachers/lecturers employ to assist students in learning. These strategies include planning, assessing student achievement, and modifying teaching methods to fit different learning requirements (Marzano, Pickering & Pollock, 2001).

1.7.6. Code-switching

Code-switching is defined as the alternating use of two or more languages within the same conversation (Grosjean, 1982).

1.7.7. Code-mixing

Code-mixing occurs when the speaker uses elements from several languages and integrates these parts into a single syntactic structure (Muysken, 2001).

1.8 Outline of the research

The dissertation is divided into six chapters.

Chapter one

The first chapter is the introduction, which contains the study's background, research problem, research aims, research questions, study purpose, chapter organization, and conclusion.

Chapter two

The chapter is divided into nine sections: Section 2.1 introduces the chapter, Section 2.2 defines the concept of translanguaging, section 2.3 discusses translanguaging from a global perspective, and Section 2.4 focuses on the South African Constitution concerning translanguaging. Section 2.5 discusses the Higher Education Language Policy, while Section 2.6 draws attention to the UKZN Language Policy. Section 2.7 discusses translanguaging in the South African context, while section 2.8 discusses the significance of teaching an agglutinative language like isiZulu as a second language. Section 2.9 concludes this chapter.

Chapter three

The third chapter provides a conceptual framework for the study. Three theories are discussed: Translanguaging as a framework, Second Language Theory, and Krashen's Second Language Acquisition theories.

Chapter four

Chapter 4 outlines a research methodology that guided the current study. Furthermore, Chapter 3 addresses issues relating to the current study's research design, such as the study population and the sampling technique used, data collection procedures, and data analysis techniques.

Chapter five

The fifth chapter presents the study's findings, followed by a discussion of the research questions.

Chapter six

Chapter 6 is the concluding chapter, which summarises the study. This chapter also makes recommendations based on the study's findings and identifies a few limitations. Future research proposals are also discussed.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to discuss the current research on translanguageing and how this study contributes to the growing field of research. The chapter focuses on research conducted in South Africa, Africa, and worldwide. This study highlights the importance of translanguageing as a teaching method for isiZulu as a second language. In this chapter, the following sub-topics are discussed. Section 2.2 defines the concept of translanguageing, section 2.3 discusses translanguageing from a global perspective, and section 2.4 focuses on the South African Constitution concerning multilingualism. Section 2.5 discusses the Higher Education Language Policy, while Section 2.6 draws attention to the UKZN Language Policy. Section 2.7 discusses translanguageing in the South African context, while section 2.8 discusses the significance of teaching an agglutinative language like isiZulu as a second language. Section 2.9 concludes this chapter.

2.2 Defining the concept of translanguageing

Translanguageing has been defined by Garcia (2014) as a bilingual pedagogy for teaching and learning as well as an act of bilingual performance. Initially used in the 1980s (Williams, 1994, 1996), the term has gained popularity recently in discussions of multilingualism, especially in educational contexts (Baker, 2011; Blackledge & Creese, 2010; Creese & Blackledge, 2011; Garcia, 2009; Wei, 2011). It evolved in response to changing linguistic phenomena in schools and communities (Baker, 2001, 2006). According to Garcia (2014), translanguageing is the adaptable way bilinguals use to make sense of their surroundings. She suggested that the pedagogical practice of translanguageing could empower students whose language is marginalised by giving them a voice. The translanguageing method to teaching and learning does not involve code-switching but rather an arrangement that normalizes bilingualism while avoiding diglossia functional separation. Baker & Wright (2017) defines code-switching as alternating between two or more languages or varieties in a discussion or discourse.

Williams (1996), who coined the word “translanguageing”, describes it as a way of teaching that uses two languages and switches between them. The input is in one language, and the output is in another. The idea of translanguageing has changed over time, and it now means people who speak two languages can use all their language skills flexibly. Translanguageing is different from

the usual ideas about speaking two languages. It offers an intense way to teach and learn a second language. Its main idea is based on a view of bilingualism that sees it as the ability to switch easily between the languages students know (Garcia, 2009). Heteroglossia means being part of different ways of speaking and interacting in a community that uses many social languages (Lemke, 1999). In the early 1980s, translanguaging was created as a teaching method to help balance the use of Welsh and English in Wales (Baker, 2001). As a result, students understood the material better by learning in one language and expressing it in another.

The translanguaging approach became popular in the 2000s when people noticed the languages spoken by bilingual and multilingual learners in schools (Creese & Blackledge, 2010; Garcia, 2009; Wei, 2011). Garcia (2009) emphasized the importance of accepting all the languages that students speak in the classroom, no matter how skilled they are in each one. This approach comes from a flexible view of being bilingual. So, ideas such as additive and subtractive bilingualism do not matter much anymore. What is important is the language skills that bilingual and multilingual people use to understand the world around them. This means it is unfair to a bilingual or multilingual person's ability to those of a native speaker because it does not consider all their different skills. Li (2004:164) explains that the prefix "trans" in translanguaging means going between different language and education systems. It describes how students use different ways of communicating and understanding beyond just one language or method. This shows that when learners use flexible language skills, they are not just doing it randomly. Instead, they adjust how they communicate to better connect with others and understand each other, especially among people who share the same language or code (Gutiérrez, Baquedano-Lopez & Tejeda, 1999).

Childs (2016) argues that translanguaging is a planned way of teaching while codeswitching and translation happen as a reaction. The word "translanguaging" is new and changing, and it helps to explain how people use different languages in schools where many languages are spoken. This is why it is unclear (Lewis, Jones & Baker, 2012; Mazak, 2016). Moreover, it is important to explain what translanguaging is. In this specific situation, translanguaging, as explained by Velasco and Garcia (2014), is not tied to showing in different dialects. According to Velasco and Garcia (2014), bilingual individuals utilize their language abilities in adaptable and significant ways to pick words that help them communicate well. For instance, if students need to find the principal thoughts in a text, they ought to have the option to utilize all their language abilities to show what they comprehend and can do in any language, not exactly what

is given to them in translanguaging (Garcia, in Grosjean, 2016; Garcia & Wei, 2014; Otheguy, Garcia & Reid, 2015). Baker (2006), cited by Mazak (2016), states that this could mean students learn something in one language and afterwards duplicate it in another dialect; for instance, they could learn English and compose an outline in an African language. When an educator utilizes this methodology, particularly if the students' most memorable language is not the one being utilized to instruct, they are assisting with advancing decency and equivalent privileges. This is because they support the students more right than wrong in learning the language they like or feel generally good with.

According to researchers like Creese & Blackledge (2010) and Garcia (2009), translanguaging is essential for studying how people communicate in multiple languages. The new term has different interpretations. Languages are not separate but are connected, especially for people who speak more than one language. These people use different languages to communicate in various situations. When many languages are used together, it helps people better speak all of them. Instead of thinking about knowing each language individually, it is better to see language skills as a combined ability that works together. Due to this, being skilled in multiple languages is more about learning to use each one for different purposes rather than being an expert in every single language. Learning to speak several languages comes from how people in a community use different languages to talk to each other. Being skilled in languages is not just having abilities in each language separately; it means having a mix of skills that work together for all the languages a person knows. Researchers observe translanguaging in different social and school settings as the idea becomes more popular. People consider this practice in various fields and call it different names (Garcia, 2014).

According to Baker (2011), translanguaging is when people use two languages to understand things, share experiences, and gain knowledge. To help students understand and perform better in their studies, teachers use all the languages a child knows in the classroom. So, both languages are used flexibly and connectedly to help with talking, understanding, reading, and learning (Lewis *et al.*, 2012). Garcia (2014) states that families and communities who speak more than one language use translanguaging to understand each other better. She states that translanguaging is powerful and can break down the idea that some languages are more important than others, which makes it different from other ways people mix languages. She states that translanguaging means a new way of using language. It involves acting and living

in various social, cultural, and political situations. It allows different speaking methods to unite and help express new social ideas.

Referring to the various viewpoints mentioned above, it is evident that there is a great deal of interest in how translanguaging might improve language teaching approaches. This entails investigating curricula that allow flexible language use in educational settings and analysing their effects on student engagement, understanding, and language competency. The current study too explores translanguaging in isiZulu L2 classrooms.

As defined by Wei (2011), translanguaging is a significant concept that aids in creating social space for multilingual people. It connects various aspects of their lives, experiences, and surroundings. Hornberger and Link (2012) expanded on this idea by stating that teachers should acknowledge and promote the other methods in which children and their families interact. Translanguaging shifts the attention away from languages as separate systems and towards how individuals use, manufacture, and comprehend signs to communicate. As Lewis *et al.*, (2012) and Mazak (2016) have stated, there is a distinction between code-switching and translanguaging. Translanguaging is associated with major concepts and even politics, particularly in bilingual education, because it aims to move away from separate languages. According to Garcia and Wei (2014), translanguaging differs from code-switching because it entails speakers adopting complicated communication methods beyond regular language.

Helot (2014) investigated how combining many languages simultaneously can aid learning. He discussed how multilingual people's writings might help new teachers comprehend their experiences and interactions. Helot (2014) recognized that severe language standards have limitations and supported translanguaging to help students feel more confident in their language skills in the classroom. He educated teachers on common misconceptions about balanced bilingualism and provided bilingual pupils with a creative and valuable way to communicate through language tools such as translanguaging. Nogueron-Liu and Warriner (2014) proposed that focusing on personal social activities broadens the concept of translanguaging beyond the present definition of multilingualism. They chose this word to show that people speak various languages.

Garcia and Wei (2014) state that translanguaging means changing how we think about knowledge, which comes from communicating in our fast-paced, connected world. It is based

on new beliefs about language and being bilingual that are very different from what people thought in the 20th century. Garcia and Wei (2014) reiterate that translanguaging does not mean using two different languages or mixing languages. Translanguaging describes new ways of using language that uncovers stories and knowledge hidden by strict language identities tied to countries. It shows the complex ways people from different backgrounds communicate with each other. Garcia and Wei (2014) explain that translanguaging is when people use various parts of their languages together to combine them into something new, even though those parts come from different backgrounds.

Translanguaging entails much more than simply swapping languages. Garcia (2010) discovered that persons who speak more than one language use translanguaging to improve their understanding and communication with others. Some refer to multilingual use and interaction with several languages as language use, although translanguaging encompasses more than that. Garcia (2010) claims that translanguaging demonstrates that bilingual people's languages blend and are not divided instead of focussing on each language separately. Furthermore, translanguaging occurs when people utilize two or more languages in social circumstances without regard for a particular nation or ethnic group. Translanguaging refers to how people use language in social circumstances, changing how they see themselves (Garcia, 2014). Translanguaging focuses on actual activities people take, beginning with what the speaker is saying rather than merely the words they use. It is a standard mode of communication for many cultures worldwide, not something strange or unique. In translanguaging, people choose linguistic tools to communicate based on what they know rather than picking which language to use on each occasion.

Garcia and Kano (2014) state that translanguaging in education occurs when teachers and students use different language skills together. This helps them learn new languages, communicate better, understand knowledge, and address language-related social inequalities. This idea of language use differs from the discussion about which language should be spoken at a specific school event. It is about ideas and beliefs, not just actions. It focuses on the importance of students and teachers using all their language skills in schools. There is a need for teachers to be trained to implement the principles and procedures of translanguaging effectively. Professional development programs for educators are required to prepare them to provide conducive conditions for translanguaging.

Furthermore, Garcia and Wei (2014) claim that creativity and critical thinking are two key components of translanguaging's effectiveness. Creativity is choosing whether to obey or defy social standards, such as those governing language use. It is about trying new things and creating something fresh. Critical thinking refers to the ability to examine prevalent views, provide clear answers to difficulties, and use available information to gain a thoughtful understanding of events in culture, society, politics, and language. These two concepts are inextricably linked: being creative frequently demonstrates how we think critically, and we cannot test limits without thinking critically.

Garcia and Wei (2014) state that translanguaging creates “trans-spaces” based on a system that uses different signs and symbols. According to Garcia and Wei (2014), translanguaging can change how people see themselves and their identities by creating a new self. Palmer, Mateus, Martinez, and Henderson (2014) provide examples of effective teaching methods that involve using more than one language. They suggest showing and practising being bilingual, appreciating mixed language use, discussing language, and recognizing students as capable bilinguals. They argue that using translanguaging as a teaching method allows students to participate, express themselves in the languages they are learning (like translating), and discuss important and sensitive topics.

The following section discusses a global perspective of translanguaging.

2.3 Translanguaging from a global perspective

Translanguaging has been used in classroom settings to enhance learning, whether through pedagogical translanguaging, in which teachers carefully plan the language used for instruction, or through spontaneous translanguaging, in which stakeholders maximize their linguistic repertoire for language and content acquisition. Several global studies on translanguaging have been conducted, and the following is a discussion of the various perspectives discovered on translanguaging as a pedagogy.

Translanguaging is used to enhance communication and student comprehension skills. De Los Reyes (2019) conducted a study that examined linguistic practices among teachers and students in first-year classrooms. The study found that individuals employed overt or implicit translanguaging to facilitate communication. Teachers employed translanguaging with

students to facilitate classroom discussions, improve student comprehension, and manage student behaviour. The study also reported that individuals used translanguaging to develop meaning.

Translanguaging is extensively used in English foreign language (EFL) or English second language (ESL) classrooms. In a study by Afriadi and Hamzah (2021), the researchers investigated how teachers and students use their full linguistic repertoire in EFL classrooms and the selected language(s) roles. Data was acquired by capturing participants' classroom interactions. The study reported that most respondents employed their entire linguistic repertoire for non-instructional purposes, while educators used the target language for academic purposes. Translanguaging was also used in academic settings to teach English. Afriadi and Hamzah (2021) suggested using translanguaging in EFL courses instead of monolingual instruction.

In recent years, substantial research has investigated teachers' and students' attitudes towards translanguaging in ESL/EFL classrooms. Khairunnisa and Lukmana (2020) investigated Indonesian teachers' attitudes toward translanguaging in EFL courses. The results demonstrated that educators used translanguaging in EFL courses and preferred to do so, enhancing students' learning. The use of vernacular language in the classroom aims to support low-proficiency learners. It also teaches vocabulary, gives classroom management guidelines, and provides feedback. The study reported that because these findings represent just the impressions of the teachers, there is a need to carefully examine how translanguaging is used in the classroom.

A translanguaging strategy fosters a friendly and dynamic learning environment at UKZN, where isiZulu is taught as a second language. This approach ensures that lessons are balanced, avoiding a solely teacher- or student-centred focus. Instead, it promotes active classroom interactions, with the teacher as a facilitator. As a result, students can grasp the language more quickly by drawing on their linguistic resources to learn isiZulu.

Another study based on EFL teachers' opinions regarding translanguaging in Kazakhstan to identify factors influencing translanguaging was conducted by Kuandykov (2021). The data for this qualitative study were gathered through interviews with three professors. The data were analyzed based on Garcia and Kleyn's (2016) translanguaging framework and Borg's (2015)

developmental factors framework. The survey demonstrated that individuals held monolingual attitudes and favoured teaching English in their language. However, the severity of monoglossic views differed, and different monoglossic views influenced their attitudes towards translanguaging. Early language teaching experiences significantly impact instructors' methods, such as excessive usage of L1 during the initial years.

Canagarajah, a prominent researcher in translingual literacy, views translanguaging as a spontaneous phenomenon that does not require intervention but depends on the teacher's initiative. Translanguaging is unstoppable even when the teacher strives to enforce a monolingual norm in the classroom (Canagarajah, 2011a:402). Canagarajah rejects a romanticized view of translanguaging, where students are assumed to be fully developed while professors are intended to facilitate the students' L2 using L1. According to Canagarajah (2011a), teaching multilingual students how to effectively employ translanguaging in their writing and to build a critical awareness of their rhetorical choices is vital. According to Canagarajah (2011a), practical teaching approaches for translanguaging multilingual students are still lacking.

A study in Norway reported on using ethnographic methods in an English class, an introductory program by Beiler (2020). Beiler reported that encouraging students to use their mother tongue when writing in English resulted in them discussing the assignment with peers who spoke the same languages, translating online texts into other languages, researching information in multiple languages, and using translation software to develop phrases and identify English words. In Beiler's (2020) study, participants enclosed English materials to be effective models, but studying information in other languages helped them understand the subject better.

The reality is that people comprehend information more effectively in their mother tongue. Like the Norway study above, allowing students to use their native languages while learning isiZulu L2 can enhance their understanding and improve their performance. By incorporating their first languages into the learning process, potential barriers are removed, making it easier for students to grasp L2 isiZulu.

Another study by Aoyama (2020) investigated how students use and perceive L1 in an EFL classroom. The quantitative data indicated that students used L1 during L2 interactional tasks. However, observing linguistic circumstances and student interactions during tasks is essential.

Translanguaging can be a scaffolding strategy once students have identified circumstances where they use their entire language repertoire. Teachers' strict use of the target language in the classroom might be a barrier to learning a second language. This is a similar situation in the L2 isiZulu classroom. Strictly using the target language (i.e. isiZulu) may create a challenging problem for L2 isiZulu students.

Translanguaging helps learners understand and construct meaning-making and aids weak language development (Lewis *et al.*, 2012). A study by Adamson & Coulson (2015) explored how translanguaging can benefit students in completing report writing and highlighted the positive impact of translanguaging. The study also reported that translanguaging was most beneficial for students with low-proficiency levels. The study's overall findings indicated that students who are cognisant of translanguaging enhanced their written tasks.

Sulaiman and Taqi (2020) investigated the effects of translanguaging on second language learning. A survey was used to gather information on students' perceptions about translanguaging. While students' survey responses indicated that translanguaging did not improve English language skills, post-translanguaging assessments revealed considerable performance improvement. The study indicated that translanguaging improves comprehension and processing of information. However, it is not as successful at improving language skills. Champlin (2016), Lau, Juby-Smith & Desbiens (2017), and Bartlett (2018) also explored the implications of translanguaging on the learning of EFL in contrast to Champlin (2016) and Lau *et al.* (2017), Champlin's (2016) investigation was done in the university EFL classroom and explored the integration of translanguaging techniques. The translanguaging group scored higher than the English medium classrooms. The research concludes that it is beneficial to use translanguaging in foreign classrooms, as it increases retention levels, shows a wider variety of English use during long presentations, and fosters motivation. The research highlighted that translanguaging techniques should be used at a higher level. The results also showed that translanguaging can be used instead in monolingual classrooms.

Translanguaging helps students learn English for specific purposes. For specific reasons in Taiwan, Chen, Tsai, and Tsou (2019) investigated how translanguaging improved college students' English. The study also investigated how students used linguistic resources to produce quality writing. Students' work indicated that translanguaging aided them in writing by conveying more information, articulating ideas, and utilizing more academic vocabulary. The

study indicated that employing a translanguaging environment in the classroom can yield various benefits.

Another study by Turnbull (2019) focused on teaching English as a compulsory subject at a Japanese university. Data for this mixed-method research were collected through audio recordings of group discussions of gathering and composing ideas and students' written work. The results showed a significant difference in the writing scores of monolinguals and translanguaging groups. However, no difference was seen between the academic and creative groups, thus implying that translanguaging is broader in scope and can be applied in multiple writing styles.

In Malaysia, where English practices are widespread, Rajendram (2021) conducted a study to assess the student-led benefits of translanguaging in English classrooms. The data were gathered through classroom observations of 100 videos ranging from 30-90 minutes over six months and student interviews. The study indicated that students opposed monolingual practices by employing translanguaging extensively and strategically. Translanguaging enabled students to perform cognitive, conceptual, planning, emotive, social, and discursive activities.

Moreover, a qualitative case study in the United States focussed on professors' and students' collaboration on course preparation was conducted by Tian (2020). The findings indicated that the concerned teacher incorporated translanguaging into the subject and created a translanguaging space in her classroom. Furthermore, the participants incorporated several translanguaging tactics within their instruction.

Several studies have also been conducted in Africa to address the issue of reading comprehension among multilingual people. A study conducted by Yafele (2021) examined the role of translanguaging pedagogy in improving university students' English reading skills through intervention. The study concluded that translanguaging improves reading comprehension and concept knowledge and raises awareness of other languages. The outcomes of Yafele's (2021) study showed that because translanguaging helped first-year students with reading, it should be implemented in academic contexts.

Other prominent researchers conducted similar studies at a Pakistani private university (Atta & Naqvi, 2021). The study sought to identify obstacles to English reading and writing that were caused by English Medium Instruction (EMI). The study also focused on how translanguaging as a pedagogy can assist students in enhancing their English reading and writing skills over a semester. The data were acquired using pre- and post-translanguaging exams and pre-and post-intervention interviews with students and teachers. Data from students and teachers indicated that students' various schooling and ethnic backgrounds are key factors in creating challenges. The students encountered challenges in reading and writing, including difficulty with vocabulary, complex syntax, lack of ability to gather implied meaning, typical grammar, and higher-order cognition challenges—the findings after the intervention showed significant differences in the improvement of the control and experimental group. The findings also showed improved metacognitive, cognitive, synthesis, and evaluation skills in reading. Students' writing skills, including form and content at the macro level, grammar, syntax, tenses, and subject-verb agreement, also largely improved.

Phyak, Sah, & Ghimire (2022) reported on teacher agency through translanguaging in their ethnographic study of Nepal. In contrast to Li and García's (2022) study, Phyak *et al.* (2022) found that teachers incorporated students' L1s into classroom activities to enhance teaching and learning, challenging the official English-only monolingual ideology. The study found the role of teacher transformational agency in empowering students to invest their linguistic abilities in learning. This study aligns with Cinaglia and De Costa's (2022) call for teachers to develop critical translingual awareness. In Phyak *et al.*'s (2022) study, teachers were empowered before empowering their students, indicating the importance of teacher agency.

Another issue with translanguaging and assessment is that it is frequently viewed as complex, resulting in an under-researched field section. Steele, Dovchin & Oliver (2022) highlighted that Australian Aboriginal students who could utilize their varied linguistic resources, dialects, and repertoires for diverse reasons in their daily lives may be disadvantaged in language use, particularly in evaluation. The study stated that evaluation techniques should include students from Aboriginal communities. The example of Australian Aboriginal students highlights the potential for translanguaging to improve the treatment of other marginalized populations.

While translanguaging is gaining momentum in L2 and foreign language teaching, it has been criticised by several scholars. Cenoz and Gorter (2017) argue that translanguaging is a rapidly growing idea in bilingual and multilingual education. Implementing effective translanguaging strategies in the classroom can be problematic (García & Kleyn, 2016; Hornberger & Link, 2012) and may be viewed as overly simplistic (Canagarajah, 2011b; García & Kleyn, 2016). In his argument, Canagarajah (2011b:4-5) states that translanguaging is a social accomplishment. Translanguaging entails communicating in many languages and collaborating with others to create meaning. It is a creative improvisation that meets the needs of the context and local situation.

On the other hand, Lewis *et al.*, (2012) emphasise the necessity for extensive research to determine when, where, and how translanguaging can be implemented. Probyn (2015) recommends a structured and purposeful method for teaching in multilingual contexts. Critics of translanguaging have questioned its 'emancipatory', 'agentic', and 'transformative' potential, as well as its 'socially critical' nature (Jaspers 2018; May 2018; Rampton 2017). May (2018) provides the key critique in this regard. Translanguaging is not agentic or emancipatory because it undervalues or ignores the ongoing impact of structural constraints such as unequal 'capital', access to education, mobility, family background, personal dispositions, language ideologies and political oppression. He calls this the 'flattening of difference' or 'the presupposition that in practice, all alternatives are equally available to all multilingual interlocutors'. (McLaren 1997, as cited in May 2018:69). It is argued that structural restrictions limit choices differently for various people (May, 2018).

Jaspers (2018) challenges the broad definition of translanguaging as a bilingual pedagogy and its potential for social change. He contends that translanguaging relies on causal consequences that cannot be taken for granted. According to Jasper (2018), translanguaging has led to associating fluid language use with 'postmodern' values such as being disruptive, critical, agentic, and in tune with a globalised world.

Given the varied perspectives on translanguaging, more research studies are required to understand better the long-term effects on language development and academic attainment. Translanguaging policies may contradict prevailing language policies in education that advocate for advocacy at a systemic level.

The above studies are closely related to this study as they were conducted to investigate the significance of translanguaging in second-language classrooms. While many of these studies examined the use of translanguaging in teaching L2 English or other foreign languages, none included African languages of the Global South. Hence, this study contributes to the ongoing trends and discussions of translanguaging in teaching L2.

The South African Constitution concerning multilingualism and how translanguaging emerged is discussed in the following section, which is currently trending in higher educational settings.

2.4 The South African Constitution

This section discusses the South African Constitution's multilingualism provisions. This discussion also sheds light on how the term "translanguaging" emerged.

In 1996, the body that formed South Africa's legislation following apartheid drafted a new constitution. Twelve languages have been officially recognized as official languages, according to the SA Constitution Act No. 10 of 1996 (The Constitution of the Republic of South Africa, 1996). These languages include English, Afrikaans, sign language, and nine indigenous languages, including IsiZulu, Siswati, IsiNdebele, Southern and Northern Sotho, Tswana, Venda, and Tsonga. All languages have been granted equal status as official languages. The fact that South Africa is a multicultural and multilingual nation is one of the reasons why the South African Department of Education allows home languages and second languages to be taught at primary and secondary levels and universities. The South African Constitution and the University of KwaZulu-Natal's amended language policy both allow for the teaching of isiZulu to those who do not speak it as a first language. According to Garcia (2014), translanguaging is one way of teaching and learning isiZulu.

South Africa's former Minister of Higher Education, Mr Blade Nzimande, advocated for teaching African languages in universities (Nzimande, 2012). This effort aims to increase linguistic variety and the use of indigenous languages in higher education. The South African Constitution in the Bill of Rights guarantees the freedom to speak and learn any of these 12 official languages (The Constitution of the Republic of South Africa, 1996). This is one of the reasons why the South African Constitution is being discussed, as it is at the heart of the phrase "translanguaging".

The next section discusses the Higher Education Language Policy.

2.5 The Higher Education Language Policy

The Language Policy for Higher Education (DHET, 2020) aims to promote the use of various languages in South Africa's colleges and universities, aiming to improve the education system and recognize the value of languages that have been overlooked. The National Plan for Higher Education implements the Education White Paper 3-A Program for Changing the Higher Education System, identifying key tasks to improve the system. The Higher Education Act of 1997 establishes linguistic rules for colleges and universities, with each institution or university developing and publishing its language policy. The UKZN's Language Policy is based on the South African Constitution and the Language Policy for Higher Education guidelines.

The National Plan for Higher Education (DOE, 1997) in South Africa aims to improve the country's higher education system, addressing issues highlighted in the Education White Paper 3-A Program for Changing the Higher Education System. The plan aims to correct injustices, reform the system, and address national disparities, ensuring the sector is prepared for the 21st century. The Higher Education Act of 1997 (DOE, 1997) mandates that colleges and universities in South Africa develop and publish their language policy based on South African Constitution's standards and guidelines. This aligns with the Language Policy for Higher Education and the Use of Official Languages Act of 2012.

In the following section, a discussion on UKZN's language policy, as well as the implementation of various major strategies used to ensure the language policy's efficacy is carried out within the university, is provided.

2.6 The UKZN Language Policy

UKZN developed a language policy and plan to promote multilingualism within the institution. It ensures that all students can access educational resources in their preferred languages. This policy comprises crucial actions such as language classes, teaching in two languages, support services, developing new study materials, teacher training, monitoring and measuring progress, and promotional efforts. The UKZN Language Policy (UKZN, 2014) emphasizes the benefits

of speaking English and isiZulu in South Africa and seeks to develop a language use strategy. UKZN's Language Policy (2014) aims to maintain and promote respect for and proficiency in the languages stated in the constitution and other languages, particularly heritage languages, that can help develop vital cultural, scientific, and economic ties. To raise awareness about various languages by recognizing all the official languages in KwaZulu-Natal and working to give isiZulu the same importance and status as English in schools and institutions.

In 2014, and in line with UKZN's language policy, the institution mandated the compulsory Basic isiZulu module for all undergraduate students to foster social cohesion, cultural inclusivity, language proficiency, job opportunities, promotion of multilingualism, and civic responsibilities. The program demonstrates UKZN's commitment to fostering a relevant and accessible educational environment. The UKZN Basic isiZulu module (ZULN101) is a semesterized, 16-credit module, which typically covers several foundational aspects of the isiZulu language, focusing on linguistic skills and cultural understanding. The outline includes the following components: introduction to isiZulu, basic vocabulary, pronunciation and phonetics, grammar principles, listening and speaking skills, reading and writing skills, cultural insights, practical applications, and assessments. This outline seeks to give students a solid foundation in isiZulu, allowing them to converse successfully and enjoy the culture associated with the language.

The next section provides a detailed discussion of translanguaging in the South African context.

2.7 Translanguaging in a South African context

Translanguaging in South Africa is a trending topic, and research in this field is developing. Although most South African studies relate to translanguaging for L1 students, this study explores the significance of using translanguaging as a teaching strategy in isiZulu second language teaching across UKZN. This study is a unique contribution to the existing body of knowledge because it focuses on how translanguaging is used to teach an agglutinative South African Nguni language as a second language to non-mother tongue speakers. The South African studies discussed below relate to other African languages, but none relate to isiZulu L2. However, some of the findings of these studies relate to this study.

The current study is conducted at UKZN to investigate the importance of employing translanguaging as a teaching method in isiZulu L2 teaching. The research discussed below investigates the significance of employing translanguaging as a teaching technique in various Nguni and non-Nguni languages, such as isiXhosa, isiNdebele, and siSwati. Although these studies use African languages to teach and learn other academic subjects, none focus on teaching and learning L2 isiZulu.

Teaching a second language involves several key processes that help students acquire new linguistic skills. Many worldwide studies on translanguaging have been undertaken, including those by Canagarajah (2011a), Garcia and Wei (2014), and Makalela (2016), but few local (South African) studies have investigated translanguaging as a teaching approach in isiZulu second language teaching. The current study aims to fill this gap by investigating translanguaging as a teaching method in a multilingual classroom.

In the case of learning Sepedi, Makalela (2015) investigated the translanguaging strategies employed by students who spoke isiZulu, isiXhosa, isiNdebele, and siSwati (Nguni languages) in a Sepedi (Sotho language) classroom. All course activities allowed students to use their native languages while learning Sepedi. The findings from the Makalela study confirmed that encouraging students to use all their language resources not only increased their vocabulary in Sepedi but also improved their contrastive skills outside of linguistic forms.

In his study, Makalela (2015) included students from various language origins; some spoke Tshivenda, while others spoke isiXhosa. The students utilized several linguistic strategies to learn science vocabulary across three classes. The findings of this study indicated that using two African languages in addition to English improved students' understanding of academic subjects and strengthened their identities as multilingual individuals. In another similar study conducted by Gumbi (2014), the researcher considers the continued use of English and Afrikaans, as during apartheid, at the university under his investigation as an injustice to the speakers of IsiZulu and Sesotho. *“Abafundi bezilimi zomdabu (IsiZulu nesisuthu) abakutholi lokhu kunethezeka nelungelo lokusebenzisa ezabo izilimi..... ubulungiswa abenzeki”* (African language speaking students (IsiZulu and Sesotho) do not have the same freedom of using their languages.....There is no justice).

A few studies have explored using translanguaging as a teaching method in South Africa. Makalela (2014) used stories from students in a teacher training course to help them share their identities and experiences with the different languages they know. The task aimed to help students understand how language and society are connected by teaching them basic ideas like dialect, register, idiolect, and sociolect. He believes using more than one language has helped students understand it better than using only one language.

In another similar study, Madiba (2014) allowed students who spoke Tshivenda and isiXhosa as their first languages to use their home languages while learning English and studying engineering concepts. Madiba (2014) states that using multiple languages helps people understand concepts better in certain types of writing.

A study by Ramani, Modiba, Kekana, and Joseph (2007) proved a significant study on using several languages in a Bachelor of Arts program in modern English and multilingual studies at the University of Limpopo. They gradually employed various language strategies to generate a list of terms, such as preserving certain words, removing others, and translating them into another language. This allowed students to master concepts in both English and Sepedi. These studies demonstrate how translanguaging may affect students' performance. However, there is little evidence that it aids them in learning specific sections of African languages while studying them as second or additional languages. We need to carefully analyse teaching approaches that use different languages.

Translanguaging is also considered a tool to decolonize students' experiences of learning to write for academic purposes in the South African university context. A study by Ngcobo, Ndebele and Bryant (2021) investigated the Office Management Technology program at the University of Technology's Faculty of Management Sciences. The students were selected through convenience sampling and completed written work during a formal assessment session. After the assessment, a survey was given to understand their experiences using a two-way (dependent) or one-way (independent) approach to writing essays in English or isiZulu. The study suggests that many students want to break away from monolingual learning to improve their educational success.

In a study by Makalela (2015), where African languages are taught as supplementary languages at South African universities, the researcher sought to investigate the discursive resources that can aid in acquiring extra language resources. The study's findings demonstrated the favourable effects of translanguaging in classrooms. The study indicated that it assists students in bridging linguistic and cultural boundaries, developing their identities, and developing a positive link with the utilized language rather than their own or target language. The study also indicated that translanguaging procedures resulted in significant vocabulary growth but minimal reading comprehension improvement. The findings also suggested that translanguaging can yield higher cognitive improvements by utilizing the entire linguistic repertoire.

Mbirimi-Hungwe (2016) found that using translanguaging strategies improved students' ability to negotiate meaning, similar to Makalela's (2015) findings. Mbirimi-Hungwe (2016), Hungwe (2019), and Makalela (2015) all conducted research in South Africa. The data for this qualitative study were gathered from student writing. The study indicated that paraphrasing with translanguaging improved learners' comprehension of texts. Learners employed their entire linguistic repertoire for reading and understanding but only English for paraphrasing.

The next section provides a detailed discussion about the significance of teaching an agglutinative language like isiZulu as a second language.

2.8 The significance of teaching an agglutinative language like isiZulu as a second language

As mentioned above, isiZulu is compulsory for all undergraduate students, especially students pursuing teaching degrees. They often need to learn isiZulu to enhance their teaching skills in diverse classrooms. Students in fields such as nursing, medicine, and allied health professions may be required to learn isiZulu to better communicate with patients in a multilingual society. Certain social work, psychology, and community development programs might necessitate learning about isiZulu to engage with the communities they will serve effectively. UKZN's Basic isiZulu course also targets students studying linguistics, and international and local students, cultural studies students to enhance communication, immerse themselves in Zulu culture, improve language skills for travel or work, and better understand South Africa's

linguistic landscape. These requirements promote multilingualism and ensure graduates can communicate effectively in a region where isiZulu is widely spoken (UKZN, 2014).

IsiZulu is one of the Nguni languages that is recognized as agglutinative. An agglutinative language expresses complicated terms rather than separate objects, requiring more time to teach or acquire the distinctions in meaning. In an agglutinative language like isiZulu, morphemes are connected so loosely that it is usually easy to distinguish between them (Gokool, Hammond-Gordon, Mkhize, Ngcobo & Shimwell (2018).

IsiZulu verb stems use prefixes to denote the person of the verb's subject (first, second, or third) and the verb's tense, as shown in the list of forms for the verb 'read' below.

Mina ngi+ya+funda I am+present tense+read I am reading.

First, one must identify the noun class, then the singular and plural, find the correct verb link and then construct a sentence. IsiZulu is one of the South African Nguni languages, which is hard to learn and consists of 8 noun groupings. There are noun classes that have the same prefixes in the singular form but differ when it comes to the plural form. The current study seeks to explore using translanguaging as a strategy when teaching an agglutinative, specifically isiZulu, to non-mother tongue speakers. The noun classes in the isiZulu language are extracted from UKZN's prescribed manual Asifunde isiZulu manual used for teaching IsiZulu as an additional language (Gokool, Hammond-Gordon, Mkhize, Ngcobo & Shimwell (2018). This manual describes the noun classes in 8 categories as evident in Table 1. The noun classes from noun group 1 A up to group 8. Noun group 1 A in the isiZulu language is as follows:

NOUN GROUP 1 A (PEOPLE) u-o Group

Table 2-1. Noun Group 1 A (Asifunde, 2018:21)

Noun group 1 A People u-o group		
	Singular	Plural
Noun	ubaba	obaba
Noun prefix	u	o
Subject-verb link	u-	Ba-

The above noun group class is an example of how the isiZulu language is learned.

- Firstly, the learners are taught the noun classes so that they will know how to identify any noun they might come across.
- Secondly, they are taught the singular form of that noun and how it changes in the plural form.
- Lastly, students are taught the verb link in singular and plural form and how to construct a sentence.

The following section concludes this chapter by outlining what is discussed throughout the chapter, highlighting the gap in research and how the current study contributes to the current body of knowledge.

2.9 Conclusion

This chapter discussed the concept of translanguaging, translanguaging from a global perspective, the South African constitution, the higher education language policy, the UKZN language policy, translanguaging in the South African context, and the importance of teaching an agglutinative language like isiZulu as a second language. Scanning research studies conducted on translanguaging in South Africa have shown minimal research on employing translanguaging as a teaching tool in isiZulu lessons for second-language students. This gap in the literature has prompted the researcher to explore translanguaging as a pedagogical tool in an L2 isiZulu second language classroom and to contribute to the current body of knowledge. This study aims to ascertain whether translanguaging may be a successful teaching technique for Nguni languages. This can assist in designing teaching materials that match the teaching style and allow students to use their full potential when learning a new language.

The next chapter discusses the theoretical frameworks which underpin this study.

CHAPTER 3: THEORETICAL FRAMEWORK

3.1 Introduction

As a theoretical framework, translanguaging underscores the importance of integrating multiple languages in learning. It fosters inclusive, participatory education, motivating individuals to advance their studies and contribute to their communities actively. This study explores translanguaging as a teaching strategy in an isiZulu second language module at UKZN. Krashen's Second Language Acquisition Theory is also highly pertinent to this research, as it applies to non-native isiZulu speakers learning isiZulu as a second language. Utilizing Krashen's theory can aid in comprehending language acquisition and assist teachers in implementing more effective teaching methods to enhance student achievement.

This chapter describes the above theories and concepts adopted in this study. Translanguaging as a framework is discussed in Section 3.2. In Section 3.3, second language acquisition is discussed. In section 3.4, Krashen's five theories and the ways people learn a second language are discussed. Chapter 3 concludes with Section 3.5.

3.2 Translanguaging as a theoretical framework

This study is based on the concept of translanguaging. Translanguaging in teaching started with bilingual education. It means flexibly using students' different language skills to help them learn new things and improve their language abilities (Garcia, Flores, & Woodley, 2012).

Translanguaging holds various perspectives, as discussed hereafter. Canagarajah (2011a) states that students use all the languages they know together to help them learn better in places where many languages are spoken. Baker (2011) describes translanguaging as using two languages to understand things and learn. Garcia and Wei (2014) explain that translanguaging is not about two different languages or mixing them. It means using one set of language skills. They argue that translanguaging fits the new way of thinking in applied linguistics, focusing on critical post-cultural ideas (Garcia and Wei, 2014). Supporters of this idea doubt the claim that languages are separate and unrelated (Garcia & Wei, 2014; Makalela, 2016; Makoni & Pennycook, 2005; May, 2014; Ndhlovu, 2017). The idea challenges the view that languages are uniform, fixed, and unchanging. Instead, it emphasizes the importance of movement and

mixing and how languages are influenced by history when studying them. Garcia and Wei (2014) view translanguaging as a new way of using language from conversations between people with different backgrounds. This happens because languages have been separated in our societies due to how nations form. According to Wei (2016), translanguaging is more than just switching between languages.

Translanguaging allows bilingual people to use all their language skills without worrying about strict rules relating to which language to use and when (Otheguy, Garcia, & Reid, 2015). This is why Garcia and Leiva (2014:204) argue that translanguaging goes against the strict idea of using only one language. Instead, it supports the mixing of languages and encourages fairness in society.

The concept of “translanguaging” became popular in education around the early 1990s because people started positively seeing bilingualism. Early research looked at bilingualism, especially how using both languages together can help learners understand the important parts of two languages when facing tough problem-solving tasks (Lewis *et al.*, 2012:641). Canagarajah (2011a:401) describes translanguaging as the skill of multilingual people to switch between languages and use all the languages they know together as one complete system. This focus on changing between languages developed the idea called code-switching (CS). According to Myers Scotton (1993), codeswitching alternates between two or more languages within a conversation, discourse, or even a single sentence. This study specifically adopts the concepts from Garcia and Wei (2014) and Wei (2018) to explain translanguaging.

Translanguaging is seen as using different languages as one language, paying attention to important parts of these languages for communication (Garcia & Wei, 2014; Wei, 2018). In this study, translanguaging is seen to focus on bilingualism. Instead of focusing on the languages, it concerns how bilingual people communicate in second-language classrooms. Translanguaging is not about using different languages separately in education. Instead, it is about how bilingual people use different parts of their language skills flexibly and meaningfully to communicate effectively. It is argued that adopting translanguaging as a strategy can help students, teachers, and tutors teach isiZulu as a second language. This approach allows lecturers and tutors to adapt their teaching methods to understand better and share their experiences (Lewis *et al.*, 2012).

Given that South Africa is a multicultural society, its twelve languages are categorized according to different geographical regions. Makalela (2016) states that African leaders grouped languages to help establish a sense of national pride and advocates for a return to utilizing several languages, demonstrating how African languages have been linked in the Mapungubwe area since the 10th century. Makalela emphasizes that what brought these people together was a shared conviction in oneness (*ubuntu*), notwithstanding their differences. In the classroom, it promotes the Ubuntu Translanguaging Pedagogy (UTP), which helps students employ all their linguistic skills to comprehend reading content. Makalela's Ubuntu Translanguaging Pedagogy (2016) emphasizes the value of cultural context, social interaction, and language variety in the classroom. It combines the *Ubuntu* philosophy of connectivity and community with translanguaging approaches that allow students to use many languages seamlessly during the learning process. This approach acknowledges that language is a social activity impacted by cultural experiences and encourages students to use their complete linguistic repertoire to improve comprehension and expression. According to key post-structuralist principles that enable translanguaging, languages have no obvious boundaries and are not isolated from one another. This should inspire teachers to teach languages in a way that allows students to use their language abilities and resources fully.

This study discusses the importance of using multiple languages when teaching isiZulu as a second language. Garcia and Kleyn (2016) encourage teachers to understand, appreciate, and use students' different languages. They suggest that teachers should view language through the eyes of multilingual students in their classrooms. Likewise, this study focuses on the significance of using translanguaging in teaching and learning the isiZulu second language.

The researcher's argument is based on Lewis *et al's.*, (2012) contention that using one language can help improve skills in another. Also, using students' first language (L1) on purpose helps them understand new and hard words and explains complicated grammar rules (Garcia, 2014). Storch and Wigglesworth (2003) argue that when students use their first language (L1) in an English as a second language (ESL) classroom, it helps them think better and learn more effectively than if they only use English as a second language. Hence, this study also explores translanguaging to teach isiZulu to second-language students using students' L1 to explain grammatical concepts. Given the various uses of translanguaging, it seems an appropriate theory for this study because non-mother tongue isiZulu students are taught isiZulu as a second

language. Considering that these students are bilingual, or multilingual allows them to use their language repertoires when learning a new one.

3.3 Second language acquisition theory

This study also focuses on how people learn a second language. Second language acquisition (SLA) is a field of research that focuses on language learning and the process by which people learn a language other than their first language. Learning a second language is a part of applied linguistics, a scientific research field. One of the main concepts in the study of SLA is interlanguage, a term coined by Selinker (1972). This means that the language learners speak a mix of their known languages and the language they are learning. Instead, it is a whole language system with its own rules. This mixture gradually develops as learners hear and see the language they are trying to learn. The way learners pick up different parts of a new language remains the same, even if they come from different native languages or have not had formal teaching. However, the languages learners already know can greatly affect how they learn a new language. This effect is referred to as language transfer. The main idea that seems to help people learn a language is the language they hear and read. Students get better at a language the more time they spend using it and the more they choose to read. One prominent researcher advocating how the SLA process takes place is Krashen, which is discussed hereafter.

3.4 Krashen's SLA theories

Krashen's theory has influenced how people learn a second language. His theory comprises five hypotheses: the acquisition or learning hypothesis, the monitoring hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. Each of these theories is discussed below.

The Input Hypothesis proposed by Krashen (2017) suggests that understanding material in the second language is the key to learning that language. Krashen explains there is a difference between picking up and studying a language. According to Igaab (2021:35), picking up a language happens without thinking about it, while studying it requires you to think and be aware of what you are doing. The input hypothesis proposes that learning a second language happens in a way that is similar to how we learn our first language. Learning means actively studying and thinking about the language you are trying to learn (Betti, 1990). Krashen (2017)

argues that the rules we learn about a language on purpose do not greatly impact how we use the language. They can help us check our speaking or writing, but only if we have enough time, knowledge, and desire. Krashen refers to this concept as the Monitor Hypothesis.

Krashen's theory is made up of five concepts, as discussed below:

3.4.1 The Acquisition or Learning Hypothesis

Krashen's model of the acquisition learning hypothesis demonstrates that learning requires an individual's consciousness and effort to learn the language or focus on the structure. Acquisition occurs when subconscious activity is activated to enhance the internalization of the language in an individual's mind, making it natural for an individual to use. Many linguists and language teachers support this acquisition learning concept, which means that any foreign language can be acquired in two ways: "acquired" and "learned". The acquired portion necessitates a great deal of meaningful connection with the target language and natural conversation in which people focus on the communicative act rather than just the utterances. Formal instructions are used to facilitate learning. It involves an individual's consciousness, and the result is conscious knowledge. Understanding grammar rules in isiZulu must be learned by virtue of the acquisition hypothesis. For example, in this exercise below, students must complete the sentences with their corresponding subject-verb link. Before attempting this activity, students must be taught noun groups in singular and plural forms and how subject-verb linkages function.

Sample of an activity to complete the sentences with the correct subject-verb link:

1. *Ubaba _dla ukudla. (Father eats food)*
2. *Abafana _dlala ibhola. (The boys are playing soccer)*
3. *Izingane _funda incwadi. (The children read the book)*

3.4.2 The Input Hypothesis

Krashen (1982) demonstrates that learners grow in a natural sequence after acquiring the target language input, which is in addition to their present level of linguistic ability. Because all learners cannot proceed in their state of linguistic confidence simultaneously, Krashen (1982) demonstrates the need for natural communicative input in developing a syllabus that

ensures that every individual obtains at least the 'i + 1' input required for their current competence in linguistics. This is Krashen's most influential and crucial hypothesis.

To illustrate how the input hypothesis can be applied to L2 isiZulu teaching and learning, let us consider the following example. As explained above, students were taught a range of vocabulary linked to their corresponding noun groups and subject links. Students are assumed to have comprehended this input. The lecturer/tutor will now add features to these words by including suffixes in isiZulu. Adding the suffixes /ana/ and /kazi/ to the already comprehended words will change their meaning. /ana/suffix refers to a diminutive form of the noun, and the/kazi/ suffix refers to the feminine aspect of the word. This, in turn, increases students' comprehensible input.

Consider the following examples.

1. *Inja+kazi=Injakazi (The female dog)*
2. *Isalukazi+ana=Isalukazana (A grandmother)*
3. *Indoda+ana=Indodana (The son)*
4. *Ukwenza+ana=Ukwenzana (working co-operatively)*
5. *Umalume+kazi=Umalumekazi (Aunty)*

3.4.3 The Monitor Hypothesis

Krashen highlights the effect and interaction that learning and acquisition have on one another. The monitor withholds information until the student can use the taught language. When an individual has adequate time to think about what has been learned, the person keeping the learned information is properly used. The final goal is to use the language form correctly, and the learner is already familiar with the rules that must be followed while using it in production. According to Krashen (2017), a learner's acquisition confidence influences whether they underuse, overuse, or correctly use the monitor. The significance of conscious learning is restricted in second language acquisition. The monitor's function is to correct a speech and give it a polished appearance.

In the case of this study, students are assessed in written and oral formats. During the oral assessments, they are required to talk and use the grammar they have learned to create meaningful sentences. An assessment rubric checks the learners' pronunciation, fluency, and

grammar. During this stage, learners' acquisition confidence determines language usage and monitors usage as they respond to questions without assistance. For example, during an isiZulu second-language oral assessment, lecturers/tutors may ask students to answer questions to introduce themselves. This set of questions can be used to monitor students' comprehension and speaking skills. The questions could include the following, among others:

1. *Ungubani igama nesibongo sakho? (What is your name and surname?)*
2. *Uhlalaphi? (Where do you live?)*
3. *Unazo izingane? (Do you have children?)*
4. *Usebenzaphi? (Where do you work?)*
5. *Uthando ukudla ini? (What is your favourite dish?)*

3.4.4 The Natural Order

According to Ellis (2002) and Lightbrown & Spada (2013), acquiring a language's grammatical structure occurs in a predictable natural order. The time required to acquire grammatical structure varies depending on the language. Some can be learned quickly, while others require a significant amount of time. This natural order is independent of the learner's age or the individual's experience in first language exposure. Krashen (2017) demonstrates that the natural order hypothesis does not imply that a language program syllabus can be developed based on the order discovered in the study and investigation. He dismisses grammatical sequencing when the goal is language acquisition.

Many studies are based on the Input Hypothesis, including a local study by Ngcobo, Nkosi, Buthelezi & Ntuli (2014). In the Ngcobo *et al.* study (2014), Krashen's SLA theory, specifically the Natural Order Approach, was adopted to allow students to enhance meaningful interactions in the target language with native speakers. Findings from the study confirmed that approaches to teaching a second language must include opportunities for second-language students to interact with native speakers. Likewise, using Krashen's SLA theory, the current study explores the significance of using translanguaging as a teaching strategy in isiZulu second language teaching across UKZN.

In the Basic isiZulu module at UKZN, lecturers and tutors use the Asifunde isiZulu (Gokool, Hammond-Gordon, Mkhize, Ngcobo & Shimwell, 2018) manual to teach isiZulu second

language. One of the fundamental sections in this manual describes the noun classes in 8 categories, as evident in Table 1. This noun class was selected to explain how the verb link for words that fall under this noun class is used in singular and plural forms. The noun classes from noun group 1 up to group 8. Noun group 1 A in the isiZulu language is as follows:

Table 3-1. Noun Group 1 A (PEOPLE) u-o Group (Asifunde, 2018:21)

Noun group 1 A People u-o group		
	Singular	Plural
Noun	ubaba	obaba
Noun prefix	u	o
Subject-verb link	u-	Ba-

The above noun group class is set as an example of how the isiZulu language is learned. Firstly, the learners are taught the noun classes so that they will know how to identify any noun they might come across. Secondly, they are taught the singular form of that noun and how it changes in the plural form. Lastly, students are taught the verb link in the singular and plural form and how to construct a sentence. At this stage, a language's grammatical structure is acquired in a predictable natural order (Ellis, 2002; Lightbrown & Spada, 2013). The time required to acquire grammatical structure varies depending on the language. Referring to the Asifunde manual used at UKZN, it is evident that learners are taught grammar starting from the basics of the isiZulu language.

3.4.5 The Affective Filter Hypothesis

Regarding the affective filter hypothesis, Krashen states that a learner or individual must be open and willing to receive information in a language they wish to learn to reach the language acquisition device and, therefore, obtain the information he requires entirely. This is influenced by mood, centring on motivation, self-confidence, self-esteem, and anxiety. These are the variables that may influence the affective filter. The higher the affective filter, the less likely the input will be understood due to a mental block placed in an individual's head. Language, for example, is intimately linked to culture and tradition. Zulu culture exists with the isiZulu language. The Zulu people highly respect chiefs and kings. For example, students may be taught words used to address kings, queens, and chiefs. So, this lesson could be difficult since a learner must imagine himself in the shoes of a minor who must complement a senior while

simultaneously becoming familiar with the language employed to approach these seniors in English.

For example, feminine and masculine words are used to address the Kings and Queens.

Example-Isibonelo (Feminine)

Your highness-Ndlovukazi!

Your worship-Mhlekezzi!

Example-Isibonelo (Masculine)

My Lord-Bayede!

Father of the nations-Hlanga lomhlabathi!

This is difficult because it includes using body language to show honour and respect. If students are taught these words, they must be open to the cultural aspects of the isiZulu language, relate to how kings and queens are treated in their cultures, and try to familiarise themselves with the culture of the new language taught. Learning this new aspect of the culture may affect students' self-confidence or make them anxious.

The two theories discussed above have been adopted in this study. Krashen's theories provide lecturers and tutors with an understanding of how people acquire languages. Teachers can apply these theories within the teaching and learning of isiZulu to help them adopt suitable teaching methods more effectively, thereby enhancing student language learning development. Translanguaging as a theoretical framework emphasizes integrating multiple languages in the learning process, promoting an inclusive, engaging, and effective educational environment. Hence, this study explores the significance of translanguaging as a teaching strategy in isiZulu second language teaching.

3.5 Conclusion

This study used two learning theories: translanguaging and Krashen's second language acquisition theory (2017). Although translanguaging and second language acquisition theories differ, each has distinct qualities. According to translanguaging, students learn and use their language repertoires in the second language classroom. On the other hand, second language acquisition refers to the process through which people learn a second language other than their native language. Second language acquisition involves several factors, including age, motivation, exposure to the language, and individual language aptitude.

The theories discussed in this chapter inform lecturers and tutors about how second languages are taught and learned. These theories also provide some ideas on how teachers approach teaching methods and how students can learn a new language using different learning styles. This chapter has outlined a detailed discussion about translanguaging as a framework and how people learn a second language using Krashen's Hypotheses.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

The purpose of this chapter is to present the methodology used to conduct this study. This study adopts a mixed methods approach. The qualitative data is based on interviews and an online questionnaire. It allows the researcher to understand the participants' experiences using translanguaging to improve isiZulu in the second language classroom. The quantitative data extracted from the questionnaire provides statistical information. This chapter discusses the following sub-topics: the research design in section 4.2 and the research method/approach in section 4.3. Section 4.4 discusses the target population, and section 4.5 discusses the research area and sampling. Section 4.6 discusses the research instruments, while section 4.7 discusses data analysis. Section 4.8 discusses ethical considerations, and section 4.9 discusses the steps used to ensure the validity and reliability of data. Section 4.10 concludes this chapter.

4.2 Research design

Creswell (2014) states that a research design is a basic plan that guides the research data collection and analysis phases. It provides the framework specifying the information type to collect, its sources, and the collection procedure. However, many research design managers can help the researcher meet the study's objectives. Based on Creswell's explanation, this study uses a convergent design that allows the researcher to collect qualitative and quantitative data and compare or integrate the results. The study makes use of both qualitative and quantitative methodology. The qualitative research method is appropriate to this study because, as posited by Green & Cameron (2015: 509), it allows the researcher to examine people's experiences in a real-life context. It also provides qualitative data from in-depth interviews, online individual interviews, and online interviews on the Zoom platform. With the participant's consent, the researcher recorded the interviews.

Moreover, the study adopted a quantitative method to gather statistical information about the participants and information on the lecturers' and tutors' experiences in an isiZulu second-language classroom. This information is obtained from an online questionnaire. Participants were invited to complete a Google Forms survey. The online questionnaire consists of two sections. Section A requires the participant's details, and section B consists of open-ended questions eliciting data on the experiences that participants encounter while using

translanguaging as a teaching strategy for teaching isiZulu as a second language on all campuses at UKZN.

4.3 Research method/approach

As previously stated, the study used a mixed methods technique. This study is based on a phenomenological method. According to Creswell and Poth (2018), the phenomenological method emphasizes subjective experiences, feelings, and thoughts. The goal is to understand how people interpret their life experiences. This method is critical for investigating the unique experiences of the individual/group under inquiry. The impact of social and cultural variables on people's beliefs, feelings, and behaviours, as well as the meaning they assign to their experiences and how they characterize them. A phenomenological investigation describes the shared meaning of numerous persons' lived experiences with a topic or phenomenon. The key objective of phenomenology is to reduce individual experiences with phenomena to a description of their universal essence—empirical, transcendental, or psychological phenomenology. Moustakas' (1994) transcendental phenomenology is focused less on the researcher's interpretations and more on describing participants' experiences. In this study, transcendental phenomenology describes the participants' experiences in isiZulu second language classrooms. The participants of this study shared their experiences in detail, guided by the open-ended questions on the Google Forms survey and individual interviews conducted on the Zoom platform.

4.4 Target population

This paragraph outlines the target population for this study. This study involves isiZulu-speaking tutors, permanent lecturers, and contract lecturers who teach the Basic isiZulu module to non-mother tongue speakers on all three campuses (Westville, Howard, and Pietermaritzburg (PMB) at UKZN. The study participants included three isiZulu-speaking tutors, one non-isiZulu-speaking lecturer at Howard College, and one full-time and one contract lecturers at the Westville campus. On the PMB campus, four tutors, one full-time and one contract lecturer, were invited to participate in this study because all lecturers and tutors teach isiZulu as a second language to non-mother tongue students. They have the experience of using translanguaging as a teaching strategy in isiZulu second language classrooms.

4.5 Research area and sampling

The research area for this study is based on all three campuses (Westville, Howard, and PMB campuses), UKZN. The reason for choosing this research is because students who are non-native isiZulu speakers are taught isiZulu as a second language across UKZN. Lecturers and tutors teaching in the African Language Discipline, School of Arts, have the knowledge and experiences of translanguaging when teaching isiZulu as a second language. The sampling selected for this study was purposive as the participants lecture and tutor second language students. As mentioned above, the sample of 12 participants were purposefully selected to participate in the study based on their teaching experience of the Basic isiZulu module. From the twelve participants, only nine participants, (i.e. five tutors, two full-time and two contract lecturers) participated in the online questionnaire and interview.

4.6 Research instruments

Data collection forms the heart of any research design, irrespective of the field of study. Cohen, Manion & Morrison (2017) state that data collection is the systematic approach to gathering and measuring information from various sources to get an accurate picture of an area of interest.

As mentioned above, this study conducted online interviews with selected participants via Zoom. The researcher interviewed the participants in their respective working spaces during their normal teaching settings. An interview guide was developed, which the researcher utilized during the Zoom interviews. These online interviews were recorded, with the full consent of the participants, using the Zoom meetings recording feature. The researcher also made additional notes during these interviews. A copy of the interview questions is available in Appendix 6.

The study also used a questionnaire for quantitative data collection. A Google Forms survey was administered to the study participants for the quantitative data collection. The Google forms consist of two sections: section A requires the personal information of the participants, and section B consists of questions examining the teaching and learning experiences of isiZulu as a second language. The questionnaire was available in both isiZulu and English. Copies of the isiZulu and English versions of the questionnaire are available in Appendices 6 and 7 respectively.

The study used data collection tools such as the Zoom recording feature, a questionnaire, and interviews. The recorder was used to record interviews, while the questionnaire was used to extract quantitative data. The interview guide was used to interview participants more systematically and organized. The tools and techniques are necessary because they have allowed the researcher to collect interview data in a natural and unadulterated environment.

4.6.1 Document Review

This study reviewed three documents as part of its methodology: The South African Constitution (The Constitution of the Republic of South Africa, 1996), the Higher Education Language Policy (LPHE 2017/2018), and the UKZN Language Policy (UKZN, 2014). These documents are reviewed because they advocate for using English alongside other languages in South Africa and provide insight into how the term translanguaging evolved.

The South African Constitution advocates the use of 12 languages: namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Sepedi and Sign language (The Constitution of the Republic of South Africa, 1996). The use of these languages is allowed to ensure equality and access. Translanguaging procedures allow students to receive instruction in their native language, promoting their right to full participation in educational settings. Furthermore, the Higher Education Language Policy (DHET, 2020) encourages the use of multiple languages to promote inclusivity and accessibility, and translanguaging represents this principle by allowing students to use their native language alongside the medium of instruction, resulting in improved understanding and engagement. UKZN is in a linguistically diverse region, and the UKZN Language Policy encourages using different languages in academic contexts; translanguaging facilitates this by allowing students to utilize their native languages.

4.7 Data analysis

Qualitative data analysis entails organizing, accounting for, and explaining data regarding participants' opinions on the studied topic. This means that the researcher does not know the answers to research questions ahead of time and does not make assumptions about them but instead relies heavily on participant responses for data gathering.

For the qualitative data, data is analyzed following systematic procedures that move from narrow units of the study (significant statements) to broad units (meaning-making statements) and move on to detailed descriptions summarizing what and how participants experienced translanguaging when used as a teaching strategy in isiZulu second language classrooms. This analysis of data ends with a description passage that discusses the essence of the individuals' experiences (tutors and lecturers), incorporating what and how they experienced when using translanguaging as a teaching strategy in isiZulu second language classrooms. For the quantitative data analysis, data from the Excel spreadsheet is used. This data was extracted from the Google survey forms. The quantitative data is presented in the table and charts in the next chapter.

4.8 Validity and reliability of data

The researcher employed standardized data-gathering methods to reduce bias while assuring consistency and accuracy. The researcher examined credible sources and performed statistical analysis to determine the data's dependability. The researcher used mechanisms for data users to provide feedback to identify potential concerns. The researcher kept detailed records of data sources, techniques, and any adjustments made.

4.9 Ethical Consideration

Since this study involves interviewing participants from the UKZN institution, ethical clearance and gatekeeper's permission were sought from the Humanities and Social Sciences Research Ethics Committee (HSSREC). Both bodies granted permission to conduct this study. The protocol reference number is HSSREC/00006873/2024. An information sheet containing details of the study was provided to the study participants, and informed consent was also obtained from them. Refer to Appendix 1 and Appendix 2 for a copy of the gatekeeper's permission letter and the HSSREC ethics approval letter. A copy of the information sheet and informed consent form is found in Appendix 3.

4.10 Conclusion

This chapter discusses the research design, method/approach, target population, research area and sample, research instruments, and reasons for using each tool. The chapter ends by discussing essential parts of how data was gathered, and it describes how the collected

information was organized and the data analysis conducted, pointing out the steps taken to ensure the data is accurate and trustworthy. The next chapter presents the findings of this study.

CHAPTER 5: FINDINGS AND DISCUSSIONS

5.1 Introduction

This study explores the significance of using translanguaging as a teaching strategy in isiZulu second language teaching at the University of KwaZulu-Natal. Given the limited research on translanguaging as a teaching strategy in isiZulu classes for second-language students, this study aims to contribute to the existing body of knowledge. Specifically, this study seeks to understand if translanguaging can effectively be used to teach Nguni languages like isiZulu in a second language classroom.

The findings of this study are presented in section 5.2. Data were elicited from questionnaires and interviews with participants who teach isiZulu as a second language to non-mother tongue students. Their shared experiences during the teaching and learning process with students in the isiZulu second language classrooms are described. Section 5.2.1 describes the quantitative data from the online survey, and Section 5.2.2. presents the qualitative data extracted from the online survey. Section 5.2.3 highlights the qualitative data elicited from the Zoom interviews. Section 5.2.3 is further sub-divided into three sub-topics, namely, section 5.2.3.1, which presents the lecturers' and tutors' experiences on translanguaging" Section 5.2.3.2 describes the effectiveness of translanguaging, and section 5.2.3.2 highlights the significance of translanguaging as an educational tool. The summary of findings is discussed in section 5.3, followed by a discussion of the two research questions in section 5.4. Section 5.4.1 discusses the lecturers' and tutors' experiences in isiZulu L2 classrooms, while Section 5.4.2 discusses the effectiveness of translanguaging when teaching isiZulu as a second language. Section 5.4.3 provides a discussion of how the lecturers and tutors used translanguaging. A summary of the findings is presented in section 5.5. Section 5.6 concludes this chapter.

Overall, this study seeks to identify the significance and effectiveness of translanguaging when used by lecturers and tutors as a teaching tool in isiZulu second language classrooms at UKZN's three campuses (i.e. Westville, Howard, and Pietermaritzburg).

5.2 Findings

5.2.1 Quantitative data extracted from the Google Forms questionnaire

A Google Forms questionnaire was administered to ascertain participants' gender, age, highest qualifications, level of experience in teaching isiZulu L2, and the language used to teach isiZulu L2 to isiZulu non-mother tongue students at UKZN. Nine participants participated in this study with six females (66.6%) and three males (33.3%). 55.6% of the participants were between 20 and 30 years old, 11.1% were between 31 and 40, 22.2 % were between 40 and 50, and only 11.1% were between 50 and 60 years. Data on participants' qualifications show that 44.4% have an Honours degree, 33.3% have an MA degree, and 22.2% have a PhD.

Figure 1 below depicts participants' level of experience in teaching L2 isiZulu. Most respondents (66.6%) have **0-5 years** of teaching L2 isiZulu experience, while each of the other experience ranges has one respondent (11.1%).

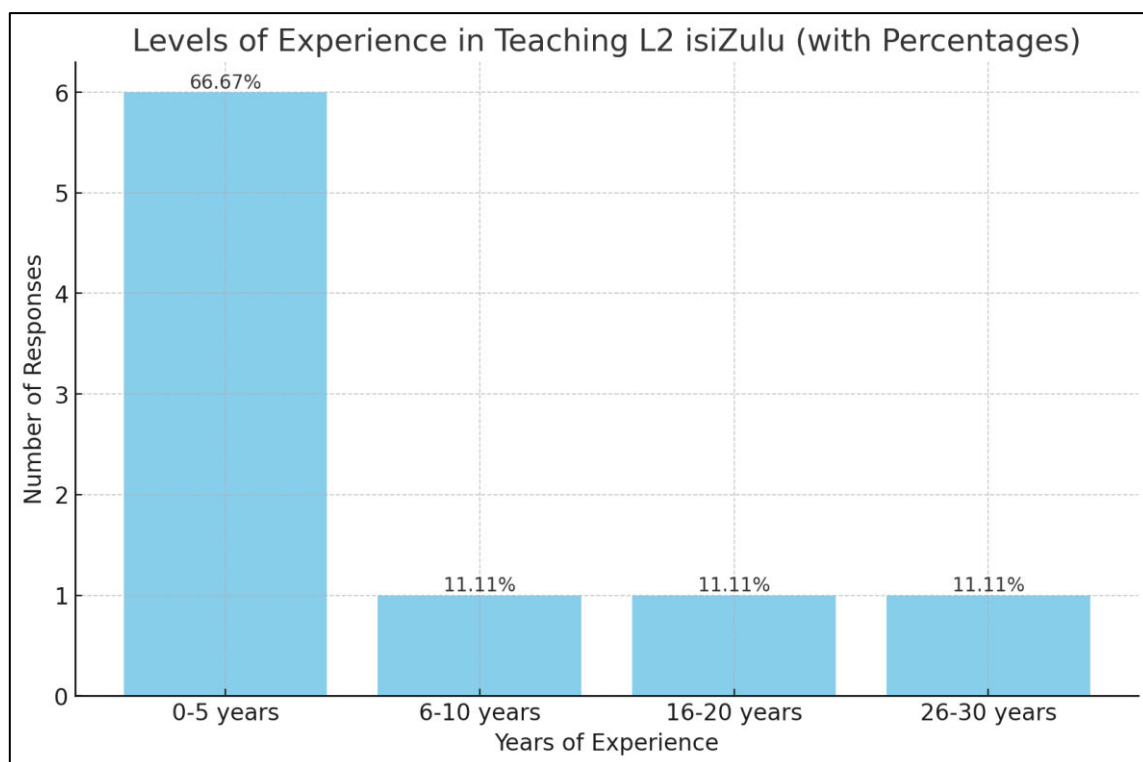


Figure 1. Levels of experience in Teaching L2 isiZulu

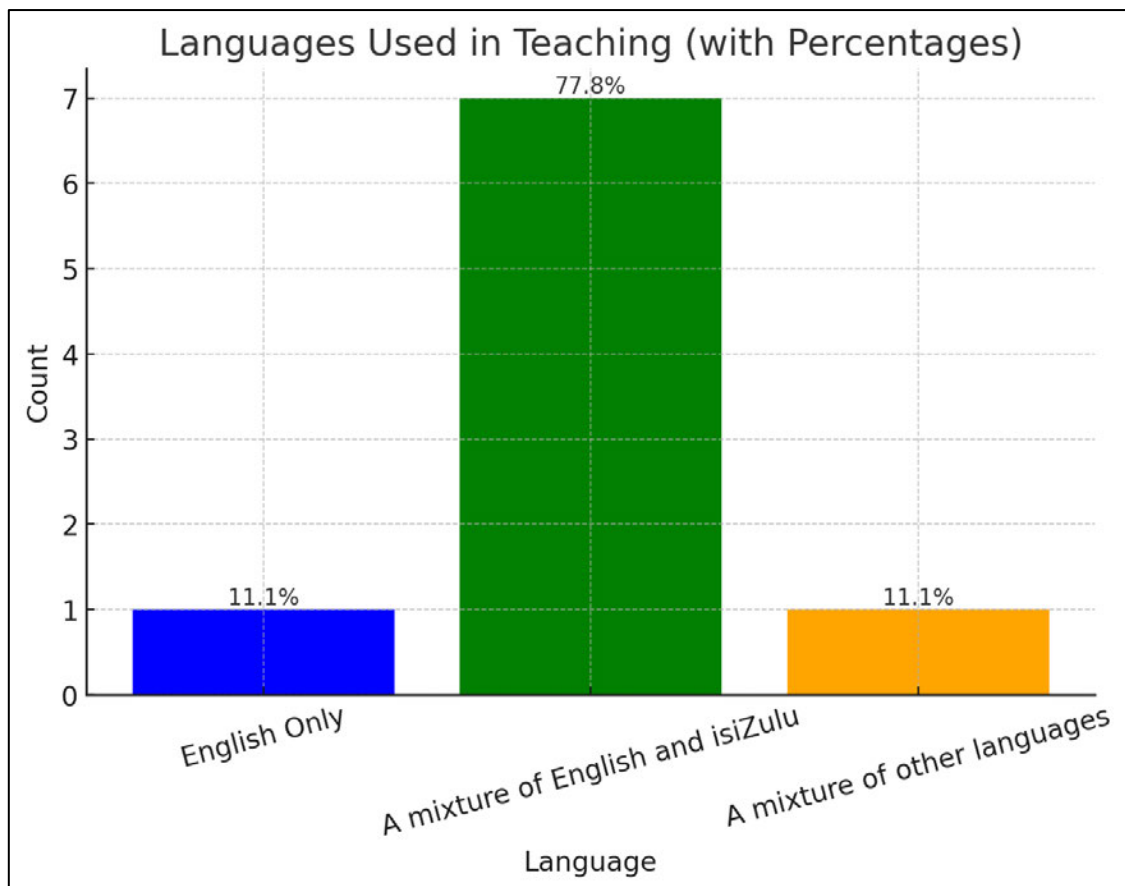


Figure 2. Languages used in teaching L2 isiZulu

Given that the Basic isiZulu module is taught to predominately English or Afrikaans first language speakers or other African languages (such as Sotho, Venda, Tswana) students, Figure 2 illustrates the language used to teach isiZulu as a second language in class.

Most respondents (77.8%) used English and isiZulu to teach L2 isiZulu. The use of English only and a mixture of other languages yielded a low response of 11.1% each.

5.2.2 Qualitative data extracted from the Google Forms questionnaire

The findings presented below provide a descriptive analysis of the responses obtained from the online survey. It focuses on participants' experiences teaching isiZulu L2 at the University of KwaZulu-Natal. The qualitative data acquired throughout this inquiry provides valuable impressions of the research objectives, resulting in a more in-depth understanding of the study field.

Translanguaging has been found to positively impact the isiZulu second-language classrooms in various ways, such as explaining the grammatical rules of the isiZulu subject, grasping the content, and enhancing learner performances. Participants responses are as follows:

“Translanguaging helps me teach isiZulu L2. Explaining how the grammatical rules of isiZulu such as subject, object links, pronunciation of sounds, and the rule that isiZulu does not allow vowels to follow each other. Explaining content by translating passages, dialogues, and sentences to help students understand”. (P1)

“Teaching isiZulu as a second language with English and isiZulu helps students grasp the content better as isiZulu is not their first language”. (P2)

Translanguaging has also effectively enhanced the learners’ performance in isiZulu L2. Participants responses are as follows:

“Teaching L2 isiZulu students using only isiZulu without utilizing translanguaging could result in decreased performance in L2 isiZulu; therefore, the use of translanguaging is a strategy that improves the likelihood of students achieving high grades in the subject by incorporating translanguaging”. (P1)

“If a learner is taught isiZulu, they need to be informed on the language differences between isiZulu and their home languages, to make them understand isiZulu grammatical writing rules and better”. (P2)

Translanguaging is a significant tool necessary for teaching an agglutinative second language like isiZulu. This is evident in the following response by one of the participants:

“Translanguaging is necessary to make sure students comprehend the material covered in our classes”. (P2)

Participants also reported on the multiple benefits of using translanguaging as a teaching strategy. These include:

- Improving pronunciation

“Students would benefit from translanguaging from hearing pronunciation in the target language”. (P3)

- Facilitating engagement

“Translanguaging helps students and teachers to engage in complex conversational language practices that would include all of the elements of L2”. (P5)

“Translanguaging helps me to connect with my students”. (P8)

- Improves student performance

“Translanguaging help students achieve high grades in the subject by incorporating translanguaging”. (P6)

5.2.3 Qualitative Data Extracted from Interviews

The data below were obtained from ZOOM interviews, reflecting viewpoints similar to the online surveys. This section provides a descriptive analysis of the responses obtained, focussing on the participants' experiences in isiZulu second language classrooms. It also highlights participants' responses on translanguaging's effectiveness and its significance as an educational tool.

5.2.3.1 Lecturers and tutors' experiences on translanguaging

The following transcription is a detailed response from one of the participants (P1) to the question, “What is your experience with translanguaging?”

“I utilize translanguaging when teaching isiZulu L2. When I am teaching isiZulu as a second language, I constantly use it. I utilize it to explain concepts. I use translanguaging to explain new vocabulary in isiZulu, using the student's first language, and to clarify grammar discrepancies. Translanguaging helps students understand the material better. It is an essential teaching tool when teaching isiZulu to non-mother tongue speakers. I chose translanguaging because I teach isiZulu to non-mother language students, which necessitates using their mother tongue to improve comprehension. It makes me happy because I know my students grasped the lesson”.

5.2.3.2 The effectiveness of translanguaging

Regarding the effectiveness of translanguaging, one of the participants (P2) mentioned the following:

“I use translanguaging to teach the Basic isiZulu module for non-mother tongue speakers. I use it in all my teaching sessions. I use it to ensure that my students understand the lesson delivered at that time. Translanguaging is a very important tool because if you teach students a new language, you need to familiarise the words in the new language with the words in their mother tongue, so you work with both languages to teach the new language (isiZulu). I am comfortable with translanguaging because it is the only technique that can assist them master the new language they are taught.”

5.2.3.3 Significance of translanguaging as an educational tool

Translanguaging is regarded as an essential educational tool. One of the participants (P3) reiterates this significance and states the following:

“I use translanguaging when teaching isiZulu L2, especially in the Basic isiZulu module. I use it all the time when I am teaching in class. I use it when explaining new words and grammatical structures. I use it to give learners a clear explanation and understanding of the lesson. It is a very useful tool because it is impossible to teach a second language without the use of the student’s first language. I am comfortable because translanguaging is the only way that can help students understand a new language taught, I chose translanguaging in the classroom to explain isiZulu since I am a polyglot myself. What made me choose translanguaging is that I have been exposed to translanguaging since I grew up in a township where there are many languages spoken, so I know translanguaging works from my previous experiences. I feel very much in control, I feel that I have accommodated my students and have allowed them to be themselves.”

The transcripts depict three Zoom interview sessions with isiZulu second-language lecturers and tutors. All three interviews highlight that lecturers and tutors in isiZulu second language classrooms used translanguaging effectively to teach isiZulu L2.

5.3 Summary of Findings

As evident from the findings above, lecturers and tutors received an overwhelmingly positive result on using translanguaging practised during isiZulu second language teaching. Data from all the research instruments indicated that translanguaging is an effective tool for teaching L2 isiZulu. It can be used in various ways, such as explaining grammatical structures, improving comprehension, enhancing student performance and encouraging interaction between the students and lecturers/tutors. During Zoom interviews, lecturers and tutors shared their experiences with translanguaging in their classrooms.

5.4 Discussions

This study explores the significance of translanguaging as a teaching strategy in isiZulu second language teaching at UKZN.

This section addresses the three research questions, namely:

- What are the experiences of tutors using translanguaging as a teaching strategy in isiZulu second language teaching? and
- Why is translanguaging considered beneficial as a teaching strategy when teaching isiZulu as a second language?
- How do lecturers and tutors use translanguaging in their teaching practices?

Based on the findings, a discussion of these research questions is presented.

5.4.1 Research Question 1: What are the experiences of tutors using translanguaging as a teaching strategy in isiZulu second language teaching?

Feedback from the questionnaire and interviews provide positive results on translanguaging as a teaching strategy in isiZulu second language teaching. Lecturers and tutors found translanguaging a valuable tool for teaching a second language. Translanguaging as a pedagogic tool empowers them and assures them that students understand the lesson taught. This reassurance of using translanguaging was also evident in Afriadi and Hamzah's (2021) study, which examined the students' use of their full linguistic repertoire in EFL classrooms and the roles of the selected languages. Teachers used translanguaging in academic settings to teach English and suggested using translanguaging in EFL courses instead of monolingual instruction.

Responses from the questionnaire further highlighted the significance of using translanguaging as a teaching strategy in isiZulu second language classrooms. Lecturers and tutors stated that translanguaging assists them in explaining the grammatical rules of isiZulu, such as subject, object links, and pronunciation of sounds, and the rule that isiZulu does not allow vowels to follow each other—explaining content by translating passages, dialogues, and sentences to help students understand. This resonates with Khairunnisa and Lukmana's (2020) study, where lecturers used translanguaging in EFL lessons to benefit their students' learning. Using vernacular language in the classroom is meant to benefit low-proficiency students. It is also used to teach vocabulary, establish classroom management procedures and give feedback.

In addition, the participants found translanguaging a significant tool that helps students grasp the content better, as isiZulu is not their first language. One of the lecturers reported that teaching a second language without incorporating translanguaging would make teaching the second language impossible (Belier, 2020). Like Belier's (2020) study, where students were encouraged to use their mother tongue to complete activities in English, resulting in improved performance, the current study also benefitted more from translanguaging, consequently improving overall performance. By implementing translanguaging as a teaching tool, isiZulu second language students are more proficient in the isiZulu language, as evidenced by their ability to write the language correctly, improve their vocabulary, and have strong pronunciation during oral tests. As evident in the findings above, translanguaging improves students' understanding of isiZulu L2.

The interviews highlighted key essential points for teaching and learning L2 isiZulu. One of the participants stated that she uses translanguaging to teach new terminology in isiZulu, utilizing the student's first language and highlighting grammar differences. This is consistent with Phyak *et al.*'s (2022) examination of teacher agency through translanguaging in their ethnographic study of Nepal. Phyak *et al.* (2022) found that teachers utilized students' first languages in classroom activities to improve teaching and learning, thus defying the official English-only monolingual mindset. This is comparable to what has been observed in isiZulu L2 classes at UKZN, where lecturers and tutors found it impossible to teach students L2 without incorporating their L1. Lecturers and tutors recognized that translanguaging occurs naturally and without planning throughout the teaching and learning of isiZulu L2.

Another point raised in the interview was that translanguaging is important when lecturers and tutors teach students a new language. Students must familiarise themselves with the words in the new language with the words in their mother tongue, so they use both languages to teach the new language. This demonstrates that translanguaging is crucial in L2 classrooms and could revolutionize how isiZulu is taught and learned. This aligns with Aoyama's (2020) study investigating how students use and perceive L1 in an EFL classroom. Aoyama's (2020) study found that translanguaging can be a scaffolding strategy once students have identified circumstances where they use their entire language repertoire. Teachers' strict use of the target language in the classroom might be a barrier to learning a second language. This is a similar situation in the L2 isiZulu classroom. Strictly using the target language (i.e. isiZulu) may create a challenging situation for L2 isiZulu students.

Based on the experiences of lecturers and tutors, these findings indicate that it is important to allow students to use their whole linguistic repertoire, including both their native language and the target language, during the learning process. Lecturers and tutors may encourage students to use their first language to make sense of and engage with the second language, resulting in a deeper understanding of the new language taught, specifically isiZulu L2. Translanguaging can help learners understand complicated concepts or vocabulary by connecting them to their home language, resulting in improved learning results. This method recognizes and respects students' cultural and linguistic identities, creating a more inclusive and engaging learning environment. Students can cooperate and help each other by utilizing their dominant languages, which improves group learning experiences. Adopting translanguaging represents a shift towards a more adaptable, dynamic, and student-centred approach to language teaching.

5.4.2 Research Question 2: Why is translanguaging considered beneficial as a teaching strategy when teaching isiZulu as a second language?

Through a comprehensive investigation into the effects of using translanguaging as a teaching strategy to teach isiZulu L2, it is evident that translanguaging plays a key role in teaching L2 isiZulu. Several benefits have emerged from the findings. These include improved grammatical skills, students' overall performance and enhanced comprehension skills. These benefits are discussed below.

One of the key findings from the data was that translanguaging is necessary to ensure students comprehend what is covered in isiZulu L2 classes. This finding also relates to Krashen's (2017) comprehensible input theory, which states that language learners learn best when exposed to language information that is somewhat beyond their current competency level. The findings resonate with Yafele's (2021) study, which also addresses the issue of reading comprehension among multilinguals. Translanguaging improves reading comprehension and concept knowledge and raises awareness of other languages. In addition, findings from the study have yielded positive results confirming that translanguaging helps students improve their grammatical skills and pronunciation. This also relates to Krashen's (2017) natural acquisition theory.

In addition, participants highlighted that translanguaging improves students' performance. This is evident during assessments as students are fluent in isiZulu and can write, read, and speak the language accurately. Krashen's (2017) affective filter hypothesis can also affect student performance. This is consistent with Chen, Tsai, and Tsou's (2019) study, which examined how translanguaging enhanced students' English for specific reasons in Taiwan and how students employed linguistic resources to generate quality writing.

As mentioned above, translanguaging helps L2 isiZulu students write, talk, and read better. As a result, some students achieve distinctions in their language studies. This can enhance the affective filter, as proposed by Krashen (2017). Furthermore, the participants provided valuable information during interviews, stating that they use translanguaging when teaching isiZulu L2 because it makes it easier for students to understand the lesson. Similar findings were also evident in Rajendram's (2021) study to assess the student-led benefits of translanguaging in English classrooms in Malaysia. Translanguaging enabled students to perform cognitive, conceptual, planning, emotive, social, and discursive activities.

The positive feedback indicates that translanguaging is a valuable tool that can be used to teach isiZulu as a second language to non-mother tongue speakers. This is in line with Sulaiman and Taqi's (2020) study on the effects of translanguaging on second language learning. Translanguaging has proven to be an effective approach for teaching isiZulu as a second language. Translanguaging is a vital tool in isiZulu L2 classrooms and can revolutionize the way isiZulu L2 is taught and learned, as evidenced by the interviews with participants and comprehension of surveys.

Lecturers and tutors at UKZN found translanguaging a valuable tool for ensuring that students understand the material covered in their classes, engaging in complex conversational language practices that include all the elements of the language taught, and explaining what learners need to understand. Translanguaging allows flexible classroom interactions between students and lecturers or tutors. This is consistent with Atta and Naqvi's (2021) focus on the barriers to English reading and writing caused by EMI (English medium Instruction).

Suppose lecturers and tutors consider translanguaging an effective strategy for teaching isiZulu as a second language. In that case, it indicates a shift from traditional methods emphasising exclusive target language use. This approach acknowledges that students gain a deeper understanding when drawing on their native languages. Translanguaging can increase student engagement by allowing students to express themselves more freely in class, using any language they like. It implies that students can improve their skills in the target language more efficiently by connecting it to what they already know, bridging gaps in knowledge. Translanguaging encourages peer collaboration, allowing students to collaborate and help one another by leveraging their language talents for mutual gain. Determining whether translanguaging is beneficial emphasizes a transformative approach to language training that prioritizes communication, comprehension, and engagement.

5.4.3 Research Question 3: How do lecturers and tutors use translanguaging in their teaching practices?

The interview responses elicited lecturers' and tutors' use of translanguaging in the classroom. They described using translanguaging as a strategy to explain new words and grammatical structures, providing students with a clear explanation and understanding of the lesson. Moreover, translanguaging is a very useful tool, and it is impossible to teach a second language without using the student's first language. Looking at translanguaging as a teaching approach utilised by lecturers and tutors in isiZulu L2 classes, it is evident that it allows students to think in different languages simultaneously and use their native languages to acquire isiZulu.

As discussed in Chapter 3, Krashen's hypothesis theories have influenced how people learn a second language. The hypotheses discussed included the acquisition or learning, the monitoring, the natural order, the input, and the affective filter hypotheses. Some of these

hypotheses are evident in the tutors' and lecturers' responses on using translanguaging in their teaching practices.

As mentioned above, lecturers and tutors alluded to using translanguaging to teach isiZulu L2 helps in explaining how the grammatical rules of isiZulu, such as subject, object links, pronunciation of sounds, and the rule that isiZulu does not allow vowels to follow each other, and helps them to explain content by translating passages, dialogues, and sentences to help students understand. In this sense, the students' consciousness and effort that is required to learn the language or focus on the structure. This aligns with Krashen's model of the acquisition learning hypothesis, which demonstrates that learning requires an individual's consciousness and effort to learn the language or focus on the structure. Acquisition occurs when subconscious activity is activated to enhance the internalization of the language in an individual's mind, making it natural for an individual to use (cf. Krashen, 1982).

Moreover, teaching isiZulu as a second language with English and isiZulu helps students grasp the content better as isiZulu is not their first language. This translanguaging strategy resonates with Krashen's input hypothesis, which explains the need for natural communicative input in developing a syllabus that ensures that every individual obtains at least the ' $i + 1$ ' input required for their current competence in linguistics (cf. Krashen, 1982). Furthermore, teaching L2 isiZulu students using only isiZulu without utilizing translanguaging could result in decreased performance in L2 isiZulu. Therefore, translanguaging is a strategy that improves the likelihood of students achieving high grades in the subject by incorporating translanguaging. This is in line with Krashen's Monitor Hypothesis. At this stage, Krashen highlights the effect and interaction that learning and acquisition have on one another. The monitor withholds information until the student can use the taught language. When an individual has adequate time to think about what has been learned, the person keeping the learned information is properly used. The final goal is to use the language form correctly, and the learner is already familiar with the rules that must be followed while using it in production (cf. Krashen, 1982). Hence, during written or oral assessments, students are seen to have good or better performance, such as good pronunciation in isiZulu L2.

5.5 Summary of Findings

The study examined the importance of adopting translanguaging as a teaching approach in isiZulu second language. The questionnaire and interviews consistently identified translanguaging as an important and valuable tool in isiZulu second language teaching.

The questionnaire responses showed the extent to which lecturers and tutors use translanguaging in isiZulu second language classes and the effects of translanguaging on student performance. Immediate feedback after each question helped to unravel how translanguaging as a teaching tool aided lecturers in teaching the grammatical rules and other structures of the entire isiZulu language. Translanguaging has also improved students' L2 isiZulu reading, writing, and oral presentation skills.

This supports the notion that translanguaging can be employed as a teaching approach in isiZulu second language education. The interviews and the questionnaires yielded positive findings for translanguaging as a teaching strategy. Translanguaging significantly impacts student comprehension, helps students link to the languages and the language being taught, and encourages students from diverse backgrounds to debate concepts in isiZulu rather than English, their first language. Translanguaging has also been shown to boost students' vocabulary and develop fluency in pronunciation. Students understand how the language works by comprehending the language rules.

5.6 Conclusion

In conclusion, this chapter presented the key findings from the data collected. It also discussed the research questions that this study aimed to address. This study focussed on the critical need for significant and useful tools to be adopted in isiZulu L2 teaching and learning. This study's contribution is expected to go beyond the surface, perhaps changing existing educational approaches and instilling them with new vigour and commitment in the context of language learning.

CHAPTER 6: SUMMARY AND CONCLUSION

6.1 Introduction

This study explored the role of translanguaging in isiZulu L2 teaching and learning, focussing on tutors' and lecturers' experiences in isiZulu L2 classrooms and the efficacy of translanguaging in isiZulu L2 teaching. A mixed-methods study was conducted to ascertain lecturers' and tutors' views on translanguaging. Participants were invited to share their experiences of isiZulu L2 classes and provide a better understanding of whether translanguaging was a valuable strategy for teaching the language using carefully organized interviews and online questionnaires. The findings indicated that translanguaging has, in turn, assisted lecturers and tutors in efficiently teaching all aspects of the isiZulu language and improved students' performance in isiZulu L2.

The study highlighted participants embracing the incorporation of translanguaging as an instructional tool in isiZulu L2 teaching. It also highlighted the effects that translanguaging has on the isiZulu L2 students. Lecturers can use translanguaging to teach isiZulu L2, and this can create a conducive environment that enhances inspiration and involvement of the students' mother tongue languages and enables a deeper understanding of and gratitude for the language and its cultural impact. As the field of L2 language isiZulu teaching and learning develops, the exploration of translanguaging's ability in language acquisition stands as proof of the flexible and accommodating learning environment.

The study contributes to the broader L2 teaching and learning field by emphasizing the importance of employing translanguaging as a teaching approach in isiZulu L2 teaching across UKZN and other institutions. As researchers continue to investigate advanced techniques for engaging and inspiring students, the outcomes of this study underscore the importance of adopting translanguaging as a teaching strategy in isiZulu second language teaching.

This chapter discusses a few recommendations in Section 6.2. Section 6.3 provides future research, and Section 6.4 discusses the study's limitations. Section 6.5 concludes this chapter.

6.2 Recommendations

The study's findings provide a possible avenue for improving the teaching and learning of isiZulu second language education and offer incisive recommendations specific to L2 educators and students. One of the most important recommendations concerns students' experiences learning isiZulu as a second language. Translanguaging can effectively teach isiZulu second language educators, engaging students and making isiZulu L2 more collaborative and enjoyable. Educators can use students' native languages alongside isiZulu to teach students the new language (i.e. isiZulu L2).

This teaching method allows lecturers to teach the language by using the students' mother tongue languages to illustrate grammatical rules and structures, resulting in language competency. Translanguaging can be developed to teach isiZulu L2 and unravel all aspects of the language, including pronunciation, sentence structure, grammatical rules, and vocabulary. In addition to translanguaging, lecturers should consider incorporating cultural studies of the isiZulu language, such as traditions, the Zulu royalty's cultural lifestyle, traditional Zulu attire, and songs that resonate with isiZulu culture, to create a meaningful and linked learning experience.

In conclusion, these recommendations provide isiZulu L2 educators with a comprehensive approach to improving language education. By allowing students to use their mother tongue languages alongside isiZulu L2 learning, educators can create a culturally dynamic and culturally immersive learning environment, resulting in more effective and entertaining L2 acquisition. Incorporating translanguaging in teaching settings is essential.

6.3 Future research

While this study explores the significance of adopting translanguaging in isiZulu second language teaching, there are various avenues for future research to deepen our understanding of this innovative approach. Future research might investigate the significance of translanguaging in second language learning and learner experiences with isiZulu L2. While the outcomes from this study are encouraging, further research could provide a valuable understanding of whether translanguaging is a helpful technique for teaching isiZulu L2.

In addition, a comparative study might be conducted to assess the efficacy of translanguaging and other isiZulu teaching approaches in diverse learning settings. This could involve determining whether translanguaging is a suitable technique for teaching international and local students who join UKZN after having been exposed to various languages other than isiZulu and English but have also been exposed to foreign languages. For example, students from countries other than South Africa who speak French and are dominated by Swahili.

Furthermore, it is essential to remember that the study aimed mainly at tertiary educators. Expanding the research to include other age groups, such as primary and secondary schools, could provide a comprehensive understanding of translanguaging as a teaching tool in various educational contexts. This development could shed light on whether the information gathered from tutors and lecturers at UKZN applies to other educators who teach in primary and secondary schools and other institutions and may have different motivations, learning techniques, and cognitive abilities.

While this study provides a promising foundation, there is still room for further investigation into the significance of translanguaging in isiZulu second language learning by examining the effects of translanguaging on learners and conducting comparative studies, which include international students and primary and secondary school educators' experiences in isiZulu L2 teaching. We can better understand the role of translanguaging in isiZulu L2 teaching and learning, allowing us to offer more effective educational strategies.

Furthermore, there is still room for investigating translanguaging practices in a second language learning class, including collecting and analysing a corpus of these practices.

6.4 Limitations

The results of this study had a few limitations. Firstly, the study cohort consisted of lecturers and tutors only. The study did not include students because the researcher focused solely on the lecturers' and tutors' experiences in isiZulu L2 teaching rather than L2 learning experiences. The literature on translanguaging in teaching and learning isiZulu L2 is limited. Hence, the study focused primarily on isiZulu L2 as it was taught across all campuses on UKZN to isiZulu non-mother tongue students. The research is based in one institution and geographic region (KwaZulu-Natal). Therefore, the data generated does not represent a wider sample population.

Due to the limitations of time and funding, the number of respondents may affect the results of this study.

6.5 Conclusion

In conclusion, this study emphasizes the necessity of employing translanguaging as a teaching technique in isiZulu L2 teaching. Exploring translanguaging in teaching isiZulu L2 demonstrates that translanguaging is an excellent technique since it allows all students to learn isiZulu L2 while still using their mother tongue languages.

Employing translanguaging to teach isiZulu L2 emphasizes language competencies, such as fluency in reading, writing, listening, and speaking the new language taught (isiZulu L2). Translanguaging is a promising teaching method with the potential to restructure the educational setting significantly. Moreover, this study contributes to the advancement of L2 teaching of South African languages. Translanguaging can be used to promote all indigenous South African languages.

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APPENDICES

APPENDIX 1: GATEKEEPER PERMISSION LETTER



14 November 2023

Ms Gcebile Gumbi (SN 215023797)
School of Arts
College of Humanities
Howard College Campus UKZN
Email: 215023797@stu.ukzn.ac.za

Gokoolr@ukzn.ac.za

Dear Ms Gumbi

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate degree, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring translanguaging as a strategy in isiZulu second language teaching at the University of KwaZulu Natal."

It is noted that you will be constituting your sample as follows:

- With a request for responses on the website. The questionnaire and/or request for responses to "interview questions" must be placed on the notice system <http://notices.ukzn.ac.za>. A copy of this letter (Gatekeeper's approval) must be simultaneously sent to (govenderlog@ukzn.ac.za) or (ramkissoob@ukzn.ac.za).

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using the 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely



Mr MA TUFTS: Director Governance & Administration

Office of the Registrar

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 7971 Email: registrar@ukzn.ac.za Website: www.ukzn.ac.za

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

APPENDIX 2: ETHICAL CLEARANCE LETTER



19 July 2024

Gcebile Gumbi (215023797)
School of Arts
Howard College Campus

Dear G Gumbi,

Protocol reference number: HSSREC/00006873/2024

Project title: Exploring translanguaging as a teaching strategy in isiZulu second language teaching at the University of KwaZulu-Natal

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 17 April 2024 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.

This approval is valid until 19 July 2025.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)
/nng

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

APPENDIX 3: INFORMATION SHEET AND CONSENT FORM

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

Information Sheet and Consent to Participate in Research

Date: 04 June 2024

Dear Sir/Madam.

My name is Gcebile Gumbi from the University of KwaZulu Natal, Howard College, School of Arts. My contact number is (), and my email address is

(215023797@stu.ukzn.ac.za) or email the research office at HSSREC@ukzn.ac.za

You are being invited to participate in a study that involves research in **exploring translanguaging as a teaching strategy in isiZulu second language teaching at the University of KwaZulu Natal**. The aim and purpose of this research is to explore the significance of using translanguaging as a strategy in isiZulu second language teaching. The research instruments-an interview and online questionnaire will be used for the data collection. The duration of your participation, if you choose to participate and remain in the study is expected to be two days. The study is funded by the researcher (Gcebile Gumbi). The study will not provide benefits to participants. If participants are suffering from chronic/non-chronic illnesses, they are free to bring their medication because the researcher cannot not offer any medical assistance.

This study does not involve any risks, so participants should feel free to engage themselves.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number -HSSREC/00006873/2024).

In the event of any problems or concerns/questions you may contact the researcher at () or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Participation in this research is voluntary. Participants may withdraw participation at any point. In the event of refusal/withdrawal of participation the participants will not incur penalty or loss of treatment or other benefit to which they are normally entitled. If the participant wishes to withdraw from the study, He/she must notify the researcher one week prior. The researcher will terminate participants from the study only if they are moving abroad or sick.

No costs will be incurred by participants a result of participation in the study.

Information from participants will not be shared to anyone such as second or third parties.

The researcher will destroy the information after using it.

CONSENT

I _____ have been informed about the study entitled: **Exploring translanguaging as a teaching strategy in isiZulu second language teaching at the University of KwaZulu Natal** by Gcebile Gumbi.

I understand the purpose and procedures of the study. The aim and purpose of this research is to explore the significance of using translanguaging as a strategy in isiZulu second language teaching.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

APPENDIX 4: IMIBUZO YE-INTHAVYU YOTHISHA NABASIZI

BABO

Ukuvezwa kwe-translanguaging

- 1. Ukubheka izindlela i-translanguaging esetshenziswa ngayo wothisha abafundisa isiZulu njengolimi lwesibili eNyuvesi yakwaZulu Natali.**
 - a. Ngabe uyayisebenzisa i-translanguaging uma ufundisa isiZulu egumbini lokufunda nokufundisa?
 - b. Uyisebenzisa kangakanani?
 - c. Uyisebenzisa nini?

- 2. Ukubheka izizathu ezenza ukuthi othisha besiZulu kanye nabasizi babo basebenzise i-translanguaging uma befundisa isiZulu njengolimi lwesibili.**
 - a. Uyisebenzisela i-translanguaging uma ufundisa?

- 3. Ukuhlola ukubaluleka kwe-translanguaging uma kufundiswa isiZulu njengolimi lwesibili.**
 - a. Ngabe i-translanguaging uyibona iyithuluzi elibalulekile uma ufundisa isiZulu?
 - b. Ngabe uzizwa ukhululekile ukusebenzisa i-translanguaging nabafundi bakho?

- 4. Ukuthola isipiliyoni sothisha nabasizi babo sokusebenzisa i-translanguaging uma befundisa isiZulu njengolimi lwesibili.**
 - a. Yini ekwenze wakhetha ukusebenzisa i-translanguaging?
 - b. Ukusebenzisa i-translanguaging ngesikhathi ufundisa isiZulu njengolimi lwesibili kukwenza uzizwe kanjani?

APPENDIX 5: IMIBUZO YOTHISHA NABASIZI BABO

ISIQEPHU A: IMINININGWANE YAKHO

Bhala u-"X" ebhokisini eliqondene nempendulo yakho ukuphendula imibuzo emayelana nemininingwane yakho.

1. Uneminyaka emingakhi?

20-30	31-40	41-50	50-60	Ingaphezu kuka-60

2. Buyini ubulili bakho?

Ngingowesilisa.	ngingowesifazane

3. Yiziphi iziqu onazo kwisiZulu?

Ngine-National Diploma	Ngine-Bachelor's Degree	Ngine-Honours Degree	Ngine-Masters Degree	Ngine-Phd

4. Uneminyaka emingakhi ufundisa isiZulu?

0-5 weminyaka	6-10 weminyaka	11-15 weminyaka	16-20 weminyaka	21-25 weminyaka	26-30 weminyaka	Engaphezulu kuka-30

ISIQEPHU B - SECTION B

Inhloso yale mibuzo ukuthola ukuthi othisa nabasizi babo balusebenzisa kangakanani ulimi lwebele lwabafundi ngesikhathi befundisa. Le mibuzo ihlolisisa nokuthi ukusetshenziswa kolimi lwebele lwabafundi ngesikhathi othisa nabasizi befundisa kubalekelela kanjani abafundi ukuthi bafunde ulimi lwabo lwesibili abalufundiswayo.

1. Yiluphi ulimi olusebenzisayo uma ufundisa egumbini lokufundisa?

- A. Ngisebenzisa Isingisi kuphela.
- B. Ngisebenzisa isiZulu kuphela.

C. Ngisebenzisa isingisi nesiZulu.

D. Ngisebenzisa nezinye izilimi

2. Kunamthelela muni ukusebenzisa isingisi nesiZulu kanye nezinye izilimi uma ufundisa isiZulu njengolimi lwesibili kubafundi obafundisayo?

.....

Kukhona okunye onakusho ukwengeza kulokhu?

.....

3. Yini oyaziyo nge-translanguaging?

.....

4. Ngokucabanga kwakho, ngabe i-translanguaging iyawanyusa amazinga abafundi okuphasa isiZulu uma besifunda njengolimi lwesibili?

.....

5. I-translanguaging ngiyisebenzisa ngenxa yalezi zizathu:

.....

6. Ngokucabanga kwakho, ngabe i-translanguaging ibalulekile uma kufundiswa isiZulu njengolimi lwesibili?

.....

7. Ngabe i-translanguaging iyakusiza ukufundiseni ulimi lwesinguni njengesizulu?

Yebo, i-translanguaging iyangisiza ngalezi zindlela ezilandelayo:

.....

Noma Cha, i-translanguaging ayingisizi ngoba:

.....

APPENDIX 6: INTERVIEW QUESTIONS FOR LECTURERS AND TUTORS

ENGLISH VERSION

Attitudes towards translanguaging:

- 1. To explore the usage of translanguaging by tutors of isiZulu second language at the University of KwaZulu Natal.**
 - a. Do you use translanguaging in your class when you teach?
 - b. How often do you use it?
 - c. When do you use it?

- 2. To explore the reasons why lecturers/tutors use translanguaging in the isiZulu second language classroom.**
 - a. Why do you use translanguaging when you teach?

- 3. To examine the usefulness of translanguaging in teaching isiZulu second language.**
 - a. Is translanguaging a useful tool in your classroom?
 - b. Are you comfortable to use it with your learners?

- 4. To determine the lecturers'/tutors' experiences of using translanguaging in the isiZulu second language classroom.**
 - a. What makes you choose to use translanguaging?
 - b. How does translanguaging make you feel during classroom interaction?

APPENDIX 7: QUESTIONNAIRE ENGLISH VERSION

LECTURER'S/TUTOR'S QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

Make a cross [X] in the box under the item that describes your personal particulars:

1. Age

20-30	31-40	41-50	50-60	Over 60

2. Gender

Male	Female

3. Qualification in IsiZulu FAL

National Diploma	Bachelor's Degree	Honours Degree	Masters Degree	Phd

4. Experience in teaching IsiZulu FAL

0-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	Over 30 years

SECTION B

The questionnaire focuses on finding out the degree to which the Tutor's used learners' L1 in the ZULFAL classroom for the functions specified in it. It also investigates the extent to which tutor's believe L1 facilitates L2 acquisition.

1. Which language do you use when teaching in class?

A. English only

B. IsiZulu only

C. A mixture of English and IsiZulu

G. Any other language

2. What is the effect of using both English, isiZulu and any other language upon L2 learning of your ZULFAL students?

.....

Any other comments?

.....

3. What do you understand by translanguaging?

.....

4. Do you think translanguaging increases chances of learner performance in IsiZulu Second Language? Briefly explain your answer.

.....

5. I use translanguaging for the following reasons:

.....

6. Do you think translanguaging is necessary in L2 isiZulu classroom interaction? Briefly explain your answer.

.....

7. Does translanguaging assist you to teach an agglutinative language, specifically ZULFAL?

Yes, translanguaging assist me in the following ways:

.....

OR

No translanguaging does not assist me because:

.....