

MULTILINGUALISM IN THE LECTURE ROOM: AN INVESTIGATION OF
TRANSLANGUAGING BY UNAM MAIN CAMPUS LECTURERS IN CONTENT
SUBJECTS IN WINDHOEK, NAMIBIA

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Abstract

The current study investigated multilingualism in the lecture room, paying particular attention to the presence or absence of translanguaging at the University of Namibia (UNAM) main campus. The purpose of the study was, firstly, to investigate why lecturers translanguage or why they do not. Secondly, the study aimed at identifying any translanguaging strategies applied in the lecture room. Finally, the study aimed at exploring the opinions of students, regarding the practice of translanguaging in the lecture room and its effect on their experience of learning. The concern was with the fulfilment of communicative functions that lie in the academic results of learners and students in Namibia. The study adopted the qualitative exploratory design. The participants of the study were thirty-two (first-, second-, third- and fourth-year) content subject students, and four content subject lecturers from the Faculty of Humanities and Social Sciences. The data of this study were collected through open ended questionnaires for the students and semi-structured interviews for the lecturers. Data collected from the questionnaires were analysed by employing narrative analysis, while interviews were analysed through thematic analysis where common themes were identified, reviewed and presented. Communication Accommodation Theory (CAT) was used as the theoretical framework. Additionally, the two types of accommodation processes (convergence and divergence) were used to analyse the data in order to determine which of the five sociolinguistic strategies of CAT, the lecturers use. The findings of the study revealed that lecturers often translanguage for various reasons which include: to explain a concept, clarify and emphasise a point, lack of knowledge of the word in English, and to make the lesson more interesting. Moreover, the study also revealed that when a lecturer uses a language that

students understand, it not only enhances their understanding of the taught content, but constructs human relations as well. To add on, the majority of the students feel that using only English in the lecture room affects their academic performance negatively as they sometimes do not understand concepts taught. They thus suggest that lecturers translate difficult terms or concepts into vernacular language. Furthermore, the study revealed that the lecturers converge and use approximation, interpretability and discourse management strategies of CAT. The study thus recommends further exploration of the topic that involves classroom observations. Another recommendation is for the language policy to be investigated against the findings of this study.

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Dedication

This study is dedicated to my entire family and my friends for their support, encouragement and prayers. This study would not have been completed without them. Albertina Emilia Monteiro, Julina Ngueve Monteiro, Amelia Kavimbi Monteiro and Phil ya Nangoloh, this one is for you!

Declaration

I, Phyllis ya Nangoloh, hereby declare that, this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

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Definition of terms

Communication Accommodation Theory- a theory of communication that is concerned with behavioural adjustments that people make in intergroup interactions (Gallois, Ogay & Giles, 2014).

Content subject- a subject that is studied in order to gain a certain amount of information rather than to learn competence in a particular skill.

Language policy- a set of laws, regulations or rules enacted by an authoritative body like a government, as part of a language plan (Johnson, 2013).

Multilingualism- the act of utilising or promoting the use of diverse languages either by an individual speaker or by a community of speakers (Arunachalam, 2011).

Multilingual education- Cenoz (2012) defines multilingual education as using two or more languages in education. Multilingual education puts into consideration the use of two or more languages to teach.

Translanguaging- how bilingual and multilingual speakers utilise language by moving or switching between different languages in order to enhance meaning in the classroom. It is a performance by bilingual and multilingual speakers, in which they access different linguistic features or different modes of what are described as autonomous languages in order to increase the potential of communication (Garcia, 2009)

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The increase in migration has led to multilingual communication being the rule rather than the exception in today's world (House & Rehbein, 2004). This means that people can switch between languages for effective communication and comprehension of the subject matter. Multilingualism is defined as the act of utilising or promoting the use of diverse languages either by an individual speaker or by a community of speakers (Arunachalam, 2011). The term 'translanguaging', which falls under multilingualism, coined by Cen Williams, was first used in 1994 to refer to a pedagogical practice where students in bilingual Welsh and English lecture rooms were asked to alternate between the two languages for the purposes of receptive or productive uses (Garcia & Lin, 2016). It is a process of using two languages or more in order to enhance meaning or make sense of an idea or a topic.

Namibia is a multilingual country and comprises of people from various linguistic backgrounds (Government of Namibia, 2018). These linguistic backgrounds include Afrikaans, Oshiwambo, Khoe-khoegowab, Otjiherero, Rukwangali, Setswana and Silozi to name a few. Of these, Oshiwambo is the most spoken language in the country, making up 49 percent of the population (Government of Namibia, 2018). After Namibia gained its independence in 1990, the Republic of Namibia, proclaimed English as the official language of the country, and henceforth the medium of instruction in schools. Although

English is the medium of instruction in schools, indigenous and foreign (European) languages are also included in the school curriculum at primary level and secondary level (Government of Namibia, 2018).

According to the Ministry of Basic Education, Sports and Culture (2005), the language policy for schools in Namibia posits that the mother tongue may be used in grades five to seven to serve a supportive role (in other words, translanguaging may take place); whereas in higher grades it should only be taught as a subject. In addition, the language policy also states that English should be the medium of instruction (MOI) from grade five onwards. However, the constitution does not approve or disapprove the use of an additional language when teaching. English is also the MOI at the University of Namibia (UNAM). UNAM, however, is a multiethnic and therefore a multicultural and multilingual institution considering that it accommodates students from diverse linguistic backgrounds. People tend to switch between languages in order for effective communication to take place. Additionally, in order for effective communication to take place, the language being used to transfer knowledge should be understood by both parties. UNAM main campus was thus a perfect example of a multicultural community of higher education in Namibia for the study.

House and Rehbein (2004) define multilingual communication as communication between members of different linguistic groups. Although the ubiquity of multilingualism in higher education has been largely investigated especially, at an international level (Canagarajah, 2011; Caruso, 2018; Heugh, Li, & Song, 2017; Otaala & Plattner, 2013; Van der Walt,

2013), this study however, sought to investigate the role of translanguaging by lecturers at UNAM main campus in content subjects. Content subjects such as Consumer Psychology, Namibian Literature, Social Research and Basics of Sociology are those studied in order to gain a certain amount of information rather than to learn competence in a particular skill; they are not skill based.

1.2 Statement of the problem

The concern was with the fulfilment of cognitive and communicative functions that lie in the academic performance of learners and students in Namibia. Since UNAM is a multicultural institution and it accommodates students from different linguistic backgrounds, the researcher thus felt the need to explore translanguaging in the lecture room and its effects on the learning process. According to Van der Walt (2013), multilingualism is a psycholinguistic phenomenon with sociolinguistic consequences. These include poor academic performance, which may lead to students dropping out of school, and unemployment which could affect the country's economy negatively. The researcher thus sought to investigate whether using one language to explain academic content and the use of two or more languages to explain academic content has an effect on students' understanding of the content being explained.

1.3 Research objectives

The general objective of this study was to investigate the presence or absence of translanguaging in the lecture room during the period of which the study was undertaken, at UNAM main campus. Through questionnaires and interviews, the study sought to

explore translanguaging from the perspectives of students and lecturers. The research objectives of this study were to:

1.3.1 Investigate why lecturers translanguage or why they do not;

1.3.2 Identify any translanguaging strategy applied in the lecture room; and

1.3.3 Explore and analyse whether translanguaging has an effect on the communicative and cognitive fulfilment of learning on students.

1.4 Significance of the study

Understanding whether the way language(s) is used in the lecture room has an effect on how students perceive and understand academic content can be of great importance to the Namibian nation. The level of education of a country has an impact on the social, economic and development of that country, as the growth and economic development of the country also depends on the education level (Ozturk, 2008). The findings of this study could therefore be of importance to various stakeholders of this country. The study gave more insight to the issue of multilingualism in higher education, specifically on translanguaging. Additionally, this study contributed to the existing sociolinguistics literature and debates by providing more evidence towards lecturers' and students' experiences and aspirations in the face of multilingual communication which is a social issue not only in Namibia, but the world at large (Canagarajah, 2011; Caruso, 2018; Mazzaferro, 2018; Mwindi & Van der Walt, 2015; Van der Walt, 2013). Finally, by understanding translanguaging employed or not employed by lecturers and how students feel about it contributed towards filling the identified gap. Researchers, policy makers, students, learners, lecturers and teachers may benefit from the findings of this study.

1.5 Limitations of the study

Due to the novel coronavirus, questionnaires were distributed and submitted online. Some lecturers of selected modules preferred not to participate in the study thus findings may not be generalised to all lecturers in various faculties at UNAM, Africa and the world at large. It was a challenge to get forty students to fill in the questionnaires and as such, only thirty-two students submitted their questionnaires, hence a smaller sample than anticipated was obtained. Although the sample was smaller than expected, it was considered suitable to fulfil the research objectives. Moreover, due to the coronavirus pandemic, lecturers opted for telephonic interviews instead of face to face. Since questionnaires were administered online, the researcher had to change the sampling method from random to convenience.

1.6 Delimitations of the study

Only bi/multilingual lecturers that teach content subjects as well as students studying the aforementioned subjects participated. Furthermore, the study was restricted to content subjects only since conducting a study in language subjects could have been problematic, as an understanding of content topics needed to be fulfilled. The study investigated translanguaging across all levels of study, whereby the researcher selected four modules from the Faculty of Humanities and Social Sciences (FHSS), since it was not possible to study the whole population of the institution.

1.7 Organisation of the study

The study is comprised of five chapters. The first chapter, which is the introductory chapter, introduced the topic by providing the background of the study, the statement of the problem, illuminating on the significance of the problem, as well as by stating the objectives of the study. The introductory chapter also explicated the limitations and delimitations of the study, and outlined the study. The second chapter presented relevant literature that was reviewed and identified the gaps in literature which are relevant to the study. The chapter additionally enlightened the theory that guided this study which is the Communication Accommodation Theory. The third chapter discussed the methodology which included the research design, the population, sample, research procedure, as well as the tools used to collect the data. The fourth chapter presented and discussed the data which was guided by the Communication Accommodation Theory. Lastly, chapter five concluded the findings from the data analysis and offered a few recommendations for future studies.

1.8 Chapter summary

This chapter discussed the background of the study as well as enlightened the statement of the problem. The chapter additionally explicated the significance of the study, stated the research objectives, limitations and delimitations of the study. The following chapter reviews literature relevant to the study, as well as discuss the theoretical framework and how it was used to collect data.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter discusses relevant literature regarding translanguaging, bilingualism and multilingual education and the language policy. In the first part of this chapter, the researcher reviews the literature relevant to the research topic, by first and foremost defining and discussing the notion of translanguaging, as well as other studies conducted regarding the topic. Additionally, it discusses and reviews literature regarding translanguaging in the lecture room, bilingual and multilingual education, and the language policy. The second part of the chapter focuses on the theoretical framework that guided this research study.

2.2 Translanguaging

The term translanguaging was first coined by Williams in 1994 (Mazzaferro, 2018), to describe a pedagogical practice in which two languages were used concurrently in a lecture room in order to develop students' language skills. Translanguaging is known as a planned and careful practice used in education in order to enhance students' learning of content taught. According to Mazzaferro (2018), translanguaging enhances understanding of a subject matter and develops linguistic skills in the weaker language. According to Garcia (2011), translanguaging is the process in which bilinguals engage in order to make meaning or sense of their bilingual worlds through the use of two or more languages. The focus is

not on the languages used, but rather on how they use their linguistic repertoires, which are observable, to make sense of their interactions.

Translanguaging is a psycholinguistic and sociolinguistic theory of language which has the capacity and potential to transform the way we see, use and teach language, literacy and other subjects (Garcia & Wei, 2014). Translanguaging should not be confused with code switching and code mixing or meshing, as it transcends these practices. It is however, similar to languaging since it is a process where bilinguals do not define a concept but find ways and semiotic devices to understand and create meaning of the concept. This is done through semiotic, social, linguistic and cognitive resources available to the bilingual person, in order to construct meaning and enhance understanding.

To add on, translanguaging is the means of seeing language as being part of an internal unitary system or repertoire (Garcia, 2011), which occurs mainly internally. This practice enables students and teachers to use two or more languages for efficient and successful knowledge transfer, and for better understanding of topics. For instance, in a class or lecture room, a teacher may explain a topic using the MOI and task students to come up with a summary for the content they have just learnt. In this case, let us assume the two learners have different native languages (L1). What could happen in a translanguaging class is that each of these two learners will search for, read on, or discuss the information regarding the topic in their native languages for better understanding, then come together and give feedback about the topic they have learnt using the MOI, having used their L1s for support.

In simpler words, it is a process of meaning making, and is strategic in the sense that planning has to be done on what strategy to use for effective translanguaging.

In similar terms, translanguaging is a pedagogical theory observed by Williams in 1994 (as cited in Wei, 2018), where the teacher would try to teach in Welsh and students replied in English. Here, languages are seen or understood as not being separate, but as the abilities the users have as part of their repertoires. A repertoire reflects an individual's life and experiences (Snell, 2017), which allows the individual to choose the language features that conform best to understanding social context, in order to communicate effectively. According to Williams (as cited in Wei, 2018), instead of viewing this practice negatively, this practice helped increase the learners' and teachers' linguistic resources in the process of knowledge construction. It offers a different perspective of bilingualism and multilingualism, whereby, bilinguals or multilinguals select particular features from a single unitary linguistic repertoire to make meaning, as opposed to viewing bilinguals or multilinguals as possessing two or more separate language systems.

Wei (2018) further states that translanguaging has proven to be an effective pedagogical practice in a series of educational contexts where the medium of instruction of a school or institution is different from the languages of the learners. On the contrary, Vogel and Garcia (2017) report that some scholars claim that translanguaging pays too much attention to bilinguals than monolinguals. The researcher used the term translanguaging to refer to the use of two or more languages in the lecture room.

According to Garcia (2009), by deliberately breaking the artificial and ideological divides between indigenous versus immigrant, majority versus minority, and target versus mother tongue languages, translanguaging empowers both the learner and the teacher. Moreover, translanguaging transforms the power relations, and “focuses the process of teaching and learning on meaning making, enhancing experience, and developing identity” (Wei, 2018, p. 15). Translanguaging is perceived as a spontaneous way of making meaning, shaping experiences and enhancing communication by bilinguals (Lewis, Jones, & Baker, 2012). Garcia and Kleyn (2016) looked into this theory and encourage it in order to ensure that language minoritised students get an equal opportunity in education.

Debates around translanguaging are centered around what really stipulates or qualifies as a ‘language’ (Mazzaferro, 2018). Moreover, translanguaging does not view language as an abstract system with rules and norms, but views it as a practice performed by bilinguals (Garcia & Wei, 2014). Furthermore, translanguaging is not limited to verbal interactions. Translanguaging according to Garcia and Wei (2014); Pennycook (2017), includes the notion of space, which involves the use of gestures, body language, signs and symbols.

Snell (2017) argues that an important role has been traditionally played by schools in maintaining the supposed borders between languages and the upholding of languages above others. They are, according to Snell given the responsibility to propagate linguistic homogeneity. Schools have excluded other languages by promoting a standard variety of national language; and this is where social or educational injustice comes in. Scholars working in the area of translanguaging have thus proposed an alternative perspective on

language by not looking at languages as separate, but looking at all the abilities the user has as part of his or her repertoire, hence translanguaging.

Translanguaging in education has created more interest, and more disagreement. Some scholars, as postulated by Vogel and Garcia (2017), have embraced it, others have exhausted the theory, some claim it pays too much attention to bilinguals, while others worry that it could threaten the diglossic arrangements and language separation for language development and maintenance. Translanguaging does not only privilege bilingual performances. Monolingual ones are also privileged, as well by leveraging the languaging of students in ways that motivate and encourage them to engage in class discussions, and comprehend complex topics and texts. Translanguaging tries to escape the ‘one language, one people’ ideology (Vogel & Garcia, 2017). It is not just something bilinguals do when they feel they are lacking words or phrases needed to express themselves, rather, it involves them selecting certain features from their single unitary linguistic repertoire to make meaning.

2.3 Translanguaging in the lecture room

Translanguaging in the lecture room refers to how bilingual and multilingual speakers utilise language by moving or switching between different languages in order to enhance meaning in the lecture room. It is a performance by bilingual and multilingual speakers, in which they access different linguistic features or different modes of what are described as autonomous languages (Garcia, 2009) in order to increase the potential of communication. According to Wei (2016), translanguaging is not a new term that replaces other linguistic terms such as code switching, plurilingualism, code mixing or language crossing to refer

to the linguistic behaviour of bilinguals and multilinguals, rather, it goes beyond these terms. To put it in simpler terms, translanguaging can be viewed as an umbrella term that encompasses code switching, code mixing, plurilingualism and all other related terms. It is an approach that is centered on the practices, rather than on languages of bilinguals and multilinguals. Translanguaging offers a different perspective of bilingualism and multilingualism. This perspective occurs when bilinguals or multilinguals select particular features from a single, unitary linguistic repertoire to make meaning (Vogel & Garcia, 2017). This is in contrast to bilinguals or multilinguals possessing two or more separate language systems.

A plethora of studies (Canagarajah, 2011; Creese & Blackledge, 2010; Heugh et al., 2017; Makalela, 2015; Shiweda, 2013; Simasiku, Casanda, & Smit, 2015; Van der Walt, 2013) have been conducted regarding the area of translanguaging in the lecture room, which is not only a local issue (Shifidi, 2014), but also an international one (Caruso, 2018). These series of studies regarding translanguaging show that practising translanguaging in lecture rooms of both content and language subjects has yielded positive results in the students' and learners' acquisition and comprehension of a language or content topic (Mazzaferro, 2018; Mwindi & Van der Walt, 2015).

A study conducted in the United Kingdom by Creese and Blackledge (2010), emphasise on how teachers and students have developed and co-constructed pedagogic practices for participants in complementary schooling. These researchers define a complementary school as an institution that supports multilingualism as a normal and usual resource for

performance. Creese and Blackledge (2010) posit that bilingual education has traditionally argued that languages should be kept separate when teaching and learning languages. This separation is argued to avoid cross-contamination of languages, and thus making it easier for the student to acquire a new linguistic system. Creese and Blackledge (2010) obtained the data of their study through audio recording teachers and students they observed during class lessons, during break times and as they entered and left the school premises. In addition, Creese and Blackledge (2010), interviewed teachers, administrators some students and parents. This study found that teachers and students construct and participate in a flexible bilingual pedagogy during assemblies and in lecture rooms. This practice consequently, adopted a translanguaging approach which was used by the participants for language learning and teaching.

Moreover, Makalela's (2015) study looked at translanguaging as a vehicle for epistemic access. According to Makalela (2015), multilingualism in Africa has always been viewed from a monoglossic perspective despite the pretensions of plural language policies in Sub-Saharan Africa. Makalela (2015) thus explored the effectiveness of alternating languages of input and output in the same lessons, in order to offset linguistic fixity that is often experienced in monolingual lecture rooms. The scholar conducted two case studies of translanguaging practices, one at a higher institution and the other at a primary school. The focus of this study was on how effective translanguaging is for teaching an indigenous African language to speakers of other African languages at an institution of higher learning. Additionally, this study also investigated translanguaging in the lecture room, for both language and content subjects. The participants of this study were twenty-four students and

fifteen teachers. Descriptive statistics was used to analyse the data that were collected. The results from this study proved that the use of more than one language in the lecture room by bilingual and multilingual students provides cognitive and social advantages.

Furthermore, Shiweda (2013) studied multilingual communication at Hifikepunye Pohamba Campus, one of UNAM's campuses in Ongwediva, in northern Namibia. The scholar chose this specific campus due to the fact that the dominant language in that town is Oshiwambo, a local language in Namibia. The data collected for Shiweda's (2013) study was carried out through non-participant observation of lecture room practices, interviews with six students and "little narratives" (p. 3), in which participants informed the researcher about their linguistic background and educational experiences related to language learning. Shiweda's (2013) study revealed that only students switch between languages in lecture rooms when communicating to their peers. This was done in order to emphasise and explain something that the lecturer said, and since the language the students switched to (Oshiwambo), was their native language and they felt comfortable using it amongst themselves.

Furthermore, Shiweda (2013) observed that the switch between languages occurred due to the fact that speakers from the Oshiwambo language group sat together, and could thus use their native language for communication. Additionally, students also switched between languages "when answering lecturers" (p. 35). Shiweda's (2013) study moreover revealed that "the dominance of Oshiwambo as community language seems to disadvantage students who are not L1 speakers of Oshiwambo" (pp. 48-49), as they are excluded from class

discussions by their Oshiwambo speaking classmates. It can be concluded that the use of more than one language in a lecture room is present at the Hifikepunye Pohamba campus, although it is only practiced by students during informal conversations or interactions, whereas, when communicating to lecturers, communication is done in English, the MOI. According to Shiweda (2013), although the majority of the people at Hifikepunye Pohamba campus are Oshiwambo L1 speakers, the medium of communication at that institution is in English. However, students tend to code switch when having group discussions in class.

A common underlying aspect between the above-mentioned studies is that they investigated the use of translanguaging by teachers or lecturers and students. Although the above scholars researched on a common topic, their studies rendered different results. While Creese and Black's (2010) focus was on how teachers and students developed pedagogical practices for institutions that support multilingualism as a resource for performance, Makalela's (2015) focused on how the use of translanguaging serves as a pathway for knowledge creation. According to Creese and Blackledge (2010) and Makalela (2015), the use of translanguaging by both teachers and students render positive academic results. The only difference is that translanguaging in Creese and Blackledge's (2010) study was used for language learning and teaching, whereas in Makalela's (2015) study, translanguaging is used as a means for epistemic access.

In contrast, although Shiweda's (2013) study reveals that the use of other languages in the lecture/class can be of great advantage, this does not apply to all students. Since only students who share a common L1 translanguage in class, this act created a social inequality.

The dominance of Oshiwambo as community language disadvantaged students who are not Oshiwambo native speakers. It created exclusion in the lecturer room discussions as not all students understood Oshiwambo. This finding has a negative effect on some students, which is contrary to Creese and Blackledge (2010), and Makalela's (2015) findings.

On the other hand, not only does translanguaging render positive academic results, but it also according to Hurst and Mona (2017), serves as a socially just pedagogy. According to these scholars, translanguaging highlights how pedagogies can “empower students who are disempowered by English monolingualism and it demonstrates how students respond positively to these pedagogies” (Hurst & Mona, 2017). In addition, Garcia (2011), points out that it is impossible to live in a bilingual community and communicate among multilinguals without translanguaging. The notion of translanguaging by lecturers at a multilingual institution in Windhoek, Namibia, specifically at UNAM main campus, remains under investigated. It is against this background that the researcher wished to fill the identified gap in literature by gathering primary data from lecturers and students through one-on-one interviews, questionnaires and observations.

Although various studies around the topic of translanguaging in the lecture room were conducted (Canagarajah, 2011; Creese & Blackledge, 2010; Heugh et al., 2017; Makalela, 2015; Shiweda, 2013; Simasiku et al., 2015; Van der Walt, 2013), and although most results yielded the same results, which conclude that translanguaging enhances understanding of content, the context of the study is different from the current one. Most

of the aforementioned studies were carried out in developed countries, and thus the similarities in results. Furthermore, the languages that are used as media of instruction, which are known as foreign languages in Namibia, are referred to as native or second languages in those countries. This thus, thirsts for answers as to whether the results obtained from previous studies will be the same as the results obtained from this current study. Moreover, this study focused on both students and lecturers, and looked at various modules, in different years of study. This is what made this study different from the previous ones.

2.4 Multilingualism and bilingual education

Due to economical, historical, social and political reasons, bilingualism and multilingualism are common in modern societies. Additionally, as a result of the widespread of the English language, most schools tend to include and teach another language and, minority languages, other than English (Cenoz, 2012). The inclusion of a language in a curriculum is to either serve as a subject or as a language of instruction. Cenoz (2012) defines multilingual education as using two or more languages in education. According to Cenoz (2012), this definition “focuses on the aims of education and considers the goals of multilingualism and multiliteracy as a requirement” (p. 2). This thus, does not involve the use of other languages, other than the language used at school, at home by bilingual students. However, no support for their home languages from school is received.

The definition of bilingual education puts into consideration the use two or more languages to teach (Baker, 2011; Cummins, 2008a; Skutnabb-Kangas & McCarty, 2008, as cited in

Cenoz, 2012). Cenoz's (2012) study sought to investigate bilingual education. According to Cenoz (2012), bilingual education exists, hence the researcher's quest to find out to what extent bilingual education exists or happens at UNAM, mainly in content subjects. Cenoz (2012) posits that multilingual education produces good linguistic skills and academic results. The researcher also sought to investigate this statement.

According to UNESCO (2003), bilingual and multilingual education refer to the use of two or more languages as media of instruction. This definition focuses on the aims of education and considers the goals of multilingualism and multiliteracy as a requirement (Cenoz, 2012). However, UNESCO (2003) adopted the term 'multilingual education' in 1999 in the General Conference Resolution 12 to refer to the use of at least three languages, the mother tongue, a regional or national language and an international language in education. The resolution supported the view that the requirements of global and national participation, and the specific needs of particular, culturally and linguistically distinct communities can only be addressed by multilingual education. In regions where the language of the learner is not the official or national language of the country, bilingual and multilingual education is present (Nuna, 2003). Therefore, multilingual education does not include situations in which bilingual and multilingual children speak languages other than the school language at home but do not get any support for their home languages at school (Cenoz, 2012).

Bilingual and multilingual education mean different things in different places. In Chinese schools, for example, bilingual education refers to the rapid growth in number of

Mandarin/English programmes for the Han majority, as well as developing programmes that use a combination of Mandarin and a regional language such as Yi in Hunan (Feng, 2005), or Uyghur in the Xinjiang region in the west (Schluessel, 2007). In contrast, in South Africa, a nation with eleven official languages, bilingual education is understood as mother tongue instruction throughout school, in addition to a second language taught as a subject to a high level of proficiency (Alidou et al., 2006). In other words, the criterion for what makes a programme bilingual or multilingual in a particular context can be the language backgrounds of the learners and or the language(s) they are taught in. Hence, they refer to programmes in which at least two languages are systematically employed as languages of instruction as bilingual education, including for the purposes of teaching academic content.

According to Gandara and Hopkins (2010), the purposes of bilingual and multilingual education programmes are diverse, ranging from development of advanced levels of proficiency and academic achievement in both target languages to the promotion of academic skills in a dominant language, but not in the pupils' home languages. Similarly, some programmes aim to help learners develop knowledge about a particular cultural group in addition to their own, while others have as their “primary orientation and mission the promotion of assimilation and acculturation of linguistically diverse learners into a mainstream or dominant culture” (Gandara & Hopkins, 2010, p. 4).

Moreover, Baker (2011) states that according to the linguistic background of the learners and the aims of the school, some broad categories of bilingual education have been distinguished which are: transitional, maintenance, and enrichment programmes.

Transitional programmes aim at language shift from the child's first language to the majority language and imply cultural assimilation. In the case of maintenance and enrichment programmes the second language does not replace the first. Furthermore, enrichment programmes aim at developing linguistic diversity. Baker's (2011) study found that in order to distinguish between the strong and weak forms of bilingual education, the following should be taken into account: the language background of the child, the language of the lecture room, and the linguistic, societal, and educational aims.

MacWhinney (2007) states that bilinguals and multilinguals have more opportunities to transfer knowledge and language governing rules from one language to the other. This makes it easier for them to learn overlapping cognates in form and meaning across languages. From this analysis, by virtue of the fact that bilinguals already know two languages, familiarity with language structures and rules of previous languages become very useful in their acquisition of another foreign language, and understanding of content. Similarly, Curtain and Dahlberg (2004) assert that experiences in learning a second language will facilitate teachers' interactions with their students' learning experience. In other words, competent teachers understand that a positive self-concept and a positive identification with one's culture are the basis for academic success (Curtain & Dahlberg, 2004).

A study by UNESCO (2003) states that education in many countries of the world takes place in multilingual contexts. Most plurilingual societies have developed an ethos which balances and respects the use of different languages in daily life. From the perspective of

these societies and of the language communities themselves, multilingualism is more of a way of life, than a problem to be solved. The study found that it is a challenge for education systems to adapt to these complex realities and provide a quality education which takes into consideration learners' needs, whilst balancing these at the same time with social, cultural and political demands. While uniform solutions for plural societies may be both administratively and managerially simpler, they regard the risks involved both in terms of learning achievement and loss of linguistic and cultural diversity (UNESCO, 2003).

When more than two languages are involved, it is more difficult to use all the languages as languages of instruction even if the school aims at developing multilingualism and multiliteracy. Examples of multilingual education such as at European schools, do not usually have three languages as languages of instruction but only two plus one or more languages as school subjects. Among the schools that can be considered multilingual as they aim at multilingualism and multiliteracy, some of them call themselves 'trilingual' since they aim at developing communicative skills in three languages (UNESCO, 2003). There is a great diversity of schools regarding the languages of instruction used at school.

Cummins (2008a) argues that though multilingual education aims at developing multilingualism and multiliteracy, it very often creates strong boundaries between languages by associating different languages to different teachers (one teacher, one language) or to different spaces (one language for each lecture room). However, multilinguals use their languages as a resource and often mix them in daily communication with other multilinguals. The influence of some teaching methods has created isolation

between the different languages in most school contexts but the interaction between the languages can be helpful in the comprehension of content taught (Cummins, 2008b).

2.5 Language Policy in Namibia

According to Johnson (2013), a language policy is a set of laws, regulations or rules enacted by an authoritative body like a government, as part of a language plan. Namibia was originally a German colony, but subsequent to 1915, South Africa occupied the country and the use of Afrikaans was widely implemented for many Namibians (Ijambo, 2007). After independence, English was introduced as the new official language, as Afrikaans represented the symbol of apartheid and oppression. Therefore, the then Ministry of Education, Youth, Culture and Sport (Ijambo, 2007) began developing the Language Policy for Schools in Namibia which was issued in 1991. The development of this policy was based on the recognition that Namibia is a multilingual society in which the use of the official language would contribute to unity in diversity (Ijambo, 2007). The Language Policy has two main aims which are to establish English as the official language and main medium of education, and at the same time to develop the native Namibian languages (Government of the Republic of Namibia, 1993).

The Language Policy of Namibia indicates that the seven-year primary education cycle should enable learners to acquire reasonable competency in English and prepare them for English as the medium of instruction in later stages of schooling (Ministry of Basic Education and Culture, 2003). At the same time, education should promote the language and cultural identity of learners whose mother language is not English (Government of

Namibia, 1993). Therefore, the medium of instruction in grades one to three should be the mother language or the predominant local language in order for learners to acquire the basic skills of reading, writing and concept formation, thereby creating a strong foundation for further language acquisition. During grades one to three, English should be taught as an additional subject, whereas grade four acts as a transitional phase from mother tongue or predominant local language, to English.

Moreover, the Language Policy goes on to state that all learners must study two languages as subjects from grade one onwards, one of which must be English. Grade four should be a transitional year in which the mother language plays a supportive role in teaching, with English as the medium of instruction. English should be the medium of instruction for all subjects in grades four to twelve, while mother languages should be taken as additional subjects (Government of Namibia, 1993).

However, according to Ministry of Basic Education and Culture (2003), it was not explicitly outlined how national languages, or mother tongues should be used in schools. There were discrepancies in the implementation of the language policy from region to region, as policy implementers, due to misinterpretation and manipulation, mainly preferred teaching through English rather than through the mother tongue (Ministry of Basic Education sports and Culture, 2003). Formerly disadvantaged learners were further marginalised in this process, as non-English speaking teachers were expected to teach through the medium of English (Totemeyer, 2010).

Unlike Namibia, language planning and policy in Botswana has been greatly influenced by the orientation of language diversity (Nyati-Ramahobo, 2004). The sense of stratification, however, between its official language, English, its national language, Setswana, and its other twenty-something indigenous languages, is even stronger in Botswana, except for the existence of Setswana which is the most widely spoken language (Frydman, 2011). Nyati-Ramahobo (2004) explains that language planning in Botswana has been influenced by the orientation of language diversity being perceived as a problem, in which minority languages, cultures, and identities must be eradicated. This orientation has led to a policy of assimilation under which all citizens must assimilate to the Setswana language and culture, and all children must learn Setswana and use it as a medium of instruction. The assimilation policy in Botswana suppresses minority cultures and languages and discourages their use in public domains. While Setswana is irrefutably the dominant indigenous language of Botswana in its role as the country's national language, English as the official language, permeates the social, economic and cultural lives of all educated Batswana (Frydman, 2011).

When dealing with the issue of language policy for South Africa, Owu-Ewie (2006) sees the main goal of language policy as to facilitate communication between the different language groups that comprise the population of South Africa so as to work against the effects of the apartheid language policy, while simultaneously encouraging multilingualism. The change in the language policy of South Africa that came with the new constitution in 1996 (South Africa, 1996) meant an increase in the number of recognised official languages from two to eleven. The recognition of several indigenous languages as

resources in the building of a democratic society may be interpreted as a will to alter the distribution of power amongst language groups. The South African constitution has a better protection for the African languages than the most of the African countries. In an effort to eliminate the domination of one language group by another, the drafters of the South African constitution decided to make all eleven of the country's major languages equal and official.

On the other hand, Owu-Ewie (2006) states that, the language policy of education in Ghana has had a diversified history since the colonial era. In May 2002 as stipulated by Owu-Ewie (2006), Ghana promulgated a law, which mandates the use of English language as the medium of instruction from primary grade one to replace the use of a Ghanaian language as the medium of instruction for the first three years of schooling, and English as the medium of instruction from primary grade four. This policy has attracted a lot of criticism from a section of academics, politicians, educators, traditional rulers, and the general populace because, Ghana has been a strong advocate of the African personality since Nkrumah's era Owu-Ewie (2006). The promulgation of the use of English as the medium of instruction in education and the abandoning of her indigenous languages in education is therefore in opposition to this ideology. Unlike most Francophone countries which had French forced on them as medium of instruction through the Brazzaville Conference of 1944 and made the use of local languages in schools forbidden (Djite, 2000), Ghana had the British lay a solid foundation for the use of the indigenous languages as media of instruction at the lower primary level.

To add on, Brock-Utne and Holmarsdottir (2004), looked at the problems and challenges of language policies in Tanzania and South Africa. Brock-Utne and Holmarsdottir's (2004) study found that the majority of learners in both countries struggle to learn academic content as a result of the foreign language used as MOI. Brock-Utne and Holmarsdottir (2004) concluded that "the language in education policy in most African countries lead many African pupils to fall even further behind" (p. 67). According to Brock-Utne and Holmarsdottir (2014), "what seems to be a learning problem or a matter of bad grades, drop out and repetition is really a language problem" (p. 67).

It is evident that the language policies of some African countries opt to teach learners in a native language during the first three or four years of early education, and have an official language as the MOI incorporated in the lecture room after the third year of basic education. However, as observed by Brock-Utne and Holmarsdottir (2004), most learners struggle with academic content due to the foreign language used as the MOI. The results of this study could be useful in regards to the revision of the language policy and language planning of not only Namibia, but possibly other countries as well.

2.6 Theoretical framework

The complexities of life, which are formalised conceptualisations, are captured by theories (Gallois et al., 2014). Theories enhance our understanding of life processes, and help us to be more precise with these processes. Theories, as supported by Gallois et al. (2014), are constantly under construction, revision, refining and are replaced or eliminated. Communication Accommodation Theory (CAT), is a theory of communication that is

concerned with behavioural adjustments that people make in intergroup interactions. This theory has been investigated by various scholars (Atalay, 2015; Mlambo, 2017; Ipinge, 2019; Joshua, 2014). These studies sought to investigate CAT in various contexts, such as in healthcare centres, schools and universities, regarding why and how people adjust their communication skills when interacting in intergroup encounters.

CAT was previously referred to as Speech Accommodation Theory (SAT). SAT was revised and later replaced by CAT, as the theory did not provide explanations for language attitudes with “more theoretical bites” (Gallois et al., 2014, p. 6). SAT was broadened or developed in order to not only explain the motivations underlying specific shifts in the way people speak, but also to explain the non-verbal cues that are used in social interactions.

This study utilised CAT which was developed by Howard Giles in 1970 (Orbe & Harris, 2008), as explicated by Joshua (2014). It provides a wide-ranging framework that is aimed at “predicting and explaining many of the adjustments individuals make to create, maintain or decrease social distance in interactions” (Giles & Ogay, 2007, p. 293). These adjustments include accent, tone, pitch, diction and gestures to name a few.

CAT has two key strategies which are convergence and divergence. Convergence refers to when an individual changes the way they speak in order to resemble their interlocutors. Individuals change the way they communicate on various linguistic, paralinguistic, and nonverbal features in such a way as to become more similar to their interlocutor's behaviour. Amid the many communicative behaviours that may be adapted are languages

and dialects, and features found within language groups, such as speech rate, pauses, utterance length, phonological variants, smiling, and gaze (Giles & O'Garra, 2007).

Convergence can enhance the effectiveness of communication, which is “known to improve the predictability of other’s behaviour” (Soliz & Giles, 2012, p. 5). Predicting the next person’s behaviour reduces uncertainty, interpersonal anxiety, and increases mutual understanding between communicators (Gudykunst, 2005). Converging behaviour should however come across as a natural element in communication. Griffin (2012) posits that any conversation can lead to convergence as long as the communicators have an interpersonal mindset whereby, they regard themselves and the other as autonomous individuals representing only themselves.

Divergence on the other hand, is a linguistic strategy whereby a speaker speaks differently from the person they are speaking to- the speaker does not linguistically accommodate their interlocutors. Individuals often communicate in a divergent way to emphasise, either to themselves or to the other, that they belong in a particular group that the other is not a part of (Griffin, 2012). Divergence in communication occurs when a speaker wishes to portray distinctiveness and identity (Soliz & Giles, 2012). For instance, if two individuals are engaged in communication, and one or both come to think of themselves or the other as representatives of a group, they will diverge from one another. Studies regarding CAT have shown that although interlocutors often regard divergence as impolite and rude, it is actually more common than convergence. According to Griffin (2012), this is since accommodation to the out-group might not be viewed favourably by in-group members and can cause relational concern. This study therefore explored the communication strategy that lecturers employ in the lecture room, and why they do so.

Moreover, the researcher used this theory, as well as the five sociolinguistic strategies (approximation, interpretability, interpersonal control, discourse management and emotional expression) of CAT by Giles, Gasiorek, and Soliz (2015), to determine the type of accommodation or non- accommodation strategy the lecturers use. Approximation refers to how individuals adjust their speech patterns such as the pitch, rate, volume, tone, use of dialect or accents to converge towards or diverge from their interlocutor's speech. Additionally, approximation occurs when speakers perceive that their speech patterns complement each other. Interpretability strategies on the other hand, focus on the conversational competence of the speakers. Interactants who modulate their language and word choice to ensure their words are understood demonstrate appropriate interpretability.

While interpretability highpoints the content of a conversation, discourse management strategies involve conversation processes to promote conversation between interactants. Appropriate discourse management strategies fulfil this through taking turns, changing topics as needed, responding to non-verbal cues and using conversational repair such as face maintenance. This then enables interactants to maintain a positive self-image, and prevents interactions from becoming ineffective or negative. Interpersonal control on the other hand, focuses on the roles and power relations between speakers. This strategy of CAT establishes common ground between the speakers in a form of equality. Emotional expression demonstrates 'empathy and reassurance' by responding to emotions and relational needs portrayed (Jones, Woodhouse, & Rowe (2007).

The five sociolinguistic strategies of CAT helped the researcher determine the type of accommodation or non- accommodation strategy the lecturer employed. According to Farzadnia and Giles (2015), CAT has the ability to enhance the understanding of the broad

range of language issues. This is thus, the reason why the researcher chose this theory, as it is one of the most appropriate for this study (Giles & Ogay, 2007).

2.7 Chapter summary

The chapter reviewed literature relevant to the study by defining and illuminating more on translanguaging, translanguaging in the lecture room, bilingual and multilingual education, as well as the language policy. The chapter furthermore discussed the CAT and its five sociolinguistics strategies.

CHAPTER 3

METHODOLOGY

3.1. Introduction

The chapter seeks to discuss the whole plan of the research which includes the research design. Population, sample, research instruments, procedure, data analysis, research ethics and the chapter summary.

3.2 Research design

The study adopted the qualitative exploratory design as it sought to explore the practice of translanguaging in the lecture room, at UNAM main campus in content subjects. The researcher explored the topic by investigating through the use of questionnaires for students and one-on-one semi-structured interviews with lectures.

A research design is referred to as the plan or blueprint of a research. It contains details of the methods the researcher uses, the procedures that the researcher follows when collecting data, and how the data is analysed. The research design goes about answering the research questions or fulfilling the research objectives of a study, and specifies the instruments that are used for data collection (Creswell, 2009). Moreover, the research design provides information on the type of data collected, as well as the sampling method, to name a few. The purpose of a research design is thus to acquire evidence which addresses the research questions or objectives. The research design holds the research project together.

To add on, (Creswell, 2009) further explains that a qualitative research aims at gaining preliminary insights into research problems. This type of research relies on data collected from a relatively small number of respondents through observations and asking questions. These questions are in most cases open ended questions.

This study is also exploratory in nature. An exploratory research design studies, examines, analyses or investigates something. It seeks for one to be familiar with something, through discovering. According to Vogt (as cited in Stebbins, 2011), exploration in the social sciences deals with a:

broad ranging, purposive, systematic, prearranged undertaking designed to maximise the discovery of generalisations leading to description and understanding of an area of social or psychological life. The emergent generalisations are many and varied, they include the descriptive facts, concepts, cultural artifacts, structural arrangements, social processes and beliefs, and belief systems normally found there. (p. 3)

Stebbins (2011) is of the view that researchers explore when they have little or no knowledge of a topic, phenomenon, crowd or situation, and thus tend to examine and investigate it. Stebbins (2011) further states that in order for a researcher to explore efficiently, he or she needs to be flexible and open-minded, so as to enhance understanding of what is being studied.

The researcher has chosen the qualitative exploratory research design in order to obtain in-depth information on the presence or absence of translanguaging in the lecture room, as well as opinions and attitudes of students and lecturers on the topic of translanguaging.

3.3 Population

Stebbins (2011) defines population as the main focus of the research study. It involves the large number of individuals that need to be studied or investigated, in order for the research question to be answered. The population of a study is also known as a well-defined group of individuals with similar characteristics. These characteristics according to Stebbins (2011) distinguish them from other individuals.

The population of this study was lecturers that teach and students that are taught content subjects from the Faculty of Humanities and Social Sciences (FHSS). After purposively choosing four modules from the FHSS, the total population was five hundred and forty-seven students and four lecturers. The researcher purposively chose the FHSS due to its proximity, as it is the faculty in which the researcher studies.

3.4 Sample

In research, it is not possible for a researcher to study the whole population. It is thus imperative that the researcher selects a representative number from the population to serve as the sample. Sampling is known as the process of choosing a representative number of individuals from the population (Majid, 2018). It is an important tool or method in research, as the population is usually too big to be studied. According to Majid (2018), a good sample

is a statistical representation of the population, and which is big enough to answer the research question.

Convenience sampling was used to administer thirty-two questionnaires to students from four classes who share the same module. This was done through sending the link of the questionnaire to the student representatives of each of the four classes, who then shared it with the rest of the class on their WhatsApp groups. This gave a sample size of thirty-two students. Due to the novel coronavirus, convenience sampling had to be used as the questionnaires were no longer hand delivered, but have been administered online and any student who wished to participate could do so by following the link shared with them.

Total population sampling (TPS) was used for the four lecturers. Glen (2018) defines total population sampling as, a type of judgmental sampling which studies the whole target population. In most cases, total population sampling is utilised when the population is too small to select a sample from it. The participants in a total population sample have certain similar characteristics that define them and differentiate them from the rest. The researcher thus used total population sample as the four lecturers were too few to be sampled.

3.5 Research instruments

A research instrument is a tool used to collect, measure, and analyse data related to a research topic (Wilkinson & Birmingham, 2003). These tools include interview guides, questionnaires or observation checklists, and are usually determined by the researcher, and is connected to the study methodology. Questionnaires, an interview guide and notebook,

and a voice recorder were used for this research. Open-ended questionnaires are defined as free-form survey questions that allow respondents to answer based on their knowledge, feelings, and understanding. This means that responses to such a questionnaire are not limited to a set of options. Open-ended questions are an integral part of qualitative research, which depends heavily on open and subjective questions and answers on a given topic of discussion with room for further probing by the researcher, based on the answer given by the respondent (Wilkinson & Birmingham, 2003).

3.6 Procedure

According to Bitonio (2014), the research procedure includes information regarding the activities to be undertaken in order to achieve the research objectives. This part of the research captures and provides a detailed description and information on the preparations of the research data collection. It discusses the data collection strategies, and approaches taken while obtaining data.

For this study, the researcher used questionnaires and interviews to collect the data. Due to the novel coronavirus pandemic, the researcher created an online questionnaire, which was sent out to WhatsApp groups of the four modules that were understudy. Additionally, interviews were conducted telephonically for the same reason. The link to the questionnaire was available for a period of two weeks. Since the study involved human subjects, the researcher obtained an ethical clearance from UNAM in order for the study to be conducted. Firstly, the researcher sent an email to the lecturers, briefing them about the research topic and the purpose of the study. The researcher then asked whether the lecturers

were willing to participate in the study. After agreeing to participate in the study, a date and time for the telephonic interview was communicated and set. The researcher then sent a consent form to the lecturers through email.

Furthermore, the researcher also requested the lecturers to brief the classes of the selected modules about the research study, and asked whether the cellphone numbers of the class representatives of those classes could be given to the researcher for communication regarding students' participation in the study. After receiving the cell phone numbers of each class representative from the lecturers, the researcher requested the class representative to share the link to the student questionnaire on their WhatsApp groups. The questionnaire included a section in which the students consented to participating in the study.

The telephonic interviews, which were for the lecturers, lasted for about thirty-five minutes, whereas the questionnaires were collected during a period of two weeks. For the interview, the researcher called the lecturer, re-introduced the study to the lecturer and established rapport before beginning with the interview. The interview was voice recorded, with consent from the lecturers. Notes were also taken during the interview.

3.7 Data analysis

The first thing that a researcher does when faced with data is to find underlying patterns, connections and the relationship, in order to find meaning. In research, once the data has been collected, the researcher tries to get information from it. Bhatia (2018) defines data

analysis as the process in which researchers take data and transform it to meaningful information. There are different methods of analysing data, depending on the type of research design.

Analysing data is the process of systematically applying methods to describe, illustrate and evaluate data. According to Shamoo and Rensik (2003), different analytical procedures allow for the drawing of inductive inferences from data. Data analysis in qualitative research includes the analysis of patterns in observations. One important component of ensuring integrity in data is the accurate and appropriate analysis of the research findings. According to Shepard (2002), improper statistical analyses distort scientific findings. This study utilised descriptive analysis where the researcher summarised the findings through underlying themes and patterns.

Questionnaires were analysed by employing narrative analysis, while interviews were analysed through thematic analysis where themes were identified and analysed. The two types of accommodation processes (convergence and divergence) were also used to analyse the data in order to determine which of the five sociolinguistic strategies of CAT (interpretability, approximation, interpersonal control, emotional expression and discourse management) were used. Narrative analysis is used to analyse content from a myriad of sources such as observations and questionnaires. It focuses on using the stories and experiences shared by the participants to answer the research questions (Bhatia, 2018). Data analysis is the most important component of research as it produces the results and legitimacy of the research.

Thematic analysis is a method used to identify, organise and offer insights into patterns of themes studied from the data collected. It looks at common themes and enables the researcher to make meaning out of it. According to Braun and Clarke (2012), thematic analysis explores the explicit and implicit meanings within the data collected. Coding of thematic analysis was thus used by the researcher, by developing themes and identifying items of analytical interest in the data. Braun and Clarke (2012) further posit that thematic analysis is used to explore questions about participants' experiences and perspectives, behaviour and practices, the factors and social processes that influence and shape particular phenomena and the norms and rules that govern particular practices, such as translanguaging. In addition, thematic analysis can be used to analyse most types of qualitative data such as interviews, focus groups, surveys, observations and field work. In thematic analysis, the researcher examines the data to identify common themes such as ideas, topics and patterns of meaning that come up repeatedly. The researcher then collects data from the identified themes in order to report on the research objectives of the study by examining each question and response thoroughly.

3.8 Research ethics

Research ethics are the etiquettes for scientific researchers. Adhering to ethical principles in research is of utmost importance in order to protect the dignity, rights and the welfare of the research participants. It is hence, imperative that all research involving human beings be reviewed by an ethics committee to ensure that proper ethical standards are being maintained (World Health Organisation, 2020). Research ethics provide guidelines on how the research is supposed to be conducted, and how the researcher should conduct the

research responsibly. Some of the principles that the researcher is required to uphold are honesty, integrity, objectivity, respect and openness, confidentiality and non-discrimination (World Health Organisation, 2020).

The research involved human subjects; thus, the researcher applied for an ethical clearance and guidelines from the University of Namibia to conduct the study. The data collected from the participants have been solely used for the purposes of this study. Participants' credentials have been kept anonymous and confidential by the researcher, and their human rights were respected. Participants and respondents were referred to as "Participant 1", "Participant 2" and so forth, whereas the modules were referred to as "Module W", "Module X", "Module Y" and "Module Z". All sources used in the study are acknowledged by applying in-text citations and mentioning them in the reference list to avoid plagiarism.

3.9 Chapter summary

This chapter discussed the research design of the study. The study used a qualitative exploratory design, and analysed the data using narrative analysis as well as thematic analysis. Interviews and questionnaires were used to collect the data.

CHAPTER 4

DATA ANALYSIS

4.1. Introduction

This study investigated students' and lecturers' views on the presence or absence of translanguaging in the lecture room, at UNAM main campus, in content subjects which aim at acquiring information and knowledge, rather than to attain competence in a skill. It sought to find out whether translanguaging has an effect on students' learning of academic content and their academic results. The investigation was guided by the research objectives in Chapter One. The previous chapter discussed the research methodology, by illuminating on how data was collected. The present chapter, therefore presents the analysis, and discussion of the data collected as outlined in the preceding chapter, based on themes emanated through narrative analysis. The research findings are presented research question by research question, for purposes of structure and organisation of the results of the study.

4.2 Analysis of findings from the questionnaires

4.2.1 Linguistic diversity

The study involved first, second, third, and fourth year students from the Faculty of Humanities and Social Sciences. Thirty-two students participated in the study. The rationale behind selecting students across different years of study was to find out whether there is a link between lecturers using more than one language in the lecture room and the year of study. Based on the findings, there seem to be no link between lecturers' use of other language (s) during the lessons, and students' year of study. Findings from the students' questionnaire revealed that there is linguistic diversity not only in the lecture rooms, but at the university at large. A total of seven of eight first year students reported

that they are Oshiwambo native speakers, while one student reported that they speak Otjiherero. In the second year module, there are four Oshiwambo native speakers, two Shona native speakers and one Umbundu native speaker. Furthermore, in the third year module, there are four Oshiwambo native speakers, two English native speakers and one Nyemba native speaker. Finally, in the fourth year module, five students reported that they are Oshiwambo native speakers, one student reported that Xhosa is their native language, one Sifwe native speaker, one Nyemba, one Thimbukushu and one Rukwangali native speaker. These statistics are similar to those reported by the Government of Namibia (2018), which shows that Oshiwambo speakers make up most of the population of Namibia. However, in this case, the Oshiwambo speakers make up the most of the university's population.

Moreover, the findings exposed that most respondents are from the same continent, Africa, and only two are international students. In addition to the findings of students' mother tongues, students also responded that they are multilingual, with only five of the thirty-two students being bilingual. Lastly, seventeen students speak three languages while ten students speak more than three languages.

Table 4. 1 number of languages spoken by the questionnaire respondents

Number of languages spoken	One	Two	Three	More than three
Number of students	0	5	17	10

Of the thirty-two respondents, seventeen speak three languages, while ten speak more than three languages. Additionally, five of the respondents speak two languages. None of the respondents speaks one language. This finding proves that UNAM indeed has multilingual students. Moreover, the finding further shows that the respondents were suitable for the study as they speak more than one language, and thus presented data that is relevant to the topic under study.

Moreover, all thirty-two students that completed the questionnaire indicated their current year of study. From the thirty-two students, ten comprised of fourth year students who were the majority, while the third year students made up a total of seven. Similarly, seven of the respondents indicated that they are in their second year of study while eight are in their first year of study. This finding is relevant to the study as the researcher was able to determine whether translanguaging occurs due to the level of study of the students. These findings support the statement that UNAM main campus is a multilingual and a multicultural institution with students from various linguistic backgrounds. An institution or a community is believed to be multilingual when an individual speaker or community of speakers use diverse languages (Arunachalam, 2011).

Table 4. 2 year of study of the students

First year	Second year	Third year	Fourth year
8	7	7	10

The above table shows the number of students that answered the questionnaire, and their years of study. The data is relevant as it shows that different students from different levels of study participated in the study, thus findings were not biased in terms of the level of study.

4.2.2 Translanguaging in the lecture room

Table 4. 3 number of languages spoken by the questionnaire respondents

Number of languages spoken	One	Two	Three	More than three
Number of students	0	5	17	10

The findings of this study reveal that most lecture rooms at UNAM main campus are heterogeneous as students from different linguistic backgrounds and nationalities are included in a class. This finding is similar to Shiweda's (2013) study which reports that students from different backgrounds, language communities, different nationalities and various tribes are comprised in one class.

Table 4. 4 number of students who have experienced a time where any lecturer used another language other than English in the lecture room

Yes	No
21	11

According to this finding, twenty-one students have experienced a time in which a lecturer used another language other than English in the lecture room. This thus proves that translanguaging occurs in UNAM main campus' lecture rooms. The importance of this finding is that it not only serves as proof of the presence of translanguaging in the lecture room, but it also gives the opportunity to know how often lecturers incorporate another language in the lecture room and for what reason.

Table 4. 5 how often lecturers make use of more than one language during lessons

Often	Sometimes	Always	Never
5	7	9	11

All thirty-two respondents responded to this question. Of the thirty-two, seven indicated that their lecturers sometimes use other languages in the lecture room, while eleven indicated that their lecturers never use any other language other than English. In addition, nine students indicated that their lecturers always use other languages during lessons, while five indicated that the lecturers translanguage often. In total, that makes twenty- one percent of lecturers that translanguage in the lecture room.

Twenty-one out of thirty-two students reported that they have experienced a time in which a lecturer used another language during lessons together with English. The reasons that the students gave as to why they think lecturers used another language together with English

in the lecture rooms include, to explain and emphasise a point, to clarify a point, lack of knowledge of a word or phrase in the English language, and to make the lesson fun and interesting. The statistics that showed the respondents' mother tongues revealed that only two students out of the thirty-two are English native speakers. The remaining thirty respondents stated to have acquired English as a second language.

This finding could possibly mean that those thirty students do not know or understand some English words or phrases very well. This can thus support the point that lecturers used another language or languages alongside English, in order to explain or emphasise a point. Seven out of thirty-two students explained that one of the reasons that lecturers translanguage in the lecture room was in order to explain concepts better. This helped the students understand the concepts by using a language that they could relate to. This finding supports the CAT, as it states that people converge in order to accommodate their interlocutors. That is, in this case, lecturers translanguage in order for the students to better understand concepts taught (Giles & Ogay, 2007). Participants 1, 5 and 14 explained why they think the lecturer used other languages together with English during lessons:

Participant 1: *“In order to explain what he/she was lecturing; to make us understand more as we failed to understand when it was explained in English.”*

Participant 5: *“The point the lecturer made was easier to understand in the language he transitioned into.”*

Participant 14: *“The lecturer used three languages in addition to English to make us understand what he was explaining which made it easier for us to understand.”*

Respondents further shared that the reason for lecturers translanguaging was to help the lecturer emphasise the point that he or she was trying to make and therefore help the students understand. These views are consistent with those of Garcia (2009) who also found that making use of more than one language in a lecture room makes communication more effective and allows for better understanding. Lecturers that used more than one language in order to help students understand academic content better, can be said to have employed the discourse management strategy of CAT. This is due to the fact that they adjusted their way of communication based on the perceived or stated conversational needs of the students (Giles et al., 2015). Participants 10 and 18 had this to say in order to support their points:

Participant 10: *“Most of us did not perceive the content so they used another language because they wanted to emphasise the point.”*

Participant 18: *“To emphasise a point we did not understand.”*

Moreover, five respondents indicated that lecturers used more than one language during lessons to clarify a point, while four students responded that lecturers used an additional language as the lecturers lacked knowledge of the English word, and could thus only use or explain it in their native language.

Participant 2: *“To explain words that they cannot explain in English as some phrases are not really known and can not be well explained in English.”*

Participant 20: *“I think they struggled with certain terms so they would use another language to better explain what they are trying to put across in the lesson.”*

Participant 21: *“They used Otjiherero because they do not know the word in English.”*

To add on, five students responded that lecturers use various languages in the lecture room in order to make the lesson more fun and interesting. According to Cummins (2008b), interaction between languages can be of great help in comprehending content. It can be concluded that the responses of these five students is in agreement with Cummins view. The following are the responses from the students:

Participant 3: *“To make lesson fun and help students understand better.”*

Participant 6: *“To attract students’ attention and encourage us to participate in the lesson.”*

Participant 29: *“She got frustrated because nobody was listening to what she was saying, and thus decided to use Oshiwambo to make it interesting and get our attention.”*

On the other hand, eleven students responded that they have never experienced a time where a lecturer used English and another or other languages in the lecture room during

lessons. The reason as presented by the respondents was because English is the medium of instruction and it is the language that most people are able to understand. Additionally, the respondents stated that the reasons why lecturers do not translanguage is due to linguistic diversity in the lecture room and using other languages during lessons would be a disadvantage to other students who do not understand those languages. Here, it can be seen that these lecturers used the divergence strategy of the CAT as explicated by Giles et al. (2015) as they do not try to accommodate their students when giving lectures. Participant 8 had this to say to support this view:

Participant 8: *"I believe the lecturers only use English because my diverse class of twenty students is well versed in English. I believe that my entire class understands English well and there is therefore no need to make use of other languages to explain the taught content."*

Participant 30, who has also never experienced a lecturer using another language other than English had this to say to support the statement:

Participant 30: *"Because it's a group of diverse students, I don't believe it would be fair for the lecturer to speak a language some students don't understand."*

The following presents more evidence from the findings regarding students' views on whether to- or not to translanguage:

Participant 9: *“They maybe felt like they will disadvantage someone else who does not understand the other language, if they use another language other than English.”*

Participant 16: *“English is the medium of instruction and there are people from different tribes at UNAM who may not understand some languages.”*

Participant 31: *“My class consist of different tribes from different countries, therefore, using another language which is not English will exclude others.”*

It is evident from the responses that students feel differently about the use of other languages together with English during lessons. While those that seem to be in favour of the idea mentioned better communication and therefore understanding, those that were not for the idea shared that it may lead to some students being excluded. The most common reason that was given by the students was that since UNAM main campus encompasses students from different backgrounds and cultures, thus using other languages in addition to English during lessons will disadvantage them.

Furthermore, one student mentioned that lecturers use English during lessons in order to maintain professionalism. A lecturer using English to maintain professionalism can be regarded as interpersonal control of Communication Accommodation Theory as explicated by Farzadnia (2015, as cited in Basimike, 2018) as the lecturer adapted the way they communicated to suit the role that they are playing, which is the role of an academic in a position to impart knowledge. These responses from the students are in line with Shiweda's

(2013) view that the use of another language during lessons disadvantages other students, although, Shiweda's finding was practiced by the students and not the lecturer.

The present researcher is of the view that although eleven of the thirty-two respondents think it is better for lecturers not to translanguage, the incorporation of another language during lessons has more benefits to students. This is because based on the findings, translanguaging has proven to be an effective teaching practice in an educational context. To add on, this is in view with Mazzaferro (2018) and Mwindi and Van der Walt (2015) who state that translanguaging produces positive results in students' attainment and understanding of a content topic. Wei (2018) additionally supports the idea that translanguaging be practiced in lecture rooms as it is a fruitful pedagogical practice where the MOI of an institution differs from the languages of the students.

4.2.3 English as the only MOI and content learning, and students' academic performance

The researcher also sought to investigate the link between the use of English as the only MOI, students' ability to understand academic content, and its effect on students' academic results. The question as to whether the language(s) that is used in the lecture room during lessons, has an effect on learners' ability to grasp content and their academic performance has yielded positive results. All thirty-two students responded to this question. Twenty-eight respondents shared that there is indeed a link between the use of English as medium of instruction, and students' ability to follow and understand the lecture content. Some students shared that most students have been taught English from a young age and such,

are more likely to understand and follow academic content if the lessons are given in English. Participant 4, who is one of the students who are of this opinion had this to say:

Participant 4: *“Yes. Considering the fact that most students had to go through the education system, being taught English as the official language, instructions given in English are more likely to be understood and followed by all, than instructions given in another language.”*

Students also shared that knowledge of the English language is a requirement for one to be registered as a student at the University of Namibia therefore, it should be a requirement that all students should be able to understand lessons that are presented in the English language. However, some students shared that there is also a negative relationship as some students struggle to communicate in the English language since it is not their mother tongue. This may then affect their ability to understand and follow academic content during lessons, thus putting them at a disadvantage compared to the students who have a good English background. Participant 5 responded with this:

Participant 5: *“Yes, I think so. Some students are from a background where English has not been taught well. Such students could find it challenging to understand the taught content and some students could also find it difficult to express themselves.”*

Based on these responses, one can conclude that there is indeed a link between the use of English as medium of instruction, and students’ ability to follow and understand the lecture

content. The link can either be positive or negative depending on the circumstances presented. In addition, one student shared that there is no link but was unable to support the view. Another student is of the opinion that it is not always about the students' ability to understand the English language. The respondent explained that at times, it is also about the lecturers' ability to express themselves well in the English language and to pronounce words clearly that affects the students' ability to understand and follow academic content during lessons. Lastly, two students shared that there may be a link between the use of English as the only medium of instruction and students' understanding of content topic, as well as their academic performance. They also said that they are not sure as to how and did not provide any further details. These findings reflect Makalela's (2015) study which aimed at exploring translanguaging as a pathway to the creation of knowledge. The findings inform that using English as the only medium of instruction may enhance or decrease students' understanding of what is being taught.

Furthermore, respondents also expressed their views to whether the use of English as the only medium of instruction has an effect on students' academic performance. Thirty-two responses were received on the question of whether the use of English as the only medium of instruction has an effect on students' academic performance. Of those that responded, majority are of the view that the use of English as the only medium of instruction affects the students' academic performance negatively. These views are similar to those of Ministry of Basic Education sports and Culture (2003) who is also of the opinion that the use of the English language negatively affects the academic performance of learners and students in Namibia since it is not the mother tongue of most individuals and also that it

may lead to misinterpretations, all of which can affect academic performance. Participant 1 had this to say:

Participant 1: *“Yes, it could. Students who are not from rich backgrounds in English could find it difficult to express themselves and to understand the taught content compared to students who have been in backgrounds where English has been well taught. This could be a determining factor of how well students perform.”*

On the other hand, eight of the respondents indicated that the use of English as the only medium of instruction does not negatively affect academic performance, as all students are expected to have some knowledge of the English language. According to these respondents, even if they are not the best at the language, as long as they are able to understand what is being said, they will be able to perform just like someone who speaks and understands English exceptionally well. Participant 12 is of the view that the use of English as the only medium of instruction does not in any way affect academic performance since academic performance is not solely dependent on the language but that there are also other factors that come into play:

Participant 12: *“No, even if students were taught in their own mother tongue some students would still fail because performance is not about the language but based on human intellect. All humans differ within their own aspects with regards to specific tasks that they do.”*

Based on the findings, the present researcher believes that using more than one language in the lecture room does not have a negative effect on the academic performance of students. Instead, the use of additional languages to explain concepts that can not be explained in the English language may be to some extent beneficial to the bilingual or multilingual student. The student does not only develop and improve his or her academic skills, but it also contributes to the comprehension of content topic. This finding is in contrast to Van der Walt's (2015) study which states that multilingualism has consequences like poor academic performance. Gandara and Hopkins (2010) posit that the purpose of using more than one language in the lecture room range from developing academic achievement and promotion of academic skills.

4.2.4 Current education system and the incorporation of another language

The students were asked to share their views on the current education system where English is used as the only medium of instruction. All thirty-two students responded to this question. Then thirteen respondents expressed that the current education system is fair because English is the lingua franca in Namibia and if the learner can learn it from an earlier age then that would benefit them in the long run. Also, eight respondents expressed that it would have been best if learners can be taught in English right from grade 0 so as to increase their chances of being competent speakers of the language. The respondents further argued that if English is the official language and it is the language that they will be expected to speak at university and in the workplaces, then it only makes sense that they learn it from an early age. Participant 4 is of the view that learners should start learning at an early age as that is when they are able to learn at a faster rate:

Participant 4: *“Well, if the world's medium language is English, then English it is. I thought it was from the very class of a child. Which I suggest it should be. The early years of development are important as children learn faster at this stage.”*

Participant 13 expressed that learners should be taught English from an earlier grade and should not have to wait until grade four related it to being the reason why some students fail English in Grade 12:

Participant 13: *“Actually, I don't like the whole idea at all because young children were supposed to learn English from a very early stage of life. This is how they gain confidence in speaking and reading it in public especially. It might be that the reason why grade 12 learners fail English as a subject in their NSSC (National Senior Secondary Certificate) exams.”*

On the other hand, ten respondents are of the opinion that learners should be given an option to choose which language they would like to be taught. They motivate their answers by pointing out that there are different people from different cultures, and that it is not fair that every child should be expected to learn the English language. One student shared that local students would especially benefit if UNAM introduces indigenous languages to be used alongside English as the medium of instruction. This finding is in line with Frydman's (2011) study which suggest that Namibia's language policy be revised in terms of allowing for the incorporation of indigenous languages to be used alongside English. This suggestion can be very beneficial to the Namibian nation as indigenous languages and English have

complementary roles, in different places, including the academic institution. This statement strengthens the argument that indigenous languages be incorporated in lecture rooms or classes during lessons. Namibia is a multilingual nation, and less than 2 percent of its population (Frydman, 2011), are fluent in English. Thus, having English as the medium of instruction should be revisited. Participant 10 had this to say:

Participant 10: *“I don’t think it is a good system. I think learners should be given an option to choose the language that they would want as a medium of instruction. It should however be noted that the work culture and environment should consider such factors and accommodate people who come from such systems.”*

Based on these findings, it can be concluded that most students believe it is best that English is learnt from an even earlier grade than stated in the language policy. Additionally, the findings also report that students are in favour of the incorporation of other languages in the lecture room during lessons. This incorporation could help students in the comprehension of academic content, as well as the development of language and communicative skills.

On the question as to whether lecturers should be allowed to use another language in the lecture room together with English, thirty-two students gave their opinion on whether it should be allowed or not. Of the thirty-two, eighteen students are of the opinion that the use of other languages other than English should be allowed in the lecture rooms. The reasons provided are that the use of other languages will help the lecturers explain the

content of the subject better and thus help the students understand better and therefore perform better. These findings are similar to those of Hurst and Mona (2017) whose study revealed that using two or more languages to communicate improves the ability of students to understand the content being taught. Participant 3, who is also of the opinion that lecturers should be allowed to use other languages other than English in the lecture rooms had this to say:

Participant 3: *“Common slang can be used, sometimes people understand better by relating themselves to situations or explanations.”*

With the above quoted response, it can be seen that the student is in support of slang being used in the lecture rooms, even if it is not in English. This is so in that these are usually words and phrases that most people are familiar with and using them will not lead to anyone being excluded. Furthermore, this can be related to the interpretability sociolinguistic strategy of CAT since by using slang, the lecturer would be trying to accommodate everyone by using common slangs that all the students are able to understand or relate to. On the other hand, fourteen students were of the opinion that no other language other than English should be used in the lecture room as English is the medium of instruction. Using any other language would lead to some students being left out of the conversation. On this, Participant 12 responded:

Participant 12: *“To my opinion, I don't think it's right. Language to be used must just be English (Official language) that's all. Otherwise, other people that don't speak the*

language that was used (e.g Oshiwambo) will be left out because they don't understand which is not fair.”

In the above quoted response, the student suggests that English remains the only medium of instruction in the lecture room. This argument is based on the fact that Namibia is a multilingual country, therefore, using an indigenous language alongside the medium of instruction, English, may disadvantage other students who may not understand that specific language. With this argument, translanguaging thus becomes a problem within the Namibian context, considering its richness in many languages (Frydman, 2011). Hence, fourteen students believe that lecturers only make use of English because the university comprises of students from diverse cultures and countries. Using any other language to explain concepts will impact the learning process of those that do not understand the language being used. According to Cummins (2008b) the interaction between languages can be helpful in grasping academic content. Which is in line with the findings of this study.

4.3 Analysis of findings from the interviews

4.3.1 Linguistic diversity and translanguaging in the lecture room

The study involved four lecturers that teach content subjects at UNAM main campus. The basis behind investigating how many languages the lecturer speaks was to determine whether the lecturer made use of their different linguistic repertoires in order to teach content effectively to the students. One of four of the lecturers, lecturer of Module Y, reported to be bilingual, as the lecturer only speaks English and Khoekhoegowab.

Additionally, the lecturer for Module Z speaks two languages fluently, which are English and Shona, and the other language not so fluently, which is Ndebele. Moreover, the lecturer for Module X speaks five languages. Apart from English, all the other languages spoken by the interviewees are indigenous languages which are Shona, Chickuna, Ndebele and Chitumbuka. Lastly, the lecturer for Module W speaks English, Afrikaans, Oshiwambo, Portuguese and Otjiherero. These findings report that the lecturers are multilingual and come from different linguistic backgrounds. It is this very factor of multilingualism that drew the researcher to interview bilingual and multilingual lecturers and investigate whether the lecturers use translanguaging in the lecture room or not.

When asked whether they incorporate another language during lessons, the lecturer for Module X reported that they do not use any additional languages during lessons. The reason for this is that, according to the interviewee, they are not fluent in any local languages. In addition to this, the respondent further stated that if they knew how to speak any local language, they would actually incorporate it in order to aid the understanding of students. In contrast, the lecturers for Modules Y and Z both confidently responded that they indeed use other languages when lecturing as the additional languages would help them explain concepts and phrases not translatable in the English language. Moreover, the lecturer for Module W found this specific question to be “tricky”, and was of the view that since the English language itself consists of words that have been borrowed from other languages, it is not possible to use the English language without incorporating another language.

The lecturer for Module Z stated that the reasons for using other languages other than

English are so that students can gain a better understanding of the content that is being taught and also to create an environment where students can feel included. The views of Module Y are in line with the approximation strategy of CAT Farzadnia (as cited in Basimike, 2018) since by using another or other languages to aid understanding, the lecturer is adjusting their communication patterns in such a way that it comes off as familiar to the students. Similarly, Module W also expressed that other languages such as English and Oshiwambo are used to help students understand concepts better.

To add on, according to the findings of the study, the languages that are most commonly used in the lecture rooms other than English are Afrikaans, French, Otjiherero and Oshiwambo. Meanwhile, Shona was least used. The present researcher believes that Shona is the least used language as most students in a lecture room comprise of citizens, thus the frequent use of local languages.

All four lecturers that were interviewed responded to the question of whether they think that other languages other than the language of instruction should be used in the lecture room. The lecturer for Module W is of the opinion that other languages should be used in the lecture rooms to make those whose first languages are not English feel valued and appreciated. By trying to make the students feel valued and included the lecturer is accommodating the emotional needs of the students. This strategy is called emotional expression and is one of the five strategies of CAT (Farzadnia 2015, as cited in Basimike, 2018). Similarly, the lecturer for Module Y is also of the idea that other languages other than the language of instruction should be allowed. The interviewee also added that this

does not mean that the language should be used in full, but rather that phrases can be used to elaborate the point that is being made for the purpose of enriching communication. The lecturer for Module X is of the view that the question is political. The interviewee also added that indigenous languages should be embraced as that is our heritage. On the other hand, the interviewee also feels that sticking to English will enable students to have a common identity and will enable everyone in the society to have a common language to communicate in, thus preventing social exclusion. Lastly, the lecturer for Module Z is in great approval that other languages should be incorporated during lessons. The interviewee responded:

”The aim of the university is not only intellectual, but cultivating the mind of the students is also one of the university’s aims, and language plays a vital role in this. It is pivotal to understand that languages are complementary and should not be viewed as competing against each other. Since we are currently hearing and using the slogan “Black Lives Matter”, what about “Black Languages”? I think it can be of great advantage to our students if we make use of Namibian languages when lecturing- even MTC makes use of “Namlsh” instead of British or American English when advertising their products. This is because that is the language that the people understand, and it creates a sense of oneness, and makes us unique with our own idiosyncratic.”

It can be concluded that the above quotation is in line with Garcia (2011) who posits that to translanguage means engaging multilinguals in order to make sense of their bilingual worlds. Moreover, the focus is on how multilinguals use their linguistic repertoires, which

are observable, to make sense of their interactions and not on the languages used. Furthermore, lecturers mostly use discourse management and approximation as translanguaging strategies in the lecture room. However, interpretability, interpersonal control and emotional expression of CAT are also used, although at a minimal level.

4.3.2 The link between the use of English as a medium of instruction, students' ability to follow and understand the lecture content and academic performance

All four interviewees answered the interview question of whether students' performance is affected by how they respond or ask questions in class. Of the four interviewees, one indicated with certainty that students' performance is affected by how they respond or ask questions in the lecture room. The interviewee elaborated on the answer by saying that students who live in a multilingual environment find it challenging to stick to one language. The lecturer for Module W had this to say:

“Considering that Namibia is a multilingual country and therefore a multicultural nation and coming closer to home, UNAM is a multicultural institution and has students from various cultural backgrounds. Sticking to English only is a bit difficult, and that is where they have to translanguage in the lecture room, in order to understand what is being explained better. So yes, there is a link between student's performance and the English language, because the English is affected by the mother tongue when they respond in the lecture room.”

These findings are consistent with the discourse management sociolinguistic strategy of CAT. By taking into consideration how the use of English affects academic performance,

the lecturer is trying to see what would work in the best interests of the students and therefore accommodating their needs. The lecturer of Module W also found that there is a relationship between student's performance and the way they ask questions and respond in class. In addition, the lecturer for Module Z also indicated that students' performances are affected by how they respond or ask questions in the lecture room. The interviewee further added that not everyone is fluent in English, pointing out that those who are not fluent in English are limited and can not ask questions in the way that they would like. Similarly, they are also not able to fully grasp the content of what they are taught, thus affecting their academic performance. The lecturer for Module X on the other hand, was not able to give a specific view and expressed that academic performance can mean many things depending on the context in which it is used.

4.3.3 Views regarding the current education system in relation to Namibian lecture room or class rooms

All four interviewees shared their views on the current education system where English is used as the only medium of instruction from grade four onwards. The lecturer for Module W is of the view that there is a need for the current education system to be revised since it is an "unfair sentence" for fourth graders to have English as the only medium of instruction from grade four onwards. The interviewee added that English should be used alongside another language even until university level. However, the lecturer for Module Y is of the opinion that English should not only be introduced in grade four but should already be used in the classroom from grade one. The interviewee further added that English should be

used from an earlier age but other languages should also be presented at the same time. The interviewee further had this to say:

“We need to understand that we are trying to prepare our children for the global world and English is the norm. So, I think English should be taught from grade one, of course while presenting other languages as well but English should be taught from grade one. If this is done at an earlier age, then the performance and the competence of English in children will be much better. Also, using English from grade one enhances the learning of students and it does not hinder the process of acquisition because as children grow up, they acquire language much easier than adults.”

The lecturer for Module X expressed that it actually depends on the context. The interviewee went on to say that if it is a place where people from different backgrounds reside, then it would make sense to use English as the medium of instruction in order to create a society where nobody feels excluded. On the other hand, the interviewee stated that it would make no sense to use English as the medium of instruction in a place such as Ongwediva or Omuthiya for instance, where majority of the people speak Oshiwambo. Moreover, the lecturer for Module Z further added that languages should not be in competition with each other but that they should rather be seen as distinct and complementary.

4.4 Chapter summary

This chapter analysed the data through narrative and thematic analysis. The chapter discussed responses from students and lecturers based on their views and experiences of

translanguaging in the lecture room. The chapter further discussed students' and lecturers' views on the current language policy. The next chapter concludes the study and presents a few recommendations for future studies.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter (Chapter 4), focused on data presentation, analysis and discussion. The present chapter (Chapter 5) presents a summary of the findings. The summary is based on the data analysis obtained from the interviews and questionnaires as presented in the preceding chapter.

5.2 Summary of findings

The study's findings are summarised through themes which are inclined by the research objectives. The themes are: linguistic diversity and translanguaging in the lecture room, the link between the use of English as a medium of instruction, students' ability to follow and understand the lecture content and academic performance and lastly, the current education system and the incorporation of another language. These themes meet the research objectives as they fulfil the purpose of the present study.

5.2.1 Linguistic diversity and translanguageing in the lecture room

The study found that there is linguistic diversity in the lecture rooms as the classes are comprised of students from various linguistic backgrounds. In addition, the study also revealed that the lecturers of the modules that were studied are multilingual. Twenty-one out of thirty-two students reported that lecturers do translanguage in class, while three out of four lecturers stated that they do use more than one language in the lecture room. Although a class may be comprised of different students from different linguistic backgrounds, as well as nationalities, both the students and lecturers explained that the use of more than one or two languages in the lecture room can be of the students' advantage. Creese and Blackledge (2010) and Makalela (2015) concord with this statement as they posit that the use of English and an indigenous language, or the incorporation of another language alongside English can benefit the student and has both social and cognitive advantages. This may be the case in Namibia considering only a small number of people speak and understand English, as well as for the fact that it has diverse languages. Thus, using another language alongside English in Namibia can be beneficial not only in educational institutions, but in any other place.

Both the lecturers and students posited that reasons for lecturers translanguageing in class, is that it helps with the content of an assignment. Some of the reasons raised in the interviews and questionnaires include: to explain and emphasise a point; to make the lesson more interesting; to clarify a point; and because the lecturer lacked knowledge of a word or phrase in English. However, eleven students also reported that they have not experienced

a lecturer use two or more languages in the lecture room. This results from that their view of “English-only” is an idea in the schools and some teachers of English for Academic Purpose.

Moreover, the study found that of the five various sociolinguistic theories of CAT, lecturers used discourse management and approximation more, compared to interpretability, interpersonal control and emotional expression. Approximation and discourse management were the most used sociolinguistics strategies of CAT as lecturers adjusted the way they communicate their answers, and due to the perceived or stated conversational needs. This finding mirrors Gudykunst’s (2005) study which posits that converging, in this case, translanguaging, promotes and enhances mutual understanding between communicators. However, one lecturer reported that they do not translanguage as they do not know how to speak any local languages. These findings fulfil objective one of the present study.

5.2.2 The link between the use of English as the only medium of instruction, students’ ability to understand and follow content, and academic performance

The results of the present study revealed that there is a positive link between how lecturers use languages in the lecture room to explain, emphasise and clarify a point, and students’ attainment of content and their academic performance. Students and lecturers responded that using two or more languages in the lecture room alongside English, may help students understand content better. This does not only help students, as lecturers may also lack the knowledge of a word or phrase in the English language. Moreover, lecturers also mentioned that using more than two languages in the lecture room improves students’ communicative skills. In addition, a certain lecturer is of the opinion that other languages should be used

in the lecture rooms to make those whose first languages are not English feel valued and appreciated. By trying to make the students feel valued and included the lecturer is accommodating the emotional needs of the students. This finding is in contrast with Van der Walt's (2015) study which states that multilingualism has consequences like poor academic performance.

To move on, students actually encourage the use of additional languages other than English in the lecture room as it helps them prepare and perform well in their academic content. However, one lecturer responded that English be utilised as the only medium of instruction. Similarly, a few students agreed that only English be used during lessons, as it disadvantaged other students who did not understand the local language being used.

5.2.3 The current education system and the incorporation of another language

The current language policy states that English be used as from grade four onwards as the medium of instruction. A local or a predominant language may be used in lower grades as a supportive role for the learners. However, findings from the interviews reported that three out of four lecturers suggest that the current language policy be revised. The students were asked to share their views on the current education system where English is used as the only medium of instruction, and their responses state that the policy should include and allow for the incorporation of other languages during lessons. The students further state that the incorporation of other languages should be done so, even up until university.

Moreover, the study revealed that students suggest that English should be learnt from an earlier grade, as early as grade 0. This incorporation could help students in the comprehension of academic content, as well as the development of language and communicative skills.

In conclusion, the study revealed that UNAM main campus lecturers do translanguage in the lecture room due to various reasons that are beneficial to the student. Moreover, lecturers mostly use discourse management and approximation as translanguaging strategies in the lecture room. However, interpretability, interpersonal control and emotional expression of CAT are also used, although at a minimal level. Furthermore, the results reveal that translanguaging has more positive effects on the communicative and cognitive fulfilment of learning on students. The use of more than one language in the lecture room improves students' understanding of academic content, as well as the academic performance and cultivates human behaviour and constructs human relations.

5.3 Recommendations for future researchers

The study, "The role of multilingualism in the lecture room: An investigation of translanguaging by UNAM main campus lecturers in content subjects in Windhoek, Namibia", recommends the following for future researchers:

- Future researchers include observations and the analysis of students' or learners' academic performance, in order to have concrete proof of findings and not just word of mouth from students.
- Also that other theories such as the Linguistic Relativity Theory, Constructivism or the Language as a Resource Theory be utilised.

- Furthermore, future researchers may concentrate on only one class, in order to obtain in-depth information about that class, instead of focusing on students from various classes. This would also mean having a larger sample.
- The present researcher also suggests for future researchers to conduct a study on the current language policy.

5.4 Chapter summary

The present chapter summarised the study by briefly discussing the findings of the study.

The present chapter also presented some recommendations for future researchers.

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Appendix 1
Ethical clearance



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: HREC-NH/05/12/2020
2020

Date: 07-12-

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: THE ROLE OF MULTILINGUALISM IN THE LECTURE ROOM: AN INVESTIGATION OF TRANSLANGUAGING BY UNAM MAIN CAMPUS LECTURERS IN CONTENT SUBJECTS IN WINDHOEK, NAMIBIA

Nature/Level of Project: M.A. (NON-HEALTH) (NQF9)

Researcher: PHYLLIS YA NANGOLOH

Student Number: 201503014

Faculty: HUMANITIES AND SOCIAL SCIENCES

Supervisor(s): DR S.

SHIPALE Take note of the

following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

REC wishes you the best in your research.

Prof. H.L. Beyer, Deputy Chair: HREC-NH
pp Chair: HREC-NH

Appendix 2

Questionnaire

My name is Phyllis ya Nangoloh, a final year Master's in English Studies student. I am conducting a research study on translanguaging by UNAM lecturers in the lecture room. Translanguaging is defined as the use of two or more languages in the lecture room, during lessons. My research topic is: The role of multilingualism in the lecture room: An investigation of translanguaging by UNAM main campus lecturers in content subjects, in

Windhoek, Namibia. The difference between translanguaging and multilingualism is that translanguaging is a practice that is performed by bilinguals and multilinguals, where for instance, a bilingual or multilingual lecturer uses English as the medium of instruction and incorporates another language as the integrated medium of instruction. Whereas, multilingualism is the ability of an individual to speak two or more languages. This study aims to explore whether translanguaging has an effect on students' academic performance or not. I am humbly requesting that you please answer all the questions, and with honesty. The information collected from this questionnaire will be used for the purposes of this study only, and will not require your identity. Thank you.

Instructions:

- 1. Please answer ALL questions.**
 - 2. Put a cross (X) on the correct answer.**
-

1. What is your mother tongue?

2. How many languages do you speak?

One

Two

Three

More than three

3. In which year of study are you at UNAM?

First year

Second year

Third year

Fourth year

4. In your current year of study at UNAM, have you ever experienced a time where any lecturer used or uses another language during lessons together with English?

Yes

No

5. Please support your answer to the previous question by explaining why you think the lecturer used the language, or why they did not?

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6. What language did the lecturer use?

.....

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7. In your opinion, should any other language be allowed to be used by a lecturer in the lecture room together with English, the language of instruction? Why or why not?

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8. How often do lecturers make use of more than one language during lessons?

<input type="checkbox"/>	Often
<input type="checkbox"/>	Never
<input type="checkbox"/>	Always
<input type="checkbox"/>	Sometimes

9. From your personal experience of learning, would you say the use of English as the medium of instruction can affect your understanding of the lecture content? Please explain.

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10. Based on your learning experience, does the use of English as the only medium of instruction have an effect on your academic performance?

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11. What are your views regarding the current education system where English is used as the only medium of instruction from grade four onward?

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Thank you!

Appendix 3

Interview guide (Semi-structured)

Introduction

Thank you for agreeing to participate in this interview. The purpose of this interview is to better understand the theory of translanguageing in the lecture room, here at UNAM. This will help me identify whether there is a link between communicative practices of lecturers

and the educational performance or understanding of content by students. There are no right or wrong answers to any of the questions, I am only interested in your own experiences.

Participation in this study is voluntary and your decision to participate, or not to participate, will not affect your status as a lecturer. The interview should take 30-45 minutes, depending on how much information you would like to share. I would like to audio record the interview because I don't want to miss any of your comments, if you give me permission. All responses in this interview will be kept confidential. Therefore, your de-identified interview responses will only be shared with my research supervisor, and I ensure you that any information that I include in my thesis does not identify you as the respondent. You may decline to answer any question or stop the interview at any time and for any reason. Do you have any questions about what I have just explained or about my research project?

Establishing rapport

One of my goals is to become a lecturer here at UNAM. It is an institution that has so much prestige and status in the country.

How long have you been lecturing if I may ask?

Interview questions:

1. How many languages do you speak?

2. Have you ever experienced a time when one of your students asked or answered you in another language other than English during lesson? Please elaborate.
3. Could it be that students' performances are affected on how they respond or ask questions in class?
4. Is there a link between how lessons are conducted, be it with or without the incorporation of another language of instruction other than English, and students' academic performance? Please explain.
5. Do you ever incorporate or use another language other than English when lecturing? Why or why not?
6. Should the use of other languages be allowed to be used in the lecture room besides the language of instruction? Why or why not?
7. What are your views regarding the use of the English language as the only medium of instruction from grade four onward?

Appendix 4

Participant consent form



TITLE OF THE RESEARCH PROJECT: The role of multilingualism in the lecture room: An investigation of translanguaging by UNAM main campus lecturers in content subjects in Windhoek, Namibia

REFERENCE NUMBER: FHSS09/71/19

PRINCIPAL INVESTIGATOR: Phyllis ya Nangoloh

ADDRESS: 56, Constansia Street, Greenwell, Windhoek.

CONTACT NUMBER: 0814667870

You are being invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

1. What is this research study all about?

Translanguaging, the use of two or more languages. The study will investigate translanguaging by UNAM main campus lecturers in content subjects. Ten students out of four classes will participate in this study, which makes up a total of forty students and four lecturers.

The study aims to investigate the presence or absence of translanguaging, a technique used by multilinguals where two or more languages are used, and in this case in the lecture room during lessons, and why. This study is important in order to identify whether the presence or absence of translanguaging has an effect on the student's learning process. Considering, UNAM is a multilingual institution and English is a second language and medium of instruction, this study will provide evidence as to whether using more than one language during lessons is beneficial to the students or not.

The researcher will go to the lecturer's office, brief the lecturer on the purpose of the study then ask whether the lecturer is willing to participate in the study. Consent forms will be given to both the lecturers and the students. In addition, the researcher will schedule a meeting with the lecturers for a one-on-one interview which could take 30-45 minutes. Consent forms with details about the study will be given to the lecturers and the students. The interviews will be conducted for the lecturers, and the questionnaires will be for the students.

Ten students will be selected randomly in each class, while total population sampling will be used for the lecturers as the number will be too small.

2. Why have you been invited to participate?

As a lecturer, this study will get the information it needs by investigating how lessons are carried out and why they are done that way. And as a student, it is imperative to investigate your thoughts and feelings about how lessons are conducted; what could be improved etc.

3. What will your responsibilities be?

Give your consent to participate in the study, answer the questions in the questionnaires and answer interview questions.

The interview will take 30-45 minutes, while the questionnaire could take 10-15 minutes to complete.

4. Will you benefit from taking part in this research?

You will not benefit directly from this research in terms of material or monetary gain, however, students, lecturers, researchers, policymakers, teachers and learners may benefit from this study in terms of enhancement and development of the topic.

5. Are there in risks involved in your taking part in this research?

There are no risks foreseen in the course of this study.

6. If you do not agree to take part, what alternatives do you have?

Participants who do not wish to be part of the study will not be included in the study.

7. Who will have access to your medical records?

The information that will be gathered from the study will only be available to the supervisor and not the public, and since the thesis will be used in publication, your identity will remain anonymous and protected.

8. What will happen in the unlikely event of some form injury occurring as a direct result of your taking part in this research study?

The presence of the researcher in the lecture room could cause uncomfortability to the students and, or lecturer. This may affect both the student's and the lecturer's attention.

9. Will you be paid to take part in this study and are there any costs involved?

Unfortunately, there will be no payment for participation in the study. However, the researcher will be very grateful for your participation. There are no costs involved.

10. Is there anything else that you should know or do?

You can contact Dr. Saara Shipale at sshipale@unam.na if you have any further queries or encounter any problems.

You can contact the Centre for Research and Publications at **+264 061 2063061**; pclaassen@unam.na if you have any concerns or complaints that have not been adequately addressed by the investigator.

You will receive a copy of this information and consent form for your own records.

11. Declaration by participant

By signing below, I agree/ do not agree to take part in a research study entitled "The role of multilingualism in the lecture room: An investigation of translanguaging by UNAM main campus lecturers in content subjects in Windhoek, Namibia."

I declare that:

- a) I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.

- b) I have had a chance to ask questions and all my questions have been adequately answered.
- c) I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- d) I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- e) I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.
- f) I agree/ do not agree to be voice recorded.

Signed at (place) on (date) 2020.

.....

Signature of participant

.....

Signature of witness

12. Declaration by investigator

I Phyllis ya Nangoloh declare that:

- I explained the information in this document to

.....

- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (place) on (date) 2020.

.....

Signature of investigator

.....

Signature of witness