

**Exploring pedagogical translanguaging practices used by ESL primary school
teachers to enhance reading comprehension**

by Selma Ndagwedhapo Mufori

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Pedagogical translanguaging practices used by ESL Primary School teachers
to enhance reading comprehension

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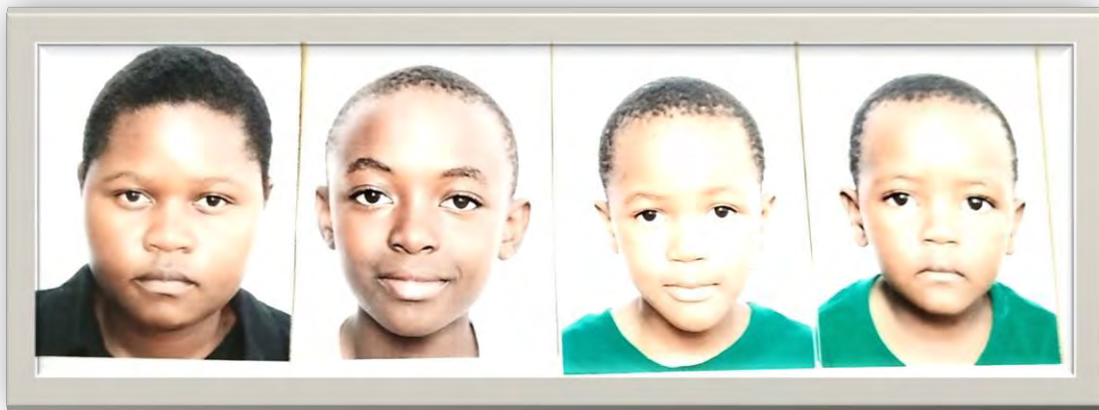
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2024

DEDICATION

I dedicate this work to my children Mary, Wayne, Wesley and Vitalis Mufori in the hope and the dream that they can follow in my footsteps to study until they reach the highest level of education. May this work be proof that no matter how old you are, whatever the challenges the sky is the limit to getting that qualification of your dreams.



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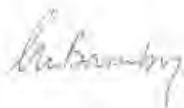
EXPLORING PEDAGOGICAL TRANSLANGUAGING PRACTICES USED BY ESL
PRIMARY SCHOOL TEACHERS TO ENHANCE READING COMPREHENSION

by

Selma Ndagwedhapo Mufori

I declare that I have edited the above master's dissertation, ensuring that the work follows the conventions of grammar and syntax, correcting misspelling and incorrect punctuation, changing any misused words and querying if the word used is what is intended, ensuring consistency in terms of spelling, punctuation, capitalisation and other aspects of style, as well as checking referencing style.

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Martha Alumbungu and Anna-Liina Henok and my friend Moses, thank you for your love, care and support in this journey. Lastly, my thanks go to Rhodes University, the prestigious university of my dreams. You made my dream come true!

ABSTRACT

Namibia has decided to use English as the transitional language and medium of instruction for Grade 4, even though learners have been performing poorly in English Second Language (ESL). Despite various interventions being recommended to address this issue, there has been little success. One teaching approach that experienced ESL teachers may use to enhance reading comprehension is pedagogical translanguaging. However, there is a lack of research exploring the use of this approach in Namibian primary schools, particularly in Grade 4. To address this gap, this study was conducted to investigate the pedagogical translanguaging practices employed by Grade 4 ESL primary school teachers in Namibia to improve reading comprehension. A qualitative exploratory case study oriented to an interpretivist paradigm was conducted. Purposive sampling was used to select five Grade 4 ESL teachers from the Oshikoto region for the study. Data were collected using simulated recall interviews, non-participant observation and document analysis. The data were analysed using an inductive thematic framework.

The study showed that using simplified language, gestures, and pictures helped ESL teachers communicate with their learners and improve reading comprehension. The use of visual aids such as picture-rich texts, drawings, sketches and concrete materials (realia) also helped Grade 4 ESL learners in their reading comprehension. This visual support helped in vocabulary acquisition and reinforced the meaning of words through associations with images, leading to a better understanding of the language. The study also found that including drawings and sketches in reading lessons added a layer of pedagogical depth that aligned with learners' cultural backgrounds. This helped teachers to engage with their learners more deeply and promoted a sense of cultural inclusivity in the ESL classroom.

The study found that teachers use Oshindonga, the learners' mother tongue, to communicate with those who struggle with English or find it challenging to understand ESL texts. The study revealed that when teachers encouraged learners to use their mother tongue, they became more active and asked questions for clarity. Moreover, the study revealed that code-switching and language brokering, where Grade 4 emergent ESL learners and the ESL teacher translate or interpret using both the learners' native language and ESL, helped increase learner engagement and comprehension. The findings suggest that using translanguaging practices can enhance

comprehension, support learners with special needs and assist in the overall learning and understanding of ESL. Furthermore, the study concluded that Grade 4 ESL teachers employ translanguaging procedures in an unplanned manner, perceiving the use of the mother tongue as a spontaneous action carried out when circumstances require it.

This study recommends incorporating translanguaging into the official language policy and the National Curriculum for Basic Education as a means of instruction in ESL classrooms. This official endorsement would guarantee the integration of translanguaging across schools and support consistent language learning. The formalisation and endorsement of translanguaging in the official language policy would prove its success and encourage ESL teachers to utilise it.

Keywords: ESL; Grade 4; pedagogical translanguaging; Namibia; reading comprehension

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ABBREVIATION

Abbreviation	Full name
BETD	Basic Education Teacher Diploma
CPTD	Continuous professional teacher development
ELT	English language teaching
ESL	English Second Language
LaRa	Lingua receptiva
LoLT	Language of learning and teaching
MoEAC	Ministry of Education Arts and Culture
NCBE	National Curriculum for Basic Education
NIED	National Institute for Educational Development
NSAT	National Standardised Achievement Test
UNICEF	United Nations International Children's Emergency Fund
ZPD	Zone of proximal development

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TERMINOLOGY

Term	Definition
Reading comprehension	The ability to read printed information and interpret its meaning
Translanguaging	The use of two languages in a multilingual environment
Pedagogical translanguaging	A systematic and planned approach to teaching using two languages and including all the learners' linguistic repertoires to enhance second language acquisition
Grade 4	The fourth grade in the Namibian basic education, the transitional grade for mothertongue instruction

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Namibia is a multilingual country where many varieties of mother tongue are spoken. The National Curriculum for Basic Education (NCBE) states that different mother tongues have been given priority in primary education as the medium of instruction from Pre-grade to Grade 3, while Grade 4 is the transitional grade to English medium (Namibia. Ministry of Education Arts and Culture [MoEAC], 2015). This means that from Pre-grade to Grade 3, Namibian learners learn in their mother tongue and then transition to English as the medium of instruction in Grade 4, after which English is used up to Grade 12 (Namibia. Ministry of Basic Education Sport and Culture (MBESC], 2003). However, the United Nations International Children's Emergency Fund (UNICEF, 2017) indicates that Namibian learners face difficulties in developing reading proficiency and comprehension in English. This is confirmed by Hautemo and Julius (2016), who state that since most learners speak their mother tongue both at home and in their communities, they find the acquisition of English as the language of learning and teaching (LoLT) difficult.

The realities of a lack of reading proficiency in Namibia are captured in the national examination results in English Second Language (ESL). According to the Namibian Ministry of Education National Standardised Achievement Tests (NSATs) (Ministry of Education[MoE] 2017) and Kirchner and Mostert (2017), poor performance in ESL is blamed on the learners' lack of reading proficiency, which results in the misinterpretation of the texts read and questions asked, leading to irrelevant answers during assessments. While these challenges have been identified in the national examinations in Namibia, they are also evident in all other grades, particularly in the foundation grades where learners are transitioning from mother-tongue instruction (Kela, 2022; Norro, 2022a). According to Cenoz and Santos (2020), there is a need for the development of teaching methods for ESL that are based on learners' multilingual repertoires. Such teaching methods may include translanguaging (Cenoz & Santos, 2020; Wei & García, 2022).

1.1.1 Translanguaging in English as a Second Language (ESL) pedagogy

Translanguaging is a method used in teaching ESL that involves the seamless and purposeful integration of a learner's native language (L1) with the target language, English (Lokidor & Chimbutane, 2022). This approach recognises that language learners often possess rich linguistic resources in their native languages that can be leveraged to enhance their understanding and acquisition of English (Hartono et al., 2023; Rajendram, 2023). Translanguaging encourages learners to use their entire linguistic repertoire, including both languages, to foster comprehension and communication. According to studies such as those by Lin and Leung (2023), Memari (2023), Mukhopadhyay et al. (2023), Tai (2023a) and Tai and Wong (2023), translanguaging promotes a more holistic language learning experience by tapping into learners' linguistic diversity and allowing them to draw connections between their native language and the target language. By embracing translanguaging, educators create an inclusive environment that validates learners' linguistic identities and facilitates a more effective language learning process (Mendoza, 2024; Xu & Krulatz, 2023). In language education, translanguaging practices and pedagogical translanguaging are closely connected, as the former serves as the foundation for the latter (Bonacina-Pugh et al., 2021; Yuan & Yang, 2023). Translanguaging practices involve the intentional and dynamic use of multiple languages in learning environments (Hamman-Ortiz, 2023; Rajendram, 2023). This concept extends to pedagogical translanguaging, which integrates learners' linguistic resources for instructional purposes. By incorporating translanguaging practices into pedagogy, educators acknowledge the importance of leveraging learners' linguistic repertoires to create a more inclusive and effective learning environment (Ponzio and Deroo, 2023; Spyridonos et al., 2023).

Pedagogical translanguaging is a theoretical and instructional approach to improving language and content competencies in school contexts by using resources from the learner's entire linguistic repertoire (Cenoz & Gorter, 2021; Conteh, 2018). It is about activating multilingual speakers' resources to expand language and content learning (Cenoz & Gorter, 2021). According to Makalela (2017) and Duarte (2020), pedagogical translanguaging practices can be used to enhance reading and literacy tasks and to develop independent reading among learners because they allow for scaffolding and the mediating of learning among learners who have barriers in the second language. More importantly, pedagogical translanguaging can be used in the language classroom as a platform to affirm the learning process (Cenoz & Gorter,

2021; Morales et al., 2020), which can address existing barriers for non-native English speakers worldwide.

Despite a lack of knowledge and skills in ESL in Namibia, like many other multilingual countries that have officially adopted English as a second language and medium of instruction, there is a need for the learning process in ESL to be affirmed. This affirmation can be created by integrating the learners' mother-tongue linguistic repertoires into their second language repertoires to break the language barriers that exist. Thus, by mediating and scaffolding the learners' linguistic repertoires in their mother tongue, their participation in the Grade 4 ESL classroom and the texts they read will be enhanced, which may not be achieved in only one language that has not yet been fully mastered by the learners is used (Makalela, 2015; Perfecto, 2022). Although there are a myriad strategies to enhance learners' acquisition of the English language, there is a lack of research in Namibia, one of the countries that perform poorly in ESL, on the possibilities for pedagogical translanguaging strategies to help learners improve their English comprehension (Daniel et al., 2019; Fortune & Tedick, 2019). Such strategies are applicable to ESL classrooms as they mediate learning using the learners' entire linguistic repertoires and resources. This may be useful in the Namibian context where ESL is challenging for learners, especially in Grade 4, where they are introduced to English as a medium of instruction for the first time. The use of pedagogical translanguaging practices is particularly necessary in the transitional grades, where learners transition from the mother tongue to English as the medium of instruction because this leads to comprehension challenges for the linguistic repertoires of both the minority and the majority languages (Duarte, 2020; Ipinge, 2018; Mahan, 2022; Muguruza et al., 2023; Norro, 2021). This is because learners acquire knowledge more easily in their native language than in a second language (Kula & Mwanza, 2022) and the use of the first language can assist learners in acquiring reading skills and understanding the second language (Cenoz et al., 2021; Makalela, 2017; Niipare, 2019). Hence, the purpose of this study was to explore the pedagogical translanguaging practices of Grade 4 ESL teachers in improving learners' reading comprehension skills.

1.2 Problem statement

Lack of reading comprehension skills is one of the challenges in Grade 4 that contributes to learners' inability to learn effectively (Kirchner & Mostert, 2017; Nepando, 2018; Set, 2021).

Namibia has opted for a one-language policy in education; however, the language chosen – English – is not spoken by the majority. This has contributed to an illiteracy problem in the lower grades (Haifidi, 2019; Norro, 2021; Trudell, 2019). The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ III) report of the ministry of education in Namibia (Makuwa et al., 2011) found that Namibian learners who participated in the survey performed poorly compared to other learners at the same level in other participating countries. Most of the participating southern African countries such as South Africa, Malawi, Mozambique, Zimbabwe and Zambia share the same context as Namibia, with English being used as the medium of instruction in the upper school grades (Kamwendo, 2021), which is not the teacher's choice. Consequently, pedagogical translanguaging practices, as used in other parts of the world, provide an effective method for mediating and scaffolding learning in a multilingual society like Namibia and can be used for enhancing reading comprehension among primary school learners and countering the bleak picture painted above (Makalela, 2017;

Mashinja & Mwanza, 2020; Norro, 2022a). Moreover, researchers such as Cenoz and Gorter (2021), Conteh (2018) and Makalela (2017) indicate that pedagogical translanguaging practices, which aim to reinforce learning processes by using the learners' entire linguistic repertoire, are well-positioned to enhance reading comprehension. However, there is a paucity of studies that have reported on the pedagogical translanguaging practices used by Grade 4 ESL teachers to enhance reading comprehension (Ipinge, 2018; Mashinja & Mwanza, 2020; Naha et al., 2018; Norro, 2022a). Thus, the current study addressed this gap by exploring the pedagogical translanguaging practices that Grade 4 teachers use to enhance reading comprehension in ESL.

1.3 Purpose of the study

The purpose of this exploratory case study was to explore the pedagogical translanguaging practices used by Grade 4 ESL teachers to enhance learners' reading comprehension in Namibian primary schools. Specifically, this study had the following objectives:

- To describe the pedagogical translanguaging practices ESL teachers use to enhance reading comprehension among Grade 4 learners.
- To explain the beliefs that inform teachers' use of pedagogical translanguaging practices when teaching reading comprehension in Grade 4 ESL lessons.

- To find out the benefits of using pedagogical translanguaging practices in Grade 4 ESL reading comprehension lessons.

1.4 Research questions

The research questions that guided this study were as follows:

- i) What are the pedagogical translanguaging practices used by Grade 4 ESL teachers to enhance reading comprehension among Grade 4 learners?
- ii) What beliefs inform ESL teachers' application of pedagogical translanguaging practices when teaching reading comprehension in Grade 4 lessons?
- iii) What benefits do teachers identify in employing pedagogical translanguaging methods while instructing Grade 4 reading comprehension lessons?

1.5 Theoretical framework

The current study was underpinned by theoretical insights drawn from schema theory and reflective practice. Schema theory was propounded by Bartlett(1932) and it refers to the pertinent sets of previous familiarities and experiences that a person has in memory and can reflect on or relate back to in an episode of comprehension (Crowley, 2022). This implies that before reading a text, the readers already have some experiences that need activation to enhance reading comprehension. Schema theory regards reading comprehension as an interactive process, as it is a dynamic interaction between the author and the reader in which the reader creates meaning from the text by activating his or her stored knowledge and extending it with the new information supplied by the text, hence concentrating on the text–reader interaction. Furthermore, Hassan Taj et al. (2017) assert that during reading, schema theory focuses on “interaction among readers, writer, text and readers’ prior knowledge” (p. 110). When the previous knowledge is connected to the reader, the author and the text, this is referred to as the activation of schemata and is regarded as a decisive factor in the success of reading comprehension (Hassan Taj et al., 2017). Thus, in the context of my study this theory was used to observe the reactions and intervention that participants would use upon observing their learners lack of interaction, schemas or prior knowledge during their reading comprehension.

In addition, schema theory underpinned my study because it is propositioned on the cognitive development of the learners’ reading abilities. With its three main categories, namely linguistic schema, content schema and formal schema, this theory gives insights into how readers connect

their previous experiences to their prior knowledge in their memory when working out the meaning and comprehending of texts (Kukus, 2021). As it is emphasised for a successful reading comprehension lesson, the teacher's teaching process should always commence with the learners' prior knowledge or background knowledge before unpacking the reading text to be covered in that lesson. Furthermore, the implementation of schema theory implies that "inside the classroom, teachers need to recognise the importance of building background knowledge and helping learners activate the schemata by employing different strategies such as prereading, communicative pre-reading, vocabulary instruction, visual cues, questioning methods, comprehension instruction and appreciating their culture" (Gamboa-Gonzalez, 2017, p. 165). This also implies that every language teacher should be knowledgeable about the different reading strategies they can employ in their language classrooms to activate the learners' background knowledge, which is a necessity within the psycholinguistic model of reading. This may also involve translanguaging on the part of the ESL teacher to ensure that all learners use their linguistic repertoires to activate their background knowledge in the best way possible to get the correct meaning of the text. Accordingly, I observed ESL educators' lesson presentations to explore how they activated learners' prior and background knowledge and what actions they performed to assist learners in understanding the reading text to be taught.

Schema theory offered a framework for understanding the necessary environment to incorporate pedagogical translanguaging into fourth grade reading instruction. However, it lacked the ability to explain how teachers in this context reflect on their practices to shape their teaching knowledge regarding pedagogical translanguaging (Gao, 2021; Hattan & Lupo, 2020; Tai, 2023b). Recognising this gap, I employed Dewey (1933) and Schön (1983)'s reflective practice theory was employed to address the reflective processes through which educators refine their methods and integrate pedagogical translanguaging effectively into fourth grade reading instruction. This complementary approach encourages teachers to critically examine their instructional practices, fostering a more intentional and informed application of pedagogical translanguaging in the classroom setting (White et al., 2023). Reflection is the active, persistent and careful consideration of a belief or supposed form of knowledge embedded in an activity (Farrell, 2012, 2018). Reflective practice involves the active participation of teachers as reflective practitioners in looking back on and analysing what they did before, during and after delivering a lesson. It is aimed at improving their practices (Dewey, 1933; Farrell, 2018; Schön, 1983). Reflective practice includes the following aspects:

reflecting-on-the-action, reflecting-in-the-action and reflecting-for-the-action. Reflecting-on-the-action refers to thinking back about the actions that the teacher performs to evaluate the theories pertaining to these actions while they teach (Ravanal Moreno et al., 2021). Reflecting-in-the-action refers to describing interactions with the problem as it unfolds (Farrell, 2018) which is done while the teacher is teaching. Finally, reflecting-for-the-action involves looking at what activities need to be done before the lesson is presented (Farrell, 2018).

This study looked at Grade 4 primary school teachers of ESL to see how they engage in teaching learners using pedagogical translanguaging practices to enhance reading comprehension in the English classroom. This entailed exploring the reflection-in-action done during lesson delivery, the reflection-on-action done after the lesson, and the reflection-for-action done after evaluating the entire teaching process. This framework provided insights into the exploration of the theory of reflective practice as experienced by the participants. Accordingly, I collected data using document analysis to analyse whether the teachers' reading comprehension lessons were planned with pedagogical translanguaging practices in mind (i.e. reflection-for-action).

I also observed the teachers while teaching the ESL reading comprehension lesson to observe the pedagogical translanguaging practices used in the classroom (i.e. reflection-in-action). Lastly, I engaged the participants in a simulated recall interview as a follow-up to the lesson planned and taught to find out more about both their reflections and how these shaped their beliefs about the pedagogical practices they had planned to use (from the lesson plans) and what they did indeed use (from the classroom observations) (i.e. reflection for, on, after and in the action). This is critical for language teachers, who are the co-creators of knowledge because critical analysis allows teachers to take more responsibility for their actions in the classroom (Farrell, 2018; Ravanal Moreno et al., 2021).

1.6 Summary of the research

1.6.1 Interpretivist approach

An interpretivist paradigm provided the philosophical framework for this study. Such a paradigm focuses on individual participants, experiences and viewpoints about the social phenomenon under study to gain a further understanding of it and its culture (Pham, 2018).

The interpretivist researcher believes in multiple realities and that participants are co-creators of knowledge (Nieuwenhuis, 2019a). Since interpretivists believe in multiple realities (Creswell & Poth, 2018), the participants comprised five ESL teachers from various school contexts and with different realities. Interpretivists also believe that human interaction structures the world, thus the researcher and the study participants are bound together to construct such a world (Brown & Danaher, 2019; Creswell & Poth, 2018). This means that the participants and I had a mutual relationship focused on the exploration of their pedagogical translanguaging practices that were implemented in their reading comprehension lessons. Since every context is unique and the interpretivist believes in participants' personal views and understandings of a phenomenon, I interacted with participants in semi-structured interviews to find out what views guided their pedagogical translanguaging practices in class to enhance reading comprehension. This knowledge is considered subjective and personal (Nkambule, 2023)

Furthermore, the interpretivist believes that the participants can interpret the situation they find themselves and reflect on what actions to undertake to understand the phenomenon. This is so because teachers are believed to be reflective practitioners and can think back on their practice and remedy situations as they unfold. Therefore, using document analysis, I analysed whether the teacher had used pedagogical translanguaging practices to improve reading comprehension. Lastly, interpretivists believe that the researcher is not detached from the phenomenon under study. In my context, this means that I also played a part as a knowledge builder as I worked together with each participant to construct knowledge on the pedagogical translanguaging strategies they used in their ESL classrooms.

1.6.2 Qualitative approach

A qualitative approach was used in this study, as it allows the researcher to study complex phenomena within their context and allows the views acquired through different lenses to reflect multiple realities of how the phenomenon is understood by the different participants (Nieuwenhuis, 2019b). Accordingly, in this study this entailed having one-on-one discussions with the participants via semi-structured interviews, which allowed the participants to have their voices heard. Following the qualitative tradition, the study used multi-methods to collect data (Nieuwenhuis, 2019b). These methods include document analysis (lesson plans),

simulated recall interviews and non-participant observation. Lastly, as the main research instrument, I collected the data together with the five participants to construct knowledge (Brown & Danaher, 2019) on pedagogical translanguaging practices.

1.6.3 Exploratory case study design

There are various types of case, including exploratory, explanatory and descriptive case studies (Creswell & Poth, 2018). This study used an exploratory case study as I sought to gain an in-depth understanding of the teachers' experiences and beliefs about how they use pedagogical translanguaging practices in their Grade 4 ESL classes (Bouthillier et al., 2019). An exploratory case study allows for an understanding of complex issues when a robust and holistic in-depth inquiry is necessary to gain and understand new knowledge about the phenomenon (Yin, 2018). In the context of my study this meant that, I generated data within the context of their use and within the situation in which the phenomenon took place (Hunter et al., 2019).

1.6.4 Selection of participants

Purposive sampling was used in this exploratory case study. This entailed collecting data from carefully selected participants who had unique characteristics that were critical in providing positive in-depth responses to the research questions (Creswell & Poth, 2018; Maree & Pietersen, 2019). I purposefully selected the sample to include five qualified Grade 4 ESL teachers. The criteria for participant selection included that they had to be Grade 4 ESL teachers with at least three years of teaching experience. In Namibia, a teacher with three years' teaching experience is considered to be a qualified teacher (Namibia: Ministry of Education, Arts and Culture [MoEAC], 2017).

1.6.5 Data collection methods

The study made use of document analysis, stimulated recall interviews and classroom observations as data generation tools.

1.6.5.1 Stimulated recall interviews

To triangulate the data from the class observations, I used stimulated recall interviews focused on lesson planning and classroom observations to verify whether observed practices aligned with the intentions set during the lesson planning phase. Stimulated recall interviews refer to a qualitative research technique where participants are asked to revisit and reflect upon specific events or experiences, often with the aid of audio or video recordings, documents, or other stimuli (Lysberg & Rønning, 2021; Van der Kleij, 2023). These interviews aim to gain deeper insights into participants' thoughts, feelings and decision-making processes during those moments (Anderson, 2022; Gazdag et al., 2019; Lysberg & Rønning, 2021; Rathert & Cabaroğlu, 2021; Van der Kleij, 2023). In the context of this study, these interviews served as a valuable tool for gaining deeper insights into the complex and nuanced nature of translanguaging practices in Grade 4 ESL classrooms in Namibia, helping researchers to better understand the dynamics at play and the factors influencing the teachers' behaviour in this specific context (Dinh, 2023; Tai, 2021; Tai & Wei, 2023). Two types of interview were conducted, namely, stimulated recall interviews focused on lesson planning and stimulated recall interviews post classroom observations.

1.6.5.2 Stimulated recall interviews focused on lesson planning

I employed stimulated recall interviews with a focus on lesson planning as a method to unearth the participants' thought processes and strategic considerations regarding the utilisation of translanguaging strategies prior to their implementation in the classroom (Kang & Pacheco, 2020; Lasagabaster, 2022; Lasagabaster & Doiz, 2020; Neokleous, 2022). This approach served to gain valuable insights into the educators' intentions and expectations (Mofield, 2020; Valtonen et al., 2020). Using lesson planning, the participants were tasked with making pivotal decisions, including the selection of specific translanguaging strategies and their strategic arrangement within the lesson sequence (Barros et al., 2021; Karabassova & San Isidro, 2023). According to Krist and Shim (2023) and Kavanagh et al. (2020), examining this phase of the pedagogical process offered a window into the participants' deliberate choices and the rationale behind them.

Throughout the interviews, a series of probing questions was employed (see Appendix L). These probing inquiries were thoughtfully designed to elicit comprehensive and meticulous responses from the participants. They focused on several key aspects, including the reasoning behind the adoption of specific translanguaging strategies, the anticipated benefits for their

learners, and any contextual factors that played a role in shaping their lesson-planning decisions (Byrnes, 2020; Fairley, 2020). By employing probing questions, the interviews sought to extract rich and contextualised information from the participants, thus enhancing the depth of the data collected (Azad et al., 2021; Chopra & Haaland, 2023; Mpofu, 2021; Oerther, 2021).

1.6.5.3 Classroom observation

To generate data, I also conducted non-participant observations – the classroom observation. Using this data generation tool, the researcher visits the study site and observes the actual teachers' actions and behaviour in the Grade 4 classroom in relation to their use of pedagogical translanguaging practices and to actions of the participants (Shin & Miller 2022; Steils, 2019). This means that I observed the five ESL participants during reading comprehension lessons. In so doing, I observed, recorded and transcribed two reading lessons for each teacher, lasting forty minutes each, to observe the five teachers' use of pedagogical translanguaging practices during reading lessons. During the classroom observations, I observed the following: the pedagogical translanguaging strategies that the teacher used during the reading lesson, the teaching aids used during the lesson, the activities given and the actions that teachers used in regard to translanguaging (see Appendix B). The observations were documented using the observation schedule, an audio recorder and the researcher's diary.

1.6.5.4 Stimulated recall interviews conducted following the classroom observations

As a further data generation tool, I conducted a second stimulated recall interview with each teacher after the classroom observations. Classroom observations offer valuable data about what happens during teaching sessions (Sert, 2021; Wise & Jung, 2019). However, these observations may not fully capture the teachers' decision-making processes, intentions, or the reasoning behind their use of translanguaging (Farrell, 2022; Hiratsuka & Pennycook, 2020). After the end of a lesson, teachers can reflect on their actions and elaborate on the choices they made during the lesson. This retrospective perspective provides an opportunity for teachers to articulate their thoughts and pedagogical reasoning, contributing to a deeper understanding of their practices (Farrell, 2022; Ko et al., 2022). In addition, Namibia's linguistic and cultural

context may be highly influential in shaping teachers' translanguaging practices. Postobservation interviews provided a platform for teachers to discuss how contextual factors, like the linguistic diversity of the classroom and certain cultural considerations, influenced their choices (Huang & Fang, 2023; López, 2021; Tajeddin et al., 2023).

Stimulated recall interviews, conducted following the classroom observations, engaged all five participants, and spanned 35 to 51 minutes each. As part of the research process, I observed teachers in their Grade 4 ESL classes, capturing the lessons by recording them for subsequent analysis. During the interview sessions, participants were presented with audio recordings of their lessons, designed to act as prompts and rekindle their recall of the specific classroom setting and their instructional actions. I subsequently guided them to retrospectively explore their actions during the observed lesson, placing a particular emphasis on moments involving translanguaging. To encourage depth and detail in their responses, I employed probing questions, as outlined in the attached Appendix C. These queries aimed to have the participants delve deeply into various facets of the lesson and their employment of translanguaging practices. All interview sessions were transcribed and underwent analysis, which was conducted in conjunction with the data gleaned from the classroom observations. This combined approach facilitated a comprehensive grasp of the nuances within the translanguaging practices and the myriad factors that played a pivotal role in shaping these practices (D'warte, 2021; Lau et al., 2021).

1.6.6 Document analysis

Document analysis was used in this study to generate data and provide rich data for the case under study. I analysed ESL lesson plans and explored the use of and the integration of pedagogical translanguaging practices in lessons, to enhance reading comprehension skills. I used the data generated from document analysis to further inquire about the alignment between lesson plans and lesson presentations.

1.6.7 Data analysis

In this study, inductive thematic analysis was used to identify, analyse and report patterns within the data (De Koker, 2019). This was because, in order to draw up the final report

findings, my intention was to deduce themes of interest from the data generated in this study, rather than deciding on themes based on a pre-existing theory (Braun & Clarke, 2006). In this study, I used the six steps of data analysis recommended by Braun and Clarke (2006). Accordingly, I (i) familiarised myself with the data and wrote familiarisation notes; (ii) generated initial codes; (iii) searched for themes; (iv) reviewed themes; (v) defined and named themes, and (vi) produced the report.

1.6.8 Ethical considerations

To uphold ethical standards in the study, I, as the researcher, ensured that the participants gave informed consent and that the right to withdraw at any time, confidentiality and anonymity was respected. Informed consent refers to the researcher providing adequate information on what the research is about and explaining the entire research process to the participants in detail, including their rights as participants, so they can decide whether to participate (Josephson & Smale, 2021). In this study, I explained the main ideas of the intended study and issued informed consent forms for the willing participants to sign. The participants' right to withdraw was also assured in this study. This means that the participants had the right to stop participating in the study at any time should they have deemed it necessary. Lastly, participants were assured of confidentiality and anonymity. Anonymity has to do with the concealment of the study participants' identities, while confidentiality involves ensuring that the research data and participants' information can only be accessed by authorised persons (Surmiak, 2018). This was achieved by not revealing the real names of the participants or their schools; hence, I used pseudonyms for the participants and attached passwords to the audio-recorded data that were known to authorised individuals only.

1.7 Trustworthiness

Trustworthiness refers to the degree of confidence in the qualitative data, their interpretation and the methods used that is required to ensure the quality of the study (Daniel, 2019; Shin & Miller, 2022). Four different measures were used in this study. Firstly, credibility, which is the truth value discovered from participants' lived experiences (Shin & Miller, 2022), was assured using triangulation, whereby I collected data from five different teachers using interviews and observation, which I then used in the data analysis. Secondly, transferability, which refers to

how well the study findings can be transferred or generalised to another context, was assured (Nieuwenhuis, 2019a). Accordingly, I collected data from five Grade 4 ESL teachers who I purposely selected based on their knowledge of the phenomenon under study (Kumatongo & Muzata, 2021). Further, to achieve transferability I also used multiple methods to collect data which yielded a thick description of real-life settings and an understanding of the participants' worldviews.

Thirdly, confirmability, which refers to the extent to which the findings are the result of the focus of the investigation and not the result of the researcher's biases, was also assured (Shin & Miller, 2022). I used a research journal to record the entire research process, including my reflections and observation notes, to ensure that my personal beliefs and opinions as a researcher were distinct from those of the participants. Furthermore, I triangulated data obtained from the research methods and the participants to ensure that the study findings were free from bias, using an audit trail to verify the findings (Shin & Miller, 2022).

Lastly, dependability refers to the extent to which the researcher can persuade the readers that the findings are traceable and variable (De Urioste-Stone et al., 2018), and that they are important and have occurred exactly as the researcher claims (Nowell et al., 2017). To address this, I ensured that I reported sufficient details of the research methodology applied in this study: using a data collection audit trail to ensure dependability, I recorded and documented the non-participant observations and analysis notes in writing and I audiotaped the interviews and transcribed them verbatim.

1.8 Outline of the study

Chapter 1 introduced the rationale for this study and provides a summary of the contents. The chapter covered the contextual background to the study by outlining the state of reading and reading comprehension in primary schools in the Namibian context compared to the global context, with relevant references to countries both neighbouring and international.

Chapter 2 contains a discussion of the current literature relevant to the study topic on the exploration of pedagogical translanguaging practices used by ESL teachers to enhance reading comprehension in Grade 4 ESL lessons. I review the literature on numerous teaching strategies, discussing their relevance for the enhancement of reading comprehension in Grade 4, the multilingual turn in teaching reading comprehension and the pedagogical translanguaging practices that can be used to improve reading comprehension in ESL primary school grades.

Chapter 3 discusses the two theoretical frameworks that underpin this study on exploring pedagogical translanguaging practices in Grade 4 ESL classrooms: Bartlett's (1932) schema theory and Dewey's (1933) reflective practice. The discussion covers aspects of these two frameworks, which I used to examine ESL teachers' teaching methodologies and analyse their teaching strategies to improve reading comprehension. Theory relating to reflective practice regards teachers as reflective practitioners, so the discussion covers the three levels of reflective practice – reflection-on-action, reflection-in-action and reflection-for-action. I discuss reflective practice as a lens through which teachers as reflective practitioners apply different teaching strategies which may possibly include pedagogical translanguaging practices to assist learners to comprehend ESL texts. In addition, in this chapter I discuss schema theory together with its three types of schema – linguistic, content and formal schema as a lens that focuses on the cognitive development of the readers, as assessed by the ESL teacher, leading learners to read successfully and enhance their comprehension.

Chapter 4 presents the study design, methodological choices and justification that directed my study which included use of an interpretive paradigm, qualitative research methods and an exploratory case study. A discussion of the data generation tools, comprising document analysis (lesson plan), classroom observations and stimulated recall interviews, also forms part of this chapter. Also in this chapter I discuss purposive sampling and the criteria for selecting the study participants. A thematic inductive approach was also applied in this study to analyse the data findings. In addition, ethical considerations and the ethical clearance that was sought and granted are discussed.

Chapter 5 presents the findings of the study in accordance with the research questions. The chapter covers the three themes and their subthemes that emerged from the data generated from the Grade 4 teachers' lesson plans, the transcripts of the stimulated recall interviews and the classroom observations, as well as my research diary.

Chapter 6, the concluding chapter, entails the presentation of the data generated in accordance with the research questions, as stipulated in the introductory chapter of the study. The pedagogical implications and the limitations of the study are also discussed. In addition, the chapter makes recommendations for practice and for future research on the implementation of translanguaging practices to enhance reading comprehension.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The first chapter covered the background to the research study with a discussion of the problem statement, objectives, significance, research questions and the research methodology used. In this chapter, various scholars' perspectives on reading comprehension and the pedagogical translanguaging practices used by primary school teachers to improve reading comprehension in English Second Language (ESL) contexts are presented. The literature review incorporates definitions of reading gleaned from various learning theories, as well as reading models that ESL teachers use in their classroom to enhance text comprehension. The chapter concludes with a consideration of the multilingual turn in reading, translanguaging pedagogical practice and various examples of pedagogical translanguaging practices in reading comprehension lessons, including code-switching, code-mixing, lexical borrowing and lingua receptiva.

2.2 Defining reading

Different theorists have different understandings of the concept of 'reading' which depend on how it is acquired. Behaviourists believe in learning as a process that takes place through the interactions between the learner and their surroundings mediated by an expert in the field (Kolar & Vukasinovic, 2020; Rannikmäe et al., 2020). Therefore, behaviourists believe that reading is an ability to sound the letters and words with their correct pronunciations and word meanings (Aldhanhani, & Abu-Ayyash, 2020). Learning to read involves drilling, imitating or repeating printed patterns by means of positive reinforcement and rewards with the main aim of developing special reading skills that can be used over time (Aldhanhani & Abu-Ayyash, 2020). According to Skinner (1984), young learners acquire reading skills by repeating words or sentences said aloud by the expert reader. This tends to be teacher-centred since the learners' reading is guided by the teacher. Consequently, learners have little freedom as to what is learnt and the whole of their linguistic repertoire is not recognised (Gökçe & Keçik, 2021; Hajar & Manan, 2022).

While behaviourists believe in inculcating a certain behaviour such as repeating and imitating as a method for learners to master reading skills, constructivists believe in learners playing an active role in their learning. Constructivists, rather than regarding learners as passive, take a more learner-centred approach to learning (An & Mindrila, 2020; Sulistyowati, 2019). Hence, constructivists believe learners' play an active role in their own learning and that the ability to understand written print incorporates the readers' background knowledge and cognitive skills in order to construct knowledge, and interpret and make sense of text (Ceyhan & Yıldız, 2021; Hattan & Lupo, 2020; McCarthy & McNamara, 2021; Smith et al., 2021). Vygotsky (1978) believes that learners learn by connecting what they know to new learning, thus adding to reading fluency and comprehension. Within this context reading is not regarded as the activity that demands the reader to memorise, but rather an active activity that allows readers to decode words to work out the meaning of written print (Davis et al., 2021; Ledwaba 2020). This implies that the teacher teaches the learners how to work out the meaning of the texts they read and incorporate strategies such as translanguaging to scaffold learners to freely participate in reading activities despite their language incompetence (Ngcobo, 2018; Nyimbili, 2021; Ssentanda & Ngwaru, 2018).

While constructivists believe reading is the end result of understanding written text by incorporating the readers' background knowledge and cognitive skills to construct knowledge, interpret and make sense of the text read and that learners play an active role in this ability, cognitivists believe that reading is a mental process of interpreting written print by integrating background knowledge and assimilation (Hattan & Lupo, 2020; Michelson et al., 2022). In addition, the cognitive view defines reading by looking at the role of the reader's prior knowledge in addition to what appears by on the printed page (Kirsch, 2018). This implies that in a cognitive approach, reading is regarded as a top-down knowledge-based process where reading starts in the reader's mind (Ithindi et al., 2020). Cognitivists believe that reading is the ability to interpret symbols or print using phonetic awareness, producing letter sounds with fluency, and utilising prior or background knowledge correctly (Kamal & Soraya, 2021; Miller, 2020) to work out the meaning of the text. This implies that Grade 4 ESL learners should demonstrate their ability to pronounce words based on spelling and orthographic knowledge, i.e. a phonics approach acquired from what they were taught in the early grades. However, some Grade 4 learners may not have yet mastered basic reading skills in the previous grades. To address this, ESL teachers implement various approaches that enhance learners' reading and comprehension skills through their active participation in reading activities (Kirsch &

Seele, 2020). Teachers remedy problems using strategies that scaffold learners' participation in their own learning, such as translanguaging practice in reading comprehension courses. Moreover, cognitivists such as Kekhani-Mhoney (2015) highlight cognitive approaches to learning that emphasise the use of prior knowledge in reading. To understand new texts learners apply their fundamental reading skills such as letter sounds and decipher written print with the aid of prior knowledge (Elleman & Oslund, 2019).

For multilingual researchers, reading is an active process in which the reader works out the meaning of the text by means of inference using all their language resources (Makalela, 2017), as well as with the aid of the mother tongue and background knowledge. This implies that learners' ability to work out the meaning of the text read is not necessarily based on the meaning of individual words or is determined by what learners know as per their instruction given in the text, but through the help of someone such as an expert in both the first language and ESL. Thus, the given text is translated in their mother tongue to get a clear meaning (Cenoz & Santos, 2020; Cummins, 2019; Perfecto, 2022).

From the definitions provided by behaviourists, constructivists, cognitivists and multilingual researchers, it is clear that reading is a complex process which involves different decoding skills such as the use of prior knowledge, contextual cues, phonetics and correct phonemes to arrive to the meaning of the text. Thus, in the context of this study, I understand reading as an active process in which learners as readers are engaged in the process of sounding out words with correct pronunciation and working out the meaning of the text, guided by different components such as prior or background knowledge, cognitive skills, inferences, and decoding skills (Bérubé & Laurence, 2021; Fragoso, 2017; Wenying, 2022). Having the skills required to read a text is crucial for reading because it leads to readers being able to interpret and work out the meaning of the text being read.

To conclude, when these learning perspectives discussed above are combined, they support a thorough strategy for teaching reading comprehension. Therefore, for ESL learners in Grade 4, effective instruction should include systematic phonics instruction, the development of cognitive skills, interactive learning and the thoughtful blending of different languages. This inclusive strategy will help ESL learners improve their reading comprehension skills and overall literacy abilities (Smith et al., 2023). When learners' develop and acquire foundational literacy skills, they are able to read text and reflect better on its meaning, leading to comprehension. Reading comprehension is a crucial skill for text comprehension and is the

main skill to be enhanced in this study, which focused on the use of pedagogical translanguaging strategies in Grade 4 ESL classrooms.

2.3 Defining reading comprehension

Reading involves decoding written symbols, words and sentences to extract meaning from text, while reading comprehension goes a step further. Reading comprehension refers to the ability to not only read the words but also understand and interpret their meaning, context and significance within the larger text. It encompasses skills such as understanding the main ideas, identifying details, making inferences, drawing conclusions and critically analysing the text (Elleman & Oslund, 2019). While Smith et al. (2023) understand reading comprehension as a decoding process, an ability to recognise individual written words and language comprehension, or the process of understanding words and connected speech, there are two other definitions of reading comprehension. According to Smith et al. (2021), once a learner has mastered decoding, reading comprehension is likely to follow. However, in the primary grades, reading comprehension is described as the outcome of decoding and comprehending text, which is related to vocabulary and grammar (Jeon & Yamashita, 2022). This means that for learners to understand what they read in the primary grades, their reading abilities should enable them to decode words using their understanding of phonemes, letters and vocabulary. This understanding relates to cognitive learning theory, as it requires the reader to have some mental capabilities in their long- and short-term memory to read and work out the meanings of new texts. In addition, this aligns with Ledwaba's (2020) definition of reading comprehension as inferring meaning from written texts to understand the material rather than specific words. To demonstrate their understanding, learners must read. Therefore, Smith et al. (2021) stress that reading is vital to teaching because it underpins academic growth in all subjects. Reading comprehension improves speaking and writing, according to Ithindi et al. (2020), and decoding skills are essential for language learners to grasp textual print. However, ESL learners in Grade 4 are new English readers, making reading comprehension difficult. Consequently, this study examines whether Grade 4 ESL teachers employ scaffolding and pedagogical translanguaging to increase reading comprehension ability. From the cognitive perspective, Kauami (2017) defines reading comprehension as a process that involves thinking, connecting text content to prior or background information, and determining meaning. It also involves readers engaging

with the author's ideas and drawing upon existing knowledge to determine the meaning within their zone of proximal development (ZPD).

In the context of this study, reading comprehension is understood as involving readers working out the meaning of the words used in the text by means of inference, vocabulary-(which helps the reader to make connections between the general and the contextual meanings of new words or glossaries used in the text), constructing meanings from images and using word clues or identifying keywords in the text (Madikiza et al., 2018). Learners' vocabulary knowledge enhance their abilities to understand various words in terms of their literal meanings, forms and usage, which makes it easier to understand the text read. This may also mean sounding out words with the correct phonetic and orthographic awareness. It may also mean analysing the text used to work out the textual meaning using the background or prior knowledge of the learners to construct the text meaning (Kauami, 2017; Namibia. MoEAC, 2015).

ESL teachers mediate the reading comprehension process to aid learners in developing their reading comprehension of texts. Thus, I briefly expound on simple reading comprehension strategies in early reading classrooms, including Grade 4. The first one is inference. This method trains learners to show their reading comprehension skills by working out meaning of the text content using the contextual clues. This is assisted by the by learners' prior knowledge. Prediction is another reading comprehension strategies that teachers use to train their learners to think ahead about the event in the story. The teacher uses the title headings or pictures or diagrams that can contribute to the learners' reading comprehension. Furthermore the ESL teacher can use the semantic or graphic organisers to train learners on how to understand the reading text, learners with reading barriers benefit easily when taught using this strategy by easily understanding and remembering the meaning of the words they read in the text. Additionally, summarising is also a technique that involves reader working with a text to find the main key ideas and central point and learners can reflect whether they understand the text by oral or written responses. Question generation strategies is also used to generate wh-questions from the text. This method trains learners to read with comprehension. Although I support these strategies as appropriate tools for equipping learners with the necessary reading comprehension skills in early reading classrooms. This study will not dwell more on this basic strategies, but rather on translanguaging practices to improve reading comprehension in Grade 4 ESL classrooms.

To conclude, the possession of reading comprehension skills is necessary for any reader to comprehend the materials being read and lack of such skills may hinder the teaching and learning process. Being aware of the importance of reading and reading comprehension from different perspectives guides ESL teachers to have a focus on equipping emergent readers with the correct scaffolding mechanism to develop their reading comprehension, especially in the foundation grades. As a researcher with this awareness, one of the foci of this study was to find out the pedagogical reading strategies, including translanguaging practices, that Grade 4 ESL teachers use to boost their learners' reading comprehension skills in the classroom. Similarly, employing a suitable approach such as pedagogical translanguaging to teach reading comprehension, which demands that learners analyse, assess and infer information from the text, may lead to the enhancement of their reading comprehension skills. Accordingly, teachers can help learners develop their critical thinking skills during reading lessons using comprehension tools. Moreover, the situation relating to reading in Namibian primary schools is important in this study, which focuses on investigating the pedagogical translanguaging strategies that Grade 4 ESL Namibian primary school teachers use to improve reading comprehension. I believe that teaching reading comprehension in Grade 4 ESL lessons involves a comprehensive strategy that includes translanguaging.

2.4 The state of reading in Namibian primary schools

From Grades 4 to 12, Namibia's official language and medium of instruction in schools is English, despite the country's rich diversity of languages and dialects (Makgabo & Niipare, 2022; Mashinja, 2023). This choice to use a second language in schools has made teaching more challenging. In Namibia learners are taught in their mother tongue up to Grade 4, whereupon all their studies are in English until they reach Grade 12, even though English as the language of learning and teaching appears to be problematic for learners. The lack of essential receptive and productive language skills, particularly reading skills, is a significant issue in Namibian primary schools, especially in Grade 4, when learners transition from their mother tongue to English as the medium of instruction. Several Namibian studies on reading issues conducted by Nepando (2018), Hilongwa et al. (2023), Makagbo and Niipare (2022), Mashinja (2023) and Norro (2021) show that most Namibian learners struggle to grasp written print and identify significant topics in the texts they read. Teachers of ESL claim that their learners fail to master it, particularly the four fundamental skills, owing to a lack of exposure to English (Ithindi et al., 2020). Therefore, ESL teachers have sought alternative strategies to

address the situation. According to the ESL syllabus for Grades 4–7, such strategies include Grade 4 learners reading simple children’s literature to enhance critical reading abilities, and the use of simple vocabulary and methods to improve reading comprehension (Namibia: Ministry of Education, Arts and Culture [MoEAC], 2016). As Grade 4 reading is taught in English instead of indigenous languages like Oshindonga or Oshikwanyama, some learners find this challenging and stressful (Kela, 2022; Kirchner & Mostert, 2017; Nepando, 2018; Siloka, 2022).

Many Grade 4 learners struggle with phonemes and grammar, affecting text comprehension and pronunciation (Borsah, 2023; Emvula, 2020; Norro, 2022a). Although the policy is for primary school teachers to use a phonics approach to teach young children reading, some ESL learners may not have mastered basic reading skills by the time they reach Grade 4 (Hangula, 2021; Kirchner & Mostert, 2017), resulting in reading difficulties. This concurs with numerous scholars who argue that only a small percentage of learners can read and grasp what they are reading (Gallagher, 2023; Izzah et al., 2021; Liswaniso, 2023; Moats, 2020).

In Namibia, ESL teachers claim that their learners lack the ability to understand, interpret and identify key ideas in texts (Emvula, 2020; Ithindi et al., 2022; Liswaniso, 2023). They struggle with reading despite its importance for engaging in reading comprehension activities (Hilongwa et al., 2023; Ithindi et al., 2022). Namibian researchers on reading argue that many learners struggle with the cognitive skills required to comprehend texts, especially in Grade 4, owing to inadequate guidance from ESL teachers (Hangula, 2021; Liswaniso, 2023; Makgabo & Niipare, 2022; Nepando, 2018; Norro, 2022a), as these teachers often lack prior knowledge and instructional aids, and do not present constructive reading comprehension lessons (Ithindi et al., 2020; Liswaniso, 2023). This is especially true in multilingual nations like Namibia, where children often prefer their native dialects to English. In addition, researchers such as Nepando (2018), Ithindi and others (2020), Niipare (2019), Mashinja (2020), Set (2021), Kauami (2017), and Hangula (2021) recommend investigating methods to help learners achieve excellence in reading comprehension, especially in Grade 4, as most learners are still illiterate. Therefore, the primary objective of this study was to examine the pedagogical multilingual practices used by Grade 4ESL teachers to enhance reading comprehension.

Multilingual pedagogy is an approach to education that recognises and values the linguistic diversity present in classrooms, particularly in multilingual and multicultural contexts (Cenoz & Gorter, 2020). It aims to leverage the learners’ native languages and cultural backgrounds

to enhance their learning experiences and promote academic success (Cenoz & Santos, 2020; Omidire & Ayob, 2022; Puno et al., 2023; Wagner, 2021; Yoon, 2023). In the context of improving reading statistics in Namibia and other similar settings, multilingual pedagogy plays a crucial role in several ways (Mashinja, 2020; Mashinja & Mwanza, 2020; Norro, 2021). By acknowledging and incorporating learners' other languages, multilingual pedagogy creates a more inclusive and culturally responsive learning environment (Adams, 2020; La Serna, 2020; Puno et al., 2023; Wei, 2023; Yoon, 2023). It recognises that language is not a barrier to learning but rather a valuable resource that can be tapped into to foster literacy development (Makalela, 2017; Nyimbili & Mwanza, 2021; Wagner, 2021). When learners are allowed to read and learn in their familiar languages alongside the target language (such as English), it increases their engagement and motivation, leading to improved reading skills (Cummins, 2021; Ledwaba, 2020; Mkandawire et al., 2023). In the context of multilingual pedagogy, Namibia and other ESL contexts have traditionally embraced bottom-up, top-down and interactive models as approaches to reading instruction. A combination of these learning strategies support a conducive medium for teaching reading comprehension. For ESL learners in Grade 4, effective reading comprehension instruction should include systematic phonics instruction, the development of cognitive skills, interactive learning and the thoughtful blending of different languages. This inclusive strategy will help Namibian ESL learners improve their reading comprehension skills and overall literacy abilities (Griffin, 2023; Hangula, 2021; Mashinja & Mwanza, 2020; Set, 2021). These reading models are discussed extensively in relation to translanguageing as a continuum in ESL reading instruction.

2.5 Reading models

Various reading models exist that ESL educators can implement in their classroom to equip learners with appropriate reading and reading comprehension skills. These include the bottomup, the top-down and the interactive reading models. To begin, I discuss the bottom-up model of reading.

2.5.1 The bottom-up model

The first reading model is the bottom-up reading paradigm, a one-way process used by learners to decode a text, considering language elements like phonemes, morphemes, phrases, sentences

and discourse (Cao, 2023; Hassan Taj et al., 2017; Miller, 2020; Zeineb & Imane, 2023). A bottom-up reading approach focuses on the decoding and analysis of individual components of a text, such as letters, sounds and words, to construct meaning (Cao, 2023; Hassan Taj et al., 2017; Zeineb & Imane, 2023). It begins with recognising and understanding the basic building blocks of language and gradually progresses to the comprehension of larger units such as phrases, sentences and paragraphs (Finnegan & Miller, 2020). This approach aligns with the behaviourist framework of learning which include drills and repetition to enable learners to acquire the basic reading skills. This is recommended in the primary school reading curriculum, emphasising the comprehension and interpretation of the text by engaging learners in, for example, a phonics approach which has been proven best for enhancing reading and text comprehension in the primary grades (Pressley et al., 2023; Smith et al., 2023). The bottom-up reading approach and translanguaging can be linked in the context of language development and reading comprehension (Bonacina-Pugh et al., 2021; Duarte, 2020; Yafele, 2021). In a bottom-up reading approach, learners focus on decoding individual components of a text such as letters, sounds and words to construct meaning (Mondesir & Griffin, 2020; Slaysman, 2023). This means that when learners encounter unfamiliar words or structures, they rely on their knowledge of phonics, vocabulary and grammar to decipher the text. Translanguaging can support this process by allowing learners to draw on their native language or languages to make connections and bridge gaps in understanding (Cenoz & Gorter, 2021). When encountering challenging words or concepts, learners can use their translanguaging skills to access the meaning and context by relating them to their first language. This supports comprehension and facilitates the transfer of knowledge from one language to another (Leonet et al., 2020).

In addition, translanguaging can assist learners in activating their background knowledge and making connections between languages during the reading process (Cenoz & Gorter 2022; Duarte, 2020; García & Kleifgen, 2020; Maseko & Mkhize, 2021). By seamlessly switching between languages, learners can access their entire linguistic repertoire to comprehend the text more effectively. Translanguaging strategies such as code-switching and code-mixing can provide scaffolding and promote a deeper understanding of the text by leveraging the learners' language resources (Asrifan & Syahrir, 2021; Bonacina-Pugh et al., 2021; Gobodwana, 2023; Nyimbili, 2021). By connecting the bottom-up reading approach to translanguaging, learners are empowered to engage with texts more actively, overcome language barriers and develop a deeper understanding of the content (Cenoz & Gorter 2021; Hopewell, 2013; Zein, 2022). The combination of these approaches allows for more inclusive and effective reading instruction

that considers learners' multilingual backgrounds and leverages their language skills to enhance their overall reading experience and comprehension (Cenoz et al., 2021; Mahan, 2022; Makalela, 2017). In the following section, I describe the top-down model as another reading strategy that can be utilised in the reading lesson to enhance comprehension.

2.5.2 The top-down model

The second model is the top-down model which focuses on meaning-driven processes as opposed to fundamental elements (Griffin, 2023; Kukus, 2021). This model requires prior knowledge of semantic, pragmatic, syntactic and discourse elements to deduce the text's meaning (Naseem, et al., 2023). The top-down model, as described by Gamboa-Gonzalez (2017), is a "psycholinguistic guessing game" that influences language processing at the orthographic and phonological levels, as background and prior knowledge influence the reader's comprehension of the text. Based on the constructivist theory of learning, this approach transforms reading comprehension into an activity in which learners actively construct and deconstruct their own knowledge about the text read using their past experiences and background knowledge to determine the correct meaning of the text (Gupta, 2019; Davey, 2023).

The top-down reading approach and translanguaging are interconnected when it comes to understanding both language and content. In the top-down reading approach, readers start with their prior knowledge, background experiences and schema to make predictions and create a mental framework for understanding the text (Bante, 2023; Karami, 2021; Miller, 2020). They use their higher-order thinking skills, such as making inferences and drawing upon context, to derive meaning from the text (Rusdiana & Hikmat, 2020; Smith et al., 2021). Translanguaging can support this process by allowing learners to tap into their linguistic repertoire and draw on their native language or languages to activate relevant background knowledge (Maseko & Mkhize, 2021; Memari, 2023; Wu & Leung, 2022). By using translanguaging strategies, learners can bridge any gaps in understanding and make connections between their first language and the target language, thereby enhancing their overall comprehension (Cenoz & Gorter, 2021; Hungwe, 2019; Tai, 2023b; Yafele & Makalela, 2022).

Translanguaging can facilitate the development of vocabulary and conceptual understanding in a top-down reading approach (Anderson, 2022; Charamba, 2021; Miller, 2020). Learners can utilise their translanguaging skills to access definitions, explanations and synonyms of

unfamiliar words or concepts in their first language (Cenoz & Gorter, 2021; Duarte, 2020). This helps them make sense of the text and construct a deeper understanding of the content. Translanguaging also allows learners to express their thoughts and ideas more effectively by leveraging their language resources, thus supporting their ability to engage in higher-level thinking and analysis (Jonas, 2023; Kebort, 2021; Mahan, 2022). Integrating a top-down reading approach with translanguaging, learners can engage in a holistic and comprehensive reading experience. They can activate their prior knowledge, make predictions and draw on their linguistic repertoire to enhance comprehension and deepen their understanding of the text (Cenoz et al., 2021; Hattan & Lupo, 2020). Accordingly, in the next section, it is important to elaborate on the interactive reading model that may be used to boost learners' reading skills.

2.5.3 The interactive reading approach

The interactive reading approach is also recommended for enhancing ESL learners' reading comprehension. According to Gamboa-Gonzalez (2017), this approach concentrates on the interactions between various forms of knowledge, such as syntactic, morphological, sociocultural, topical, genre and general knowledge, which readers use to comprehend a text. This approach is both schematic and systematic, requiring readers to employ strategies such as deciphering the language of the text and employing that language to make sense of the text (Hall & Barnes, 2017; McCarthy & McNamara, 2021; Smith et al., 2021; Yuan & Yang, 2023). It assists learners in overcoming reading obstacles and enhances their comprehension beyond bottom-up or top-down models. The interactive model is a solution for overcoming obstacles encountered during reading interpretation, as it assists teachers in determining the optimal method for improving reading comprehension beyond those methods offered by the bottom-up and top-down models. Thus, from a cognitivist and constructivist view of learning, ESL teachers can activate learners' different knowledge, remove barriers between the text and learners, act as a mediator and create opportunities that can lead learners to active participation in their own reading in order to work out the meaning.

The interactive reading approach and translanguaging are closely linked in the context of language development and comprehension. In an interactive reading approach, readers actively engage with the text by interacting with the content, asking questions, making connections and participating in discussions (Bante, 2023; Ceyhan & Yıldız, 2021; Kauami, 2017). This

approach encourages learners to collaborate, share ideas and construct meaning together. Translanguaging can support this interactive process by providing opportunities for learners to express their thoughts, ask questions and engage in discussions using their native language or languages (Dougherty, 2021; Goodman & Tastanbek, 2021; Ledwaba, 2020; Styati & Irawati, 2023). Translanguaging promotes a sense of inclusivity and belonging in interactive reading. It acknowledges and values learners' diverse linguistic backgrounds and encourages the use of multiple languages to enhance comprehension (García & Kleifgen, 2020; Hungwe, 2019; Makalela, 2019; Maseko & Mkhize, 2021; Tai, 2023a). Learners can leverage their translanguaging skills to communicate their thoughts and ideas effectively, as well as to bridge any language gaps that may hinder their participation. By creating a supportive environment that embraces translanguaging, an interactive reading approach enables learners to engage in meaningful discussions, gain new insights and develop a deeper understanding of the text, as they draw upon their linguistic resources (Barros et al., 2021; García & Kleifgen, 2020; Vogel & García, 2017; Zein, 2022).

By connecting an interactive reading approach to translanguaging, learners are empowered to actively participate in reading activities, collaborate with peers and construct meaning through meaningful interactions (Dinh, 2023; Zein, 2022). Translanguaging facilitates effective communication and ensures that all learners have a voice in the interactive reading process. This combination enhances comprehension, fosters a positive learning environment and encourages the appreciation of linguistic diversity in the classroom (Cenoz & Gorter, 2021; Silvestri & Falk, 2023). Considering translanguaging as a teaching pedagogy that can accommodate all the learners' linguistic abilities, I further discuss the multilingual turn in ESL reading instruction which could possibly be utilised in the Grade 4 classroom to advance learners' reading comprehension skills.

2.6 The multilingual turn in reading instruction

Traditionally, reading instruction has primarily focused on monolingual approaches, with an emphasis on the target language (Cenoz & Gorter, 2020; Mkandawire et al., 2023). The multilingual turn emphasises the importance of leveraging learners' native languages alongside the target language (Cenoz & Gorter, 2021). It recognises that learners bring rich linguistic resources to the learning process and that their native languages can serve as valuable tools for acquiring literacy skills (Cenoz & Gorter, 2022; Mashinja, 2023). The multilingual turn in

reading instruction refers to a shift in educational practices that recognises and embraces the linguistic diversity of learners (De Jong & Gao, 2023; Zano, 2022). It acknowledges the value of incorporating multiple languages in reading instruction to support language development and enhance reading comprehension (Muzeya, 2023). In the multilingual turn, reading instruction aims to create a culturally responsive and inclusive learning environment. It encourages teachers to incorporate diverse texts, including those written in learners' native languages, to foster connections between languages and cultures (Tian, 2022; Wagner, 2021). The multilingual turn recognises the benefits of translanguaging, where learners can move fluidly between languages, using their entire linguistic repertoire to comprehend and express meaning. Translanguaging strategies such as code-switching and code-mixing are embraced as valuable tools for language development and meaning making in the reading process (Balam, 2021; Gobodwana, 2023). Since the focus of this topic was on exploring the pedagogical translanguaging practices, it is important to give a definition of the term 'pedagogical translanguaging practices'.

2.6.1 Defining translanguaging

Studies on translanguaging have suggested that it be introduced into basic education in countries where English is the official and primary language of instruction. Numerous academics such as Nyimbili and Mwanza (2021), García and Otheguy (2020), Tai (2023b) and Feller (2022) have investigated translanguaging pedagogy and promoted a complete view of language usage and language learning that promotes interlanguage comprehension. As a result, it has been found that translanguaging outperforms the use of a single language understood by a small group of people and accessible to only a few speakers (Cenoz & Gorter, 2021; Rajendram, 2023; Wei and García, 2022). This might be applied in the Grade 4 ESL classroom in the Namibian context where learners are emergent users of ESL. The focus of this study was to find out whether ESL educators utilise translanguaging strategies as a means of supporting learners to perform better in reading comprehension tasks. To further clarify the translanguaging practices that are the focus of my study, I provide some definitions of the term 'translanguaging' from various perspectives.

Translanguaging has a variety of meanings, depending on the circumstances in which it is used. It was first implemented in Europe by William (1996) who defined it as including language

shifts between various teaching and learning contexts, such as presenting information in one language while allowing learners to produce related details in another (Duarte, 2020; Goodman & Tastanbek, 2021; Omidire & Ayob, 2022; Tai & Wong, 2023). According to Cenoz and Gorter (2017), Wei and García (2022), Duarte (2020) and Hamman-Ortiz (2023), translanguaging is the practice of speaking two languages simultaneously, including the native speaker's linguistic repertoire, to facilitate interactions between multilingual speakers and sustain their bilingual identities. This improves interaction between bilingual or multilingual readers and speakers. Therefore, there are two types of translanguaging that are employed in multilingual contexts: instructional translanguaging, which can also be referred to as pedagogical or planned translanguaging, which the educator includes in his or her initial lesson planning, and spontaneous translanguaging, which is not planned but utilised when the situation dictates that the educator employ it during his or her lesson presentation. Translanguaging is considered to be one of the best pedagogies to apply in a classroom with bilingual and multilingual learners, and is used primarily to scaffold meaning construction and identity development for underrepresented learners. The multilingual turn in reading includes the use of translanguaging practices, which have gained some acceptance in ESL classrooms. Recent studies suggest that learners entering basic or primary education learn best through their mother tongue, and second language acquisition is more successful when learners have a strong foundation in their home language (Cummins, 2023; Monageng, 2022). As a result, in this study, which explored the translanguaging strategies used by the Grade 4 teachers of ESL to equip learners with necessary reading comprehension skills, I further unpack the difference between the two terms – translanguaging and pedagogical translanguaging – as well as some of the pedagogical translanguaging practices used in teaching and learning ESL in a normal primary classroom populated by native speakers of other languages.

2.6.2 Defining pedagogical translanguaging

The difference between translanguaging and pedagogical translanguaging is that latter refers to the systematic and organised practice of using two languages at the same time, including the entire repertoire of multilingual learners' languages, to enhance the learners' abilities to interpret texts, read, participate in lessons and acquire new knowledge in the second language (Ledwaba, 2020, Norro, 2022a; Nyimbili & Mwanza, 2021). The former refers to the unstructured use of more than one language in communication. According to Cenoz and Gorter

(2021), Norro (2022a) and Duarte (2020), pedagogical translanguaging is mostly utilised to help learners comprehend concepts, gain new knowledge and actively engage in lessons. Translanguaging techniques can therefore be utilised to help learners handle a problem or complete a task that might be beyond their capacity to do on their own. Therefore, scaffolding, which has ties to the ZPD proposed by Vygotsky, can be used to overcome challenges in language learning by using more than one language to supplement the language target. In this instance, the ZPD is the region where independent learning can take place without the assistance of an expert (Vygotsky, 1978). Therefore, it is the area where a learner can move between the two languages without being judged or discriminated against based on their respective mother tongues (Charamba, 2020). Teachers can facilitate learning by using the mother tongue repertoires of their learners, which are contained inside their ZPDs, to help them learn ESL. The introduction of a scaffolding structure as a pedagogical translanguaging technique can encourage language acquisition and enhance learners' reading comprehension. Thus, teachers may support their learners in learning a second language by using their mother tongue repertoires that are a part of their ZPDs. Implementing a scaffolding structure may enhance learners' reading comprehension skills (Dinh, 2023; Duarte, 2020; Mahan, 2022; Tedick & Lyster, 2020), including those necessary in the ESL classroom. This is accomplished by, for instance, encouraging learners to complete tasks by using productive skills in two languages, one of which is the source language and the other the output language.

When teachers of ESL reflect on their actions in their lessons, they consider when to actively play the role of a learning mediator to improve language acquisition in their learners. Thus, the language teacher engages in mediating learning to assist learners to acquire language skills within their ZPD (Taukeni, 2019; Verde, 2022). Therefore, scaffolding and mediation were occasionally used in Grade 4 ESL lessons where learners were previously taught entirely in their mother tongues to enhance their acquisition of second language skills, such as in reading comprehension activities. According to Ledwaba (2020), Mashinja and Mwanza (2020), Omidire and Ayob (2022) and Cummins (2021a), translanguaging is used intentionally, with the native tongue serving as the input and the language of learning and teaching as the output. The benefits for learners who participate in translanguaging in the classroom have been demonstrated in earlier international studies (Cenoz & Gorter, 2021; Duarte, 2020; Feller, 2022; Makalela, 2017), and include increasing learner participation, scaffolding learners to make meaning and equalising the bilingual classroom norm of monolingualism. Furthermore, it is claimed that using this method in a class of bilingual and multilingual learners helped them

learn new skills, especially reading skills (Duarte, 2020; Makalela, 2015; Maseko & Mkhize, 2021). Accordingly, pedagogical translanguaging is a versatile instructional method that equalises linguistic resources by instructing learners in both the language of instruction and their native tongues (Heugh et al., 2021; Menken & Sanchez, 2019; Nyimbili & Mwanza, 2021). Its educational goal is to mediate learning using resources in various languages (Cenoz et al., 2021; Duarte, 2020; Yuan & Yang, 2023).

In the next subsection, I discuss various instructional translanguaging strategies that might be applicable in the ESL classroom. This is in line with the main objective explored in this study, namely, the translanguaging practices used by Namibian primary schools' teachers of ESL.

2.6.4 Translanguaging pedagogical practices

Being in a multilingual environment makes it difficult to teach ESL to learners who only speak their mother tongue and use ESL only as the medium of instruction. To mediate learning and scaffold ESL learners, scholars like Cenoz and Gorter (2020), Dinh (2023), Feller (2022), Ponzio and Deroo (2023) and Sahan and Rose (2021) have conducted studies on translanguaging pedagogies to find out appropriate strategies for this situation. Menken and Sanchez (2019), Makalela (2017), Heugh et al. (2021) and Gobodwana (2023) define pedagogical translanguaging as the systematic, planned and adaptable instructional strategies used to balance linguistic resources in the classroom to enable learners to develop in both their native languages and the dominant language.

Moreover, Goodman and Tastanbek (2021), Dougherty (2021) and Tai and Wong (2023) suggest that teachers of ESL need to be explicitly taught ways to incorporate intentional translanguaging pedagogies into their teaching practices. This implies that there are translanguaging approaches that teachers of ESL can practise during instruction in a planned manner to cater for all the learners' languages. Researchers such as García and Kleifgen (2020), Mashinja and Mwanza (2020) and Mushtaq (2023) also highlight some of the benefits of pedagogical translanguaging. These include the fact that bilingual children's reading skills are developed, and learner comprehension is raised compared to those pupils not taught using a translanguaging approach. In addition, multilingual classrooms are used to scaffold learning and promote learner participation. Numerous scholars also highlight that translanguaging in language classes assists learners to understand what they read and to gain access to topic

information (Maseko & Mkhize, 2021; Nyimbili & Mwanza, 2021; Tai & Wong, 2023). When employing pedagogical translanguaging, the teacher employs simple language to scaffold learners in making sense of the text they are reading. Therefore, my goal in this study was to learn about the pedagogical translanguaging practices used by ESL Grade 4 teachers to improve reading comprehension. Hence, I was interested in observing planned translanguaging practices used in the Grade 4 classrooms. Consequently, in the following section I expound on the possible translanguaging pedagogical practices that may be applicable in an ESL reading comprehension lesson.

2.6.5 Translanguaging practices in English reading comprehension

Pedagogical translanguaging in a multilingual language classroom is an effective strategy for accommodating the learners' entire linguistic repertoires (Cenoz & Santos, 2020; Muguruza et al., 2023; Neokleous, 2022; Omidire & Ayob, 2022). Thus, various approaches such as codeswitching, code mixing, lexical borrowing, language brokering and lingua receptiva have been suggested as ways for multilingual speakers to transfer meaning between a weaker language and a dominant language. Teachers also use scaffolding strategies such as eliciting, visual aids, keywords, questioning and recall to improve learners' understanding of written text (Feller, 2020, 2022; Tai & Wei, 2023) and enhance comprehension.

Furthermore, Akbar and Taqi (2020) and Wei and García (2022) support the practice of translanguaging in the language classroom, comparing it to Cummins' theory of interdependence, which claims that the level of proficiency in the second language is dependent on the learner's development in the first language. In addition, the implementation of translanguaging practices in classrooms serves the primary objective of making sense or negotiating the meaning of the materials under study (Bonacina-Pugh et al., 2021; Sahan & Rose, 2021). Some translanguaging practices may include gestures and actions which have the potential to enhance the comprehension of the text (Dargue & Sweller, 2020; Tai & Wong, 2023; Yuan & Yang, 2023). Therefore, in this study, I observed the participants' use of gestures, posture, hand movements and facial expressions to enhance the content of the materials in the lesson presentations. Some of these actions and gestures helped to scaffold ESL learners when working out the meaning of the text.

In contrast to certain scholars' belief in the beneficial contribution that pedagogical translanguaging practices make to the ESL classroom, other academics see translanguaging as a barrier to second language acquisition (Omidire & Ayob, 2022; Rajendram, 2023).

Accordingly, some researchers argue that using pedagogical translanguaging practices in the ESL classroom has little effect on skill acquisition. Thus, some ESL teachers avoid mixing ESL with the mother tongue when delivering their lessons. According to scholars like Goodman and Tastanbek (2021), Leonet et al. (2020), Cenoz and Gorter (2022) and Memari (2023), translanguaging practices influence the extent to which learners acquire and use the second language, and learners may not become fluent or proficient in the dominant language. However, the focus of this study was to explore whether pedagogical translanguaging practices are implemented in Grade 4 ESL classrooms in Namibian primary schools. Therefore, in the next sections I discuss various multimodal strategies that may be regarded as translanguaging practices in the Grade 4 ESL classroom.

2.6.5.1 Code-switching

Code-switching is one of the translanguaging practices used in multilingual classrooms. This is especially important in the early stages, when learners are transitioning from the mother tongue to English as the medium of instruction. Stell (2019) refers to code-switching as dialogue interchange between two languages rather than between dialects or styles. Furthermore, Anastassiou (2017) defines code-switching as a diversity of languages utilised in a single conversation, usually with two or more languages employed at the sentence level. Furthermore, Muysken (2020) defines code-switching as a traditional method of communication in any bilingual community that involves the employment of multiple languages in a single conversation or speech. Code-switching can occur spontaneously, as the speaker may do during a discussion. In the context of my research, a teacher in a bilingual classroom where Oshiwambo speakers are being taught in English may encounter this phenomenon because the learners are new bilinguals transitioning from mother tongue instruction to English as the medium of instruction. Here, teachers may use code-switching to improve English language knowledge (Cenoz & Gorter, 2020; Pintado Gutiérrez, 2021; Stell, 2019).

In this study, I listened to the teacher's and learners' interactions during an ESL reading comprehension lesson and noted whether they were speaking English exclusively or were

switching occasionally to the learners' native tongue, Oshiwambo. Allowing code-switching in the classroom may be regarded as a type of translanguaging, because the teacher permits the learners to freely utilise the two languages at the same time without limiting them to one language (Ipinge & Banda, 2020; Sahan et al., 2021).

The next teaching practice to be discussed, code mixing, can be used as a translanguaging practice in the ESL classroom to equip learners with better reading comprehension skills.

2.6.5.2 Code mixing

Code mixing is another translanguaging technique that can help ESL learners become better readers. This practice involves using one language while interrupting with discrete portions of another (Gurney & Demuro, 2022). Moreover, according to Muysken (2020), code mixing involves the addition of words together with certain language guidance in a certain language. Asrifan and Syahrir (2021) also define code mixing as a language-use strategy that involves using two or more languages at the word level. When reading texts in a second language class, teachers occasionally use vocabulary from other languages, such as the learners' mother tongue, to clarify challenging concepts or instructions. In the context of my study, I observed the Grade 4 ESL reading classes to see whether teachers employed some Oshiwambo words to clarify terminology and other elements of the reading texts that learners found difficult to understand (Mashinja & Mwanza, 2020; Stell, 2019). Because the teacher incorporates the mother tongue as a tool to support learners in understanding textual information, the practice of code mixing is also associated with translanguaging (Goodman & Taskanbek, 2021; Heugh et al., 2021; Karabassova & San Isidro, 2023).

Lexical borrowing, or loanwords, which is discussed next, is another example of translanguaging in a multilingual environment.

2.6.5.3 Lexical borrowing

Lexical borrowing, or loanwords, is another translanguaging technique that could be employed in language classes. Lexical borrowing involves the adoption of a full word from one language to another keeping the same meaning. Lexical borrowing, according to Miller and List (2023)

and Muslim (2020), is the insertion of foreign words into a speaker's native language which have same meanings as those used in the targeted language. For example, some Latin words were adopted into English at some point in the language's history. Daulton (2012) and Aichatou (2020) also emphasise the reasons for lexical borrowing, which include enrichment and the lack of words to describe thoughts in the target language. This means that words common in one language may have the same meaning in another. Lexical borrowing may occur in the context of my research when learners are reading a text and occasionally altering some words to words in their mother tongue to boost their understanding of the text. This suggests that it is acceptable to apply terms that are widely used in one language and have the same meaning in another. In the context of my study, it was proposed that lexical borrowing may take place when learners are reading a text in the second language and exchange some words with words from their home language with the same meanings in ESL to help them interpret the material that they are reading (Aichatou, 2020).

In the next section, I discuss language brokering which is another technique that may be utilised in the second language teaching space to enhance receptive skills, including reading comprehension skills.

2.6.5.4 Language brokering

Researchers like López and Vaid (2018), López et al. (2019), Tian (2022) and Wunseh and Charamba (2023) have also studied the idea of language brokering as a translanguaging method in the ESL classroom. Language brokering, according to López and Vaid (2018), involves a language conversation in which children or teenagers are asked to informally translate English into the local language for their illiterate family members, neighbours and other people who are unable to speak English. Language brokering occurs in situations like teacher–parent meetings where translation and interpretation occurs between speakers who are fluent in both languages. In addition, López et al. (2019) and White et al. (2023) claim that bilingual children engage in language brokering, that is, the practice of translating written information using their language knowledge and their ability to speak, read and write. This means that language brokering occurs when children who know English better informally translate it into their native languages for their classmates, friends, parents or guardians (Heugh et al., 2021; López et al., 2019). This can happen when more than one language is spoken or dominant, and may also be planned or unplanned (Phoenix & Faulstich Orellana, 2022). Learners in Grade 4 may

have trouble understanding ESL because English is a second language. Therefore, language brokering is used in the ESL classroom to increase learner engagement and comprehension.

This occurs through translation or interpretation by the Grade 4 emergent ESL learners and the ESL teacher, who is knowledgeable in using both the learners' native language and ESL, which is the weaker and more foreign language for the Grade 4 emergent bilingual learners (Wunseh & Charamba, 2023).

As a translanguaging pedagogical practice, language brokering is considered one of the techniques that can enhance reading comprehension in the Grade 4 ESL classroom (Killorin, 2021; López & Vaid, 2018; López et al., 2019). One of the advantages of language brokering in the ESL classroom is that it increases learners' participation in language activities such as reading comprehension (Phoenix & Faulstich Orellana, 2022; Tian, 2022). Language brokering is possible because learners who are fluent in both languages can translate or interpret spoken or written words for their classmates who are struggling to understand them (García, 2020; Phoenix & Faulstich Orellana, 2022; Wunseh & Charamba, 2023). Accordingly language brokering, as a way of switching between two languages to translate or interpret written content, may be applied in the ESL classroom in the context of my study (Della & Insixiengmay, 2021; Wunseh & Charamba, 2023). Therefore, in the context of my research, I examined whether the pedagogy used by the teacher to assist his or her learners in the ESL reading sessions included dialogues that involved translating or interpreting the reading comprehension material. In this regard, Daniel et al. (2019), Pintado Gutiérrez (2021) and Puno et al. (2023) state that teachers regularly use context translation to move learners from mother tongue instruction to English.

With this knowledge, through non-participant observation and semi-structured interviews I observed whether Grade 4 ESL teachers used informal translations by competent learners to improve the reading comprehension of the weaker ESL learners.

The last pedagogical strategy that I discuss in this study is the *lingua receptiva* (LaRa), a translanguaging pedagogy strategy that can be used by ESL teachers to augment readers' textual comprehension.

2.6.5.5 Lingua receptiva (LaRa)

Lingua receptiva (LaRa), or receptive bilingualism, is another translanguaging practice that can be implemented in the ESL classroom. Lingua receptiva is a technique that promotes learners' active participation in second language learning environments (Correale, 2020; MajdańskaWachowicz et al., 2021). It involves the practice of a speaker conversing with a speaker of a different language in his or her mother tongue without switching to the other language (Blees & ten Thije, 2017; Correale, 2020; Levert, 2021). Thus, it is a way for speakers of different languages to communicate in their own languages without having to switch to the other language in order to understand each other (ten Thije et al., 2017). When a language barrier inhibits speakers in the ESL classroom from interacting, lingua receptiva may occur. According to ten Thije (2013), where learners are multilingual, they can speak in their mother tongue while the ESL teacher responds in English, helping the learner to understand what the teacher is saying and thus the text in question. Ten Thije et al. (2017) and Correale (2020) found that lingua receptiva can help speakers of diverse languages improve their listening and reading skills. This is possible because learners who have difficulty in reading texts may obtain support if the lesson is explained using both two languages (Rehbein et al., 2010). Lingua receptiva, which relies mostly on inference, can be considered as mental activation in bilingual interaction, and some of its features such as mental stimulation are linked to comprehension and predicting when reading text (Duarte, 2022; Groothoff et al., 2022).

Lingua receptiva is also used for communication in the classroom when emergent bilingual learners find English challenging. Rehbein et al. (2010) claim that incorporating lingua receptiva into reading comprehension lessons, by unpacking the reading text at various points throughout the lesson, enhances learners' capacity to communicate effectively in class. Lingua receptiva also helps learners develop their productive and receptive skills, both of which are crucial for the reading comprehension lesson (Rehbein et al., 2010). In the context of my study, an ESL teacher would use lingua receptiva to discuss passages with the learners in both English and their native language, Oshiwambo, to enable them to comprehend these passages.

To conclude, I have explained the differences between the intentional pedagogical translanguaging practices and spontaneous translanguaging that may manifest in the ESL classroom. I have also expanded on the five common translanguaging practices identified by various scholars, namely code-switching, code mixing, lexical borrowing, language brokering and lingua receptiva, that may be encountered in the ESL classroom and used as strategies to

improve learners' reading comprehension skills within the classroom context. Using classroom observations, I determined and categorised the forms of translanguaging witnessed between the ESL teachers and the learners. These translanguaging practices were discussed further in the stimulated interviews to clarify their purpose during the lessons.

2.7 Chapter summary

This chapter discussed reading comprehension in the Grade 4 Namibian context, focusing on top-down, bottom-up and interactive models for enhancing mother tongue learners' reading skills in ESL. It examined four methods for teaching reading comprehension in ESL classrooms, as well as discussing examples and the potential applications of translanguaging pedagogical approaches in multilingual countries. It also examined the use of code-switching and code mixing from the mother tongue to ensure effective interpretation, engagement and equality for ESL bilingual learners, highlighting the advantages of certain translanguaging practices. The next chapter gives insights into the theoretical lenses on which I chose to base my study, which focuses on the pedagogical translanguaging practices used by primary school teachers of ESL in Namibia to enhance reading comprehension in Grade 4.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Introduction

In Chapter 2, I presented a discussion of current literature relevant to the study topic: an exploration of the pedagogical translanguaging practices used by English Second Language (ESL) teachers to enhance reading comprehension in Grade 4. I reviewed the literature on a number of teaching strategies identified, discussing their relevance for enhancing reading and comprehension in Grade 4. I also discussed the multilingual turn in teaching reading comprehension and the pedagogical translanguaging practices that can be used to improve reading comprehension in ESL in the primary school grades. In this chapter, I discuss the two theories, schema theory and reflective practice, that underpinned my study.

3.1 Schema theory

The schema theory propounded by Bartlett (1932) was one of the theoretical insights that underpinned my study. It consists of three types of schemas, namely the linguistic, the formal schemas and the content schema, each with a special function in this study. This theory was used in the field of social psychology as a lens that captures realities experienced by participants as proof of the development of one's cognitive skills in inferencing, recalling, reasoning and problem-solving. His theory explained how readers relate and process new experience with their prior knowledge in their memories in order to understand and interpret a reading text (An, 2013). This denotes that the schema theory proposes reading comprehension of a text is achieved using background knowledge (An, 2013). The schema theory is compared to top down processing in relation to learners pre-existing knowledge as important to decoding a text. Learners who hold the right schemas accomplish reading comprehension tasks better than those with poor schemas. Thus, the schemas play a major role in enhancing learners' reading comprehension. This is because the reader matches the schemas to their prior knowledge and the new information. Additionally, Liu (2019) advocated in her study that the integration of the schema theory and some teaching methodologies proved to enhance the reading comprehension of text. Drawing from these elaborations, I understand the schema

theory as the framework that involves linking new knowledge to what is already knowable by the reader to make sense of the text read. I also concur with scholars who explicate that the schema theory include all the background knowledge and past experiences which are known as schemas. Thus, the reader might possess different schemas such as those related to personal experiences, on a certain language, about different structures of the texts, and the application of the background knowledge acquired in the reader's environment to work out meaning of the new text at hand.

Similarly, Crowley (2022) refers schema theory to the pertinent sets of previous familiarities and experience that a person has in memory and can reflect on or relate back to in an episode of comprehension. This implies that before reading a text the readers already have some experiences which need activation to enhance reading comprehension. Moreover, schema theory regards reading comprehension as an interactive process, as it is a dynamic interaction between the author and the reader in which the reader creates meaning from the text by activating his or her stored knowledge and extending it with the new information supplied by the text, hence, the emphasis is on the text–reader interaction. Furthermore, Hassan Taj et al. (2017) assert that during reading, schema theory focuses on “interaction among readers, writer, text and readers’ prior knowledge” (p. 110) when the previous knowledge is connected to the reader, the author and the text. This is referred to as the activation of schema and is regarded as one of the decisive factor in the success of reading comprehension (Hassan Taj et al., 2017). It is, therefore vital that the texts should be chosen in such a way that they interest the learners and fall within their ZPD. This is because learners may find it challenging to link their prior knowledge to the new knowledge in the reading text provided, and as a result be unable to express or interpret the message. In addition, according to schema theory, comprehension or correct interpretation of the text read is the result of the coordination of the text and readers’ background knowledge (El-Dali, 2021; Hassan Taj et al., 2017). This is due to the fact that the prior knowledge and the text should be interrelated so that the reader may arrive at a correct interpretation of the text’s meaning. Moreover, Gamboa-Gonzalez (2017) further asserts that “the role of background knowledge in reading has been formalised as the schema theory” (p. 165). Hence, schema theory focuses on how schematic knowledge may be activated to assist learners in the reading process. In this theory, understanding text is considered an interactive process between the reader’s background knowledge and the text. It is concerned with the abstract knowledge structures the reader possesses based on his or her previous experiences,

which may be activated in the reader's mind and used as he or she attempts to work out the meaning of the text (Gamboa-Gonzalez, 2017; Sua, 2021).

Furthermore, I employed schema theory in my study to orient my viewpoint on the uses of reading comprehension strategies, focusing on pedagogical translanguaging practices and beliefs that ESL teachers rely on to enhance reading comprehension in Grade 4. Therefore, the implementation of schema theory implies that "inside the classrooms, teachers need to recognise the importance of building background knowledge and helping learners activate the schemata by employing different strategies such as pre-reading, communicative pre-reading vocabulary, instruction, visual cues, questioning and appreciating their culture" (Gamboa Gonzalez, 2017, p. 165). This also implies that every language teacher should be knowledgeable about the different reading strategies that they can employ in their language in order to activate their learners' background knowledge, which is a necessity within the psycholinguistic model of reading. Moreover, should a teacher realise that the learners do not possess the necessary schemata about the topic or text, then he or she should introduce it in a way that will enhance learners to connect the new knowledge before covering that particular topic. . Hence, in this study, ESL teachers, construct this knowledge and can reflect on pedagogical translanguaging practices to activate Grade 4 learners' background knowledge or to discuss passages with the learners. For the above details on the schema theory, I was convinced that it is an appropriate theory to orient me to generate evidence on what reading strategies, actions or reactions do the ESL teacher employ in their Grade 4 reading comprehension lessons in relation to enhancing reading comprehension and translanguaging practices.

Overall, drawing from these elaborations, in the context of my study, I understand the schema theory as the framework that involves linking new knowledge to what is already knowable by the reader to make sense of the text read. I also concur with scholars who explicate that the schema theory includes all the background knowledge and past experiences known as schemas. Thus, the reader might possess different schemas, such as those related to personal experiences, a certain language, different structures of the texts, and the application of the background knowledge acquired in the readers' environment to work out the meaning of the new text. Therefore, in this project, the application of schema theory in the Grade 4 classroom oriented me to investigate ESL teachers applying the three schemas as proposed by Bartlett (1932) to find out any possible pedagogical translanguaging practices used to improve reading comprehension in the ESL lesson.

The schema theory has three types of schema – linguistic, content and formal schema. I further explain the three types of schemas as a lens that focuses on the cognitive development of the readers, as assessed by the ESL teacher, leading learners to read successfully and enhance their comprehension. Therefore, in the next section, I discuss the linguistic schema as one of the important schema related to learners' cognitive ability to understand the reading passages.

3.2.1 Linguistic schema

A linguistic schema is a mental framework or cognitive structure that individuals use to understand and process language (Carrell & Eisterhold, 1983; Karami, 2021). It encompasses their knowledge of grammar, syntax, vocabulary and language rules (Carrell & Eisterhold, 1983; Karami, 2021). For example, when a learner reads a sentence, their linguistic schema helps them interpret the meaning by recognising grammatical structures, word meanings and syntactical relationships (Bante, 2023; Carrell, 1984). Grade 4 teachers and learners in Namibia have linguistic schemata that encompass their knowledge of language structures, including grammar, vocabulary and language rules. These linguistic schemata play a crucial role in translanguaging practices. Teachers and learners draw upon their linguistic schemata to navigate the use of multiple languages, such as incorporating native languages into English instruction (Anderson, 2022; Ledwaba, 2020). Understanding how linguistic schemata are employed can shed light on the strategies teachers use to facilitate effective language comprehension and processing in the ESL classroom (Zhao & Zhu, 2012).

In the context of my study, which investigated the strategies teachers use to assist their ESL learners to understand the text they read in the ESL classroom, I observed the way educators and learners come to a common understanding of the content of the text by using strategies such as translanguaging that enable the Grade 4 learners to better understand the text. I looked at the translanguaging strategies that either the learners or the educator used to communicate the content of the text. This also led me to explore how the ESL educators used the learners' home language to explain the terms, the phrases and the grammatical structures used in the text to improve the learners' text understanding in situations where they may have ESL language barriers. The linguistic schema guided me to check the way language influences the use of pedagogical practices to improve aspects related to learners' reading comprehension, such as grammar usage and vocabulary decoding. These support learners' comprehension and may

include translanguaging practices. My data collection, for instance, included observing the ESL teacher while teaching in relation to what he or she had planned; for example which language they planned to use in order to assist learners who have language barriers in relation to the ESL text. Accordingly, the linguistic schema guided me to observe the Grade 4 reading comprehension lesson and activities, and I investigated whether an ESL teacher used linguistic scaffolding to work out the meaning of the text in both English and Oshiwambo. It is not only the linguistic schema oriented this study, the content schema had a significant role as well in the schema theory which I discuss in the subsection.

3.2.2 Content schema

I also applied the content schema to orientate it. A content schema, also known as a background knowledge schema, refers to the mental framework that individuals have about a specific topic, concept or domain (An, 2013; Carrell & Eisterhold, 1983; Linyang, 2021). It includes information, facts and experiences related to that subject (Bante, 2023). This schema helps learners make sense of new information or discussions related to a subject (An, 2013; Linyang, 2021). Both teachers and learners bring their content schemata into the ESL classroom. For instance, teachers have content schemata related to pedagogical strategies, subject matter and the curriculum (Campos Serrano, 2019; Carrell & Eisterhold, 1987; Karami, 2021), while students have content schemata associated with their previous knowledge and experiences (Carrell & Eisterhold, 1987; Kukus, 2021). These content schemata influence the way teachers plan their lessons and the way learners connect new language concepts to their existing background knowledge. Therefore, examining content schemata is essential in understanding how translanguaging practices align with the content being taught and learnt (Morales et al., 2020; Patel, 2021; White et al., 2023). Thus, in the context of my study, Grade 4 ESL teachers would assist learners in applying their pre-existing knowledge from their background, which might include their native language repertoire, to comprehend reading comprehension texts.

Since content schemata are related to the learners' experience of different topics that they might have learnt at school, at home or in their community, I observed how the Grade 4 ESL teachers assist and enhance the learners to recall and make use of their previous experiences based to the text used in the reading lesson and relate them to the new content being taught. Using the ESL teachers' lesson plans and presentations, I conducted stimulated recall interviews based on the classroom observations and their lesson plans to find out about their beliefs relating to

the translanguaging strategies they implement in their ESL reading lessons in order to aid learners' textual understanding. I especially observed the actions that the ESL teachers employ when learners lack ESL reading comprehension skills or have language barriers, rendering them unable to respond to the reading comprehension questions asked in the different stages of the lesson, that is, the pre-reading, while-reading and post-reading activities. As previously stated that the types of schema are three, I discuss the formal schema in the next subsection.

3.2.3 Formal schema

A formal schema was also used to orient the study. A formal schema, also called a structural schema or form schema, pertains to the organisation and structure of information within a particular format or domain (Carrell & Eisterhold, 1983; Karami, 2021). It guides individuals in understanding the expected structure and layout of different types of information (Karami, 2021). This schema helps readers navigate and comprehend the content of scientific papers based on their familiarity with the structural framework (An, 2013; Bante, 2023; Zhao & Zhu, 2012). The formal schema is relevant when analysing the structure and organization of instructional materials such as textbooks, lesson plans and classroom activities (Carrell, 1987; Carrell & Eisterhold, 1987), as investigating formal schemata can reveal how teachers design their ESL classes to incorporate translanguaging practices effectively, considering the structured organisation of information in various formats (Mendoza, 2023; White et al., 2023). As mentioned, formal schemata are appropriate for analysing the structure and organisation of teaching materials. Hence, using this schema I looked at the teaching and learning materials that the ESL educators had prepared for their lesson presentations to address the readers' need to comprehend the texts they encounter in reading comprehension lessons. I also looked at the text genres, the focus on new words used and the general organisation of the text. By doing so, the data reflected whether the educator had considered the textual content, and whether it had links to the cultural background and the prior or background knowledge of the Grade 4 learners, who were ESL emergent readers and from different cultures and contexts. This influenced the way I analysed the lesson plans, the selected reading texts and the supplementary materials used by the ESL teachers to enhance the Grade 4 learners' reading skills. Using classroom observation, I also investigated whether the educator had utilised translanguaging techniques when planning their lessons to enable learners to work out the

meaning of the written text in the while-reading and post-reading activities of the lessons (Mukhopadhyay et al., 2023).

In the context of this study, understanding how these schemata interact and are employed by teachers provided valuable insights into their instructional practices. I explored how linguistic schemata inform language comprehension and processing during translanguaging, how content schemata influence the choice of teaching content, and how formal schemata shape the design of instructional materials that facilitate effective language learning. Recognising the interplay between these schemata provided a framework for understanding the participants' instructional practices for reading comprehension. In conclusion, these schemata can also be used by ESL educators to create conducive situations that can lead to successful teaching practice that may instil correct schemata in learners in order to understand the different types of ESL text. This can be done by means of reflective practice on the part of teachers, in conjunction with relevant planned translanguaging strategies, which I further discuss in the next section.

3.3 Defining reflective practice

The application of schema theory had limitations in explaining the reflective practices employed by participants when making decisions about which translanguaging practices they used in their lesson presentations. While schema theory is valuable for understanding certain cognitive processes in reading, it was not a suitable framework for comprehensively explaining the reflective teaching practices that educators employ when planning lessons. Given these complexities, I supplemented schema theory with reflective practices (one of the fundamental educational theories) to understand participants' pedagogical decision-making when using translanguaging practices in the ESL lessons. This theory is based on Dewey's (1933) and Schön's (1983) conceptions of reflective practice, that is, the process by which educators evaluate their own activities before, during and after teaching in an effort to improve the quality of their instruction. I applied it because educators are expected to be reflective practitioners in their instruction, assessing the effectiveness of their lessons before, during and after they are delivered.

The idea of reflective practice is based on Dewey's (1933) notion of two-level reflective teaching which Schön (1983) further developed by including a third level of reflection. Farrell (2020) claims that reflective practice is a cognitive process accompanied by a set of attitudes

in which educators systematically gather information about their practice and, while conversing with others, use the information to inform informal decisions about their practice both in and out of the classroom. In addition, teachers who are believed to be reflective practitioners are prepared and have a thorough understanding of the philosophy of reflective practice. Educators need to reflect appropriately on their teaching at different levels. Moreover, they are expected to evaluate their lessons in order to improve their instruction. This is in line with Kim et al.'s (2019) assertion that reflective practice is an active learning process that enables teachers to detect and keep track of their own teaching-related thoughts, understandings and knowledge in order to improve practice. During reflective practice, teachers evaluate their lesson planning and preparation, their lesson presentation while teaching, and their lesson presentation after teaching in order to make the necessary improvements depending on the results of their reflection. For the purpose of this study to determine whether ESL teachers in Grade 4 use pedagogical translanguaging techniques to aid their learners' comprehension of what they are reading, I believe it is the appropriate theory to use in order to find out whether Grade 4 ESL educators are able to redirect their teaching practices to include pedagogical translanguaging strategies to enhance reading comprehension at the Grade 4 classroom. Moreover, including reflective practice into the classroom may help teachers improve the educational outcomes for their learners by empowering them to act positively and effectively in the classroom (Allas et al., 2020). This is achieved by consistent, realistic reflection and necessitates that teachers have the motivation and mental capacity to recognise their weaknesses as teachers and assess how they present their lessons (Farrell, 2022).

Reflective practice also helps teachers achieve the goals of reflection in the classroom, which are to improve practice and develop further knowledge and understanding. The main goal of this investigation was for teachers to intentionally develop, examine, re-examine and check their abilities to use the knowledge gained through reflection to improve their professional teaching practices. Success in response to academic challenges is another reason why reflective practice is essential for the teaching and learning processes. This is because teachers consider their previous and present behaviours while they instruct and take the required steps to improve their learners' learning. I observed the teachers as reflective practitioners, using translanguaging pedagogy to promote reading comprehension in the ESL Grade 4 classroom because enhancing reading comprehension has been highlighted as an issue in the setting of this study. Different types of data were collected throughout the course of the study through

non-participant observation and further clarification was drawn from the semi-structured, stimulated interviews.

Using reflective practice ESL educators can be critical of their instruction, thus enabling them to take greater responsibility for their actions in the language classroom, which is important as they are co-creators of knowledge (Farrell, 2012). Basically, educators are required to engage in reflective practice because it is crucial for teaching, including the teaching of English to speakers of other languages (Dewey, 1933), and is viewed as a sign of professional competence in a variety of other professions as well (Farrell, 2015).

In addition, Farrell (2020) identifies reflection as a teacher skill because it helps teachers to evaluate and modify the lessons they give to learners receiving English-medium instruction in particular social, cultural and political contexts. Therefore, as the context of this study focused on pedagogical translanguaging, I believe reflective practice theory plays a significant role in the employment of translanguaging strategies that enhance Grade 4 learners' reading comprehension of the texts they engage with in their reading lessons. This also suggests that reflective ESL teachers have ways of reflecting on their own teaching of English as a subject in which they analyse their teaching pedagogies and adapt them to the context of their second language learners, and that these adaptations may include the use of pedagogical translanguaging practices, which was the focus of this study.

In addition, reflective practice focuses on "the ability to recognise and monitor one's own thinking, understanding, and knowledge about instructing," according to Kim et al. (2019, p. 111). This implies that in order for the teacher to recognise, evaluate and justify their thinking and actions in their ESL classrooms to help learners comprehend the text, the teacher should be the focus of the self-reflection on their own teaching. Language teachers should employ reflective practice as a potent tool for promoting behaviour change, rather than focusing on conventional teaching methods that do not put the learner at the core of the learning process. Furthermore, Farrell (2023) indicates that ESL teachers may employ reflective practice to get through some of the challenges and fears related to ESL learning. This is because through reflective practice, teachers are able to identify their weaknesses and make the necessary corrections to assist their learners learn more successfully.

Most importantly, teachers are required to be able to reflect in-the-action, on-the-action, after-the-action and for-the-action to ensure that learners acquire the skills, including the reading skills, they require for academic success. Such reflection is rarely practised by the majority of

the teachers (Farrell, 2018; Garrido, 2023). However, although these four levels of reflection are not commonly done by ESL teachers, this may include these levels of reflection when one talks about positive teacher reflection. As previously mentioned in this chapter, Dewey and Schön are the originators of the philosophy of reflective practice; consequently, I analysed their work according to the three levels of reflective practice and their significance in my study in the following subsections.

3.4 Three levels of reflective practice

Reflective practice theory consists of three levels of reflection that reflective practitioners participate in while teaching. According to Schön (1983), Dewey (1938), Farrell (2018, 2020) and Salih and Omar (2022), the three levels of reflection are reflection-on-action, reflection-in-action and reflection-for-action. These reflections assist educators in formulating improvement plans for ESL learners' academic performance. Within a reflective practice framework, Farrell (2022) elaborates on the strategies language teachers use to reflect on their instruction. These include teaching journals, critical peers, classroom observation and role identity. Teachers obtain insights into ways to improve their practices to match or assist their learners in achieving their academic potential as a result of diverse reflections. Consequently, three levels of reflection have been identified that a teacher may engage in: reflection-on-action, reflection-in-action and reflection-for-action while instructing or planning a lesson (Farrell, 2018, 2020; Schön, 1983; Yuan & Yang, 2023). This means that while planning or teaching a lesson, the teacher evaluates what was taught, which may include actions performed during the lesson, prior to the lesson and after the lesson.

In the context of my study, ESL teachers were observed in relation to the three reflection levels. In the context of this study, I was interested in examining what ESL teachers do in their reading comprehension lessons to help learners comprehend what they read, what motivates them to take the actions that they do, the outcomes of their actions in relation to learners' learning, and the actions teachers take because of having all the information (Farrell, 2019). This entails reflections at various levels, which is crucial in the language classroom because it sensitises the teacher to all the possible actions he or she may take during the lesson. In my research on improving reading comprehension, I observed what translanguaging pedagogical practices teachers employ in ESL reading comprehension lessons and when, how and why they employ them. To determine the practices used in this regard, I used the three levels of reflection to

determine actions, beliefs, conceptions and reasons for performing various actions in the reading lessons. Consequently, I elaborated on the reflection-on-action as a crucial reflection for observing teachers as they implement reflective practice in the reading comprehension lesson to empower learners with reading comprehension skills.

According to Farrell (2020) and Sert (2021), teachers must have the ability to reflect on their instruction, thus reflective practice is required in the ESL classroom. This is necessary so that English teachers can examine systematically what they do, how they do it, why they do it and what measures they will take to address the outcome (Farrell, 2020; Mahan, 2022). Farrell (2020) and Godínez Martínez (2022) argue that reflective practice can be used in the field of teaching English to speakers of other languages in conjunction with the concept of instituting reflective practice in the field of English, which includes teaching reading comprehension in ESL at the Grade 4 level. In the context of this study, this means that ESL teachers reflect on their teaching and, upon discovering learners' barriers to reading comprehension, may employ strategies such as translanguaging. Therefore, the primary objective of this study was to determine whether teachers used translanguaging as a technique to improve reading comprehension. In addition, as an integral part of reflective practice, self-examination involves a critical examination of one's beliefs, values, thoughts and experiences (Miller, 2020). These require English teachers to engage in the three stages of reflective practice in order to reflect on their teaching and their perspectives on how they think about teaching, which I will explain in greater detail in the following section.

3.4.1 Reflection-on-action

Reflection is an important aspect of teaching and learning, and Godínez Martínez (2022) asserts that ESL teachers must actively engage in systematic reflection for professional development and to become more effective educators. Reflective practice is holistic in that it concentrates on both teaching and the teacher who conducts it. Therefore, ESL educators should utilise the three levels of reflection to reflect on the teaching process. This agrees with Kim et al. (2019) and Chen (2023), who argue that reflective practice is an active process for teacher education that emphasises the capacity to recognise and monitor one's own teaching-related thoughts, understanding and knowledge. When teachers recognise and monitor their own teaching, teaching may become more successful; for example, through reflection-on-

action teachers can improve their teaching methodologies to accommodate learners with varying needs, including those who struggle with reading comprehension skills. I adopted Schön's (1983) definition of reflection-on-action: it is a thorough re-evaluation of the previous teaching and learning activity, with a focus on evaluating one's own strengths and shortcomings to develop more effective approaches to a given situation. This means that in each lesson, the teacher, as a reflective practitioner, will engage in a personal evaluation of their presentation's strengths and weaknesses, reflecting on their performance. The teacher then improvises an appropriate strategy to improve the circumstances based on their reflection on their actions during the lesson. In the context of my study, I observed the Grade 4 ESL teachers teaching reading comprehension, looking for any translanguaging pedagogy, and then asked them to reconsider their teaching of reading comprehension skills to Grade 4 learners with reading difficulties and ESL communication barriers.

In English language teaching (ELT), Oo and Habok (2020) consider reflective practice when teaching reading comprehension to entail critical reflection, which is an activity in which an experience is recalled, evaluated and analysed. This means that while ESL teachers are teaching Grade 4 learners, they may engage in activities such as translanguaging during the lesson. I, as the researcher, inquired further about these experiences from the teacher after the lesson. All of these experiences require reflection-on-action, as they require a reconsideration of the actions the ESL teachers took during the lesson. Occasionally, a reflective educator may respond to unanticipated situations that arise during instruction; this prompts the teacher to conduct a reflection-in-action, which is the topic of the next section.

3.4.2 Reflection-in-action

Another level of reflection is that which the teacher engages in during the teaching and learning process. These are unplanned actions and adjustments made by the teacher during the lesson to improve or enhance learner learning. As it is believed that reflections enable teachers to investigate, comprehend and reconsider their teaching practice, this does not merely entail observing and recognising situations, but also comprehending the teaching and learning process (Oo & Habok, 2020) in order to respond appropriately. This means that, as reflective practitioners, teachers reflect on their teaching, investigate and comprehend the actions they take during lessons, and then reflect on these actions to determine if they need to be modified

to enhance the learning objective in the classroom. Thus, in a reflective practice context, another level of reflection is required, namely, reflection-in-action. Oo and Habok (2020) and Alemi and Tajeddin (2020) also posit that reflection-in-action involves monitoring and evaluating one's behaviour in teaching and learning. Similarly, Mills et al. (2020) define reflection-in-action as the capacity to consider what the teacher is doing during the lesson presentation at that time.

This, in my opinion, implies that if a teacher encounters a particular situation while teaching, he or she will consider alternative methods for achieving the lesson objective, thereby employing reflection-in-action. In the context of this study, which focuses on translanguaging, I observed the ESL teachers during the classroom observation to identify unplanned actions that the teacher took to address the issue of helping learners comprehend what they read by applying translanguaging pedagogical practices. Moreover, reflection-in-action is one of the levels of reflection that can be used for reflective teaching as a teaching strategy in the ESL classroom. From this constructive conclusions can be drawn to address the learning requirements of ESL learners. Consequently, by applying three levels of reflection in reflective practice, teachers are consciously thinking back and discussing their beliefs about teaching learners in order to critically analyse their responsibilities in the classroom, and engage in the process of enhancing their teaching practices (Godínez Martínez, 2022; Oo & Habok, 2020). This is a necessary positive interaction, particularly in classrooms where many learners struggle with language barriers, such as in reading comprehension. Consequently, I observed how ESL teachers engaged in this reflection process to improve reading comprehension in the Grade 4 classroom.

In addition, Ravanal Moreno et al. (2021) emphasise reflective practice as a learning process that occurs through the observation and discussion of practice so that concerns about tacit beliefs and pedagogical practices can be examined. In the context of this study, I observed the actions that were performed during the instruction of ESL reading comprehension and then discussed the significance of these actions in the lesson delivery – thus, the teacher engaged in the process of reflection-on-action. In addition, reflecting on past teaching actions and reconsidering the entire lesson presented can prompt teachers to consider ways to improve academic achievement in the classroom. This will then lead to the teacher engaging in reflection-for-action, which I will discuss in greater detail in the following section.

3.4.3 Reflection-for-action

In addition to reflection-on-action and reflection-in-action, ESL teachers can use reflection-for-action in the classroom to enhance their future approaches to teaching. This is because teachers also use reflection to improve or solve future problems in teaching and as a critical instrument to assess problems with no apparent solutions (Taylor, 2020). Therefore, the third level of reflection, reflection-for-action, is used to evaluate unclear situations, particularly in the classroom, where numerous challenges revolve around language barriers. This necessitates that teachers reflect on their practice with the aim of enhancing and advancing their teaching strategies. According to Dewey (1933), reflection-for-action refers to the rethinking and evaluation a teacher conducts after a teaching episode to make future enhancements or modifications. This means that reflection-for-action occurs after the teacher has engaged in the other levels of reflection that occur in the classroom and assists the teacher to examine the entire teaching experience and determine the actions that can be taken to improve the performance of the learners in future presentations. In addition, reflection-for-action guides teachers to properly plan their teaching practice, keeping struggling learners in mind by incorporating their entire repertoire to enhance their learning. Therefore, reflection-for-action is essential for teaching ESL to Grade 4 pupils who face numerous challenges, such as being unable to communicate because of language barriers.

Since reflection-for-action occurs after reflection-in-action and reflection-on-action, it requires the teacher to conduct a thorough analysis of future actions that can facilitate successful learning. In the context of my study, this meant that using classroom observation and semi-structured interviews the ESL teachers were observed to determine how they planned to improve the reading comprehension of their learners in the future, possibly using translanguaging pedagogical practices. In conclusion, an important element, the teacher's personal practical knowledge, is necessary for proper teaching practice; therefore, I include this concept in the following section as a precondition for positive reflective practice that can lead to an improvement in reading comprehension.

3.5 Reflective practice and teachers' personal practical knowledge in teaching reading comprehension

For teachers to be able to engage in reflective practice, they have to make use of their own practical experience, especially when teaching reading comprehension. This is because when teachers engage in reflective practice, they utilise their personal practical knowledge to determine potential approaches for resolving teaching and learning issues. Taylor (2020) defines the purpose of reflective practice as the personal discovery of one's own experiential knowledge. This is knowledge that is gained from reflection-on-action, leading to reflection-in-action, which has to be modified, tested and re-modified within a reflective model. This can operate in tandem with the teacher's own practical experience. As the teacher rethinks or recalls actions taken during or while teaching, he or she will be guided by his or her own practical experience.

In addition, according to Wei and Lu (2022), teachers' personal practical knowledge is knowledge that educators generate through reflection on their experiences and verify through their actions. This means that the teacher gains knowledge about his or her practice throughout the various levels of reflection. Such knowledge includes knowledge of the self, the discipline, the learners and the context of the learning environment. Renghen (2022) derives his definition of teacher's personal practical knowledge from Connelly and Clandinin (1988), who argue that "teacher's personal practical knowledge is a type of knowledge that is carved out of and shaped by situating the knowledge that is constructed as we live out of our stories and retell and relive them through processes of reflection" (Renghen, 2022, p. 25). Connecting this definition to the context of my study, I conducted interviews to learn about the ESL teachers' lived experiences in the Grade 4 ESL classroom when learners struggle with reading comprehension. Consequently, I observed the knowledge that teachers used to construct and reconstruct their experiences at the various levels of reflection. Elbaz (1983, cited in Wei & Lu, 2022) proposes five orientations for a teacher's personal practical knowledge – situational, theoretical, personal, social and experiential knowledge – while other scholars classify a teacher's personal practical knowledge as teacher, pupil, subject-matter and goal knowledge. As teachers teach and reflect on their teaching, they apply their personal practical knowledge from various perspectives based on the context, the learners, the situation and subject matter knowledge. In addition, Allas et al. (2020) assert that teacher's personal practical knowledge includes knowledge about pedagogy, the subject, the curriculum and the learners, as well as the educational context and the values that prevail. This implies, in my opinion, that teachers, as reflective practitioners, possess embodied, personal or tacit practical knowledge regarding their teaching. As a result, when ESL teachers teach reading comprehension to bilingual

learners in Grade 4, they utilise their own practical knowledge to learn more about the issues the learners face and to formulate solutions. Through the lens of reflective practice, teachers reflect on, in and for their actions and implement their own practical knowledge to ensure that learners receive the assistance such as reading comprehension tips they require.

Moreover, the ESL teacher, through the process of rethinking their practice and their ability to think about what they are doing or will do after a teaching experience, works out the issues that require solutions based on various knowledge or orientations, such as learners' subject-matter knowledge and experiences. In addition, when speaking of a teacher's personal practical knowledge, one is referring to the type of knowledge that resides in the teacher's mind, as well as the complex system of knowledge that is constructed by continually analysing and reflecting on one's own actions, as well as integrating knowledge extracted from practical experiences with knowledge acquired from other sources (Allas et al., 2020). Thus, in the context of my study, the knowledge and experience acquired during the three levels of reflection, namely reflection-for-action, reflection-on-action and reflection-in-action, are the result of the teacher's innate or implicit practical knowledge. The teachers in the current study used this knowledge to reflect on their instruction and improve the reading comprehension of Grade 4 ESL learners. Therefore, the teacher's practical knowledge can be used to determine whether to alter the methodology, the planned action, or the communication mode, such as translanguaging. Moreover, reflective practice and the teacher's practical knowledge are interrelated in that the reflection carried out using reflective practice relate the teacher's actions to their knowledge by constructing a foundation for understanding and responding to future situations (Allas et al., 2020).

This study focused on pedagogical translanguaging practices that enable teachers of ESL to use the learners' native language to improve reading comprehension. Reflective practice is a process that requires critical thinking and includes critical inquiry analysis and self-directed evaluation of a teacher's instruction. Through observation, engagement and discussions about teachers' beliefs (Kennedy-Clark et al., 2018), teachers' personal practical knowledge can be utilised in the ESL classroom by employing various teaching strategies, including translanguaging. This is the teaching pedagogy under investigation in my study which sought to determine its application in Grade 4 ESL classrooms to improve reading comprehension.

Kaymakamoglu (2018) argues that when teachers are confronted with a classroom situation, they rely on their personal practical knowledge, and that teachers who adopt a learner-centred

approach utilise their personal practical knowledge to identify strategies that engage learners in active learning. Therefore, by means of reflective practice, ESL teachers utilise personal practical knowledge to provide them with orientations for reflecting on reading. These are used to prepare instruction, to justify actions and to correct teacher perspectives (Farrell, 2020; Van Schaik, 2020). This, in my opinion, entails educators using the awareness gained from the various levels of reflective action applied during the lesson in order to determine how to assist learners who cannot comprehend reading texts. By means of non-participant observation and stimulated interviews, I reflected on the teacher participants' teaching practices to analyse the use of pedagogies that strengthen reading comprehension skills.

3.6 Chapter summary

This chapter discussed the theoretical basis for examining Grade 4 ESL teachers' use of translanguaging pedagogical practices to increase reading comprehension. Reading comprehension models for the improvement of reading skills were also discussed. As the theory that underpins this study, reflective practice as proposed by Dewey (1933) and Schön (1983) was explained, including the three levels of reflective practice: reflection-in-action, reflection-on-action and reflection-for-action. The chapter concluded by explicating teachers' personal practical knowledge which is used in reflective practice as a tool to improve performance.

In Chapter 4, I discuss in more detail the research paradigm, the research design, the research methodology and the research instruments that I used to generate robust evidence from my observations of the pedagogical translanguaging practices used by Grade 4 ESL teachers to improve learners' reading comprehension skills. The teacher participants were selected from five schools in Oshigambo circuit in the Oshikoto region of Namibia.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

Chapter 3 covered the theoretical framework for the study which was based on insights drawn from reflective practice and schema theory. In this chapter, I discuss the interpretivist paradigm as the worldview on which I based my research. Accordingly, I discuss in brief the three philosophical underpinning of an interpretivist which include: the ontology, the epistemology and the axiology which are pivotal in this research project. I also discuss the qualitative approach that I applied to generate data for my study, as well as the exploratory case study in terms of which my research project is classified. This chapter includes the data generation tools, as well as aspects of qualitative research such as the ethical considerations and trustworthiness issues, including credibility, transferability, conformability and dependability. Furthermore, I elaborate on Clark and Braun's (2006) inductive thematic approach, one of the frameworks used to analyse my data. I conclude the chapter with a discussion on my positionality as well as ethical issues that are inevitable for researchers. To begin, I discuss the interpretivist paradigm which was the research paradigm applied in this study.

4.2 Interpretivist paradigm

In this study, I employed interpretivism paradigm to understand the phenomenon under investigation. Therefore, it is crucial that I define a paradigm and explicate the reasons for its importance in a research study. A paradigm is a set of thoughts that an individual has about a particular topic related to the world. Lincoln and Guba (1985) define a paradigm as a lens that represents what people think about the world but cannot prove. They further posit that a paradigm functions as the organising system by which humans make meaning of the existing reality about a certain phenomenon. In addition, Khatri (2020) refers to a paradigm as "the theoretical or philosophical ground for the research work and is used to describe the researcher's worldview" (p. 1435). This implies that when researchers embark on a research project, they base their work on certain principles that align well with their work to yield the intended results about a social phenomenon. Moreover, a research paradigm includes the

ontology, the epistemology, methodology and the axiology aspects from the researcher's perspective underpinned by different ways of how researchers views reality, which I elaborate later in this chapter.

There are a number of research paradigms that can be used as the theoretical or philosophical ground for research and the four main and commonly used paradigms that researchers use as their worldviews to investigate phenomena, which are positivism, postpositivism, interpretivism and the critical paradigm. These paradigms describe different viewpoints and the main beliefs about the nature and form of truth (ontology), which are explained differently by various scholars. These paradigms also include epistemology, which relates to the form of knowledge and the connection between individuals and what they claim as knowledge about a phenomenon (Gunbayi, 2020; Lincoln & Guba, 1985). These perspectives also include methodology, which deals with the planned strategies that are applicable to a logical, well-organised investigation, and axiology, which deals with the ethical issues to consider in a particular study (Khatri, 2020). Lincoln and Guba (1985) further postulate that paradigms represent what we think about the world but about which thoughts and beliefs we are unable to present proof.

Shisanya (2019) and Junjie and Yingxin (2022) base their definitions of a research paradigm on Kuhn's 1962 work. He advocated that a research paradigm is "the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed" (Kuhn, 1962, p. 43, cited in Shisanya, 2019). In addition, Guba and Lincoln (1994) posit that a research paradigm entails four essential assumptions related to the ontology, epistemology, methodology and axiology of the world in which we live. Therefore, as researchers take steps to carry out investigations on certain issues, they should look initially at the ontological, the epistemological, the methodological and the axiological aspects of the paradigm that will be most suitable for their research to produce the anticipated conclusions (Gunbayi, 2020; Shisanya, 2019). Overall, the research paradigm is a useful guideline for an investigation. It includes the phenomenon to be investigated, the research questions asked that seek to define the nature of reality and knowledge, the procedures for carrying out the research and the level quality of the research work (Junjie & Yingxin, 2022).

In my study, I chose to use an interpretivist paradigm for several reasons. Firstly, this paradigm allows for interaction between the researcher and the participants in the participants' natural environment, in this case the Grade 4 ESL classroom; which is their comfort zone. Secondly,

interpretivists believe that there is more than one side to the truth of and knowledge about a particular phenomenon. As an interpretivist, I also believe in various practical perspectives on a single phenomenon, which might be limited, definite, or based on the past events (Mukumbang, 2023; Wynn & Williams, 2020). This means that I believe that every participant is able to interpret and give meaning to the world they live in. Such meaning is independent, convinced or certain, or incomplete in relation to their own situation. Therefore, in the context of my study, I assumed that all the participants performed the actions they did in the belief that they will assist Grade 4 ESL learners to understand reading comprehension texts.

In addition, interpretivists offer space to create the outcome of an investigation by engaging participants to provide greater interpretation and clarification. In the current study, a qualitative analysis of such data provided by the participants was subsequently conducted (Mwita, 2022; Sankofa, 2023a). This means there was a greater opportunity to probe the participants using as many questions as I possibly could to clarify their responses. This paradigm also provides conclusions which are deduced using an inductive thematic approach that requires the researcher to work out the meaning of the data generated. This means that the themes that I identified in this study were developed by re-reading the transcribed data and looking for common themes or categories which were not based on pre-existing theories or themes (Braun & Clarke, 2006; Byrne, 2022; Kiger & Varpio, 2020). This allowed each participant's experiences and beliefs to be acknowledged when engaged in the stimulated recall interviews. Interpretivism emphasises the subjective nature of human experiences and beliefs (Cuthbertson et al., 2020; Junjie & Yingxin, 2022). It acknowledges that individuals interpret and make sense of the world based on their unique perspectives and cultural backgrounds (Creswell & Poth, 2018; Shisanya, 2019; Sprake & Palmer, 2022). This provides rich data on the phenomenon as every participant's situation, context, culture and views on the same phenomenon may differ from one another. Therefore, I believed that using this perspective, I generate data on teachers' views in relation to the use of translanguaging pedagogy in reading lessons.

In the context of this study, based on an exploration of the pedagogical translanguaging practices applied in Grade 4, this means that I entered the natural environment of the participants, carried out classroom observations, and engaged the participants in stimulated recall interviews to discuss the views and beliefs that led them to use pedagogical translanguaging practices as a remedy to improve the learners' reading comprehension skills. In addition, by interviewing the five Grade 4 ESL teacher participants in their different contexts

and in stimulated recall interviews to generate rich data on their teaching practice, I anticipated gaining more understanding about which pedagogical translanguaging practices they used to assist their learners to comprehend reading texts. In addition, the two stimulated interviews also generated data on the views and beliefs that guided them to carry out actions that improve their learners' reading comprehension abilities.

Since interpretivists believe that knowledge is not based on presumed ideas, but created by the researcher and the participants from within, I interacted with the five Grade 4 ESL primary teachers, each with their lived experiences, understandings and contexts, to find out more about their understanding of pedagogical translanguaging practices and to elaborate on the practices they used in their ESL class to boost the learners' reading comprehension skills. The belief emphasises that knowledge is not based on assumed notions, but rather reflects the personal lived experiences of each participant, shaped by their unique cultural background and teaching context, which in turn informs their practice in supporting learners with challenges in ESL reading comprehension skills in their classroom. As reflective practitioners, the participants shared their thoughts and reflections on the actions they planned to carry out, or had already taken in their lessons, specifically in relation to pedagogical translanguaging strategies. Moreover, since the interpretivist paradigm emphasises the subjective experiences and perspectives of the participants, my construction of knowledge relied heavily on their unique and individual beliefs, viewpoints and opinions regarding the translanguaging practices they used to address the challenges they faced in their different reading comprehension lessons.

Interpretivism predominantly employs qualitative research methods such as interviews, observations and content analysis (Al-Ababneh, 2020; Cuthbertson et al., 2020). These methods allow researchers to explore the meanings, interpretations and narratives of individuals and groups (Nigar, 2020; Shufutinsky, 2020). In the context of my study, this meant engaging in one-on-one stimulated recall interviews with the five participants to get more detailed and in-depth responses from them on the pedagogical translanguaging practices they used during their reading comprehension lessons. It also meant engaging in a dialogue with the participants to get a clear idea of the phenomenon, translanguaging strategies, as narrated or described by the participants. In addition this meant that participants had a better chance to further explicate their unclear responses with the assistance of the researcher who was the co-constructor of knowledge.

In addition, in my study I used non-participant classroom observation to observe the two lesson presentations and the actions and behaviours of the ESL teachers in relation to the pedagogical translanguaging strategies they used to support learners struggling with reading comprehension (see Appendix B). I worked on the data generated from the stimulated recall interviews using an inductive thematic approach. In this way, I co-created knowledge from the data generated from the participants to understand the phenomenon. Accordingly, I documented data by audio recording the two 40-minute lessons on reading comprehension, focusing on the pedagogical translanguaging practices used by the ESL teachers to enhance reading comprehension. I also recorded the two stimulated recall interviews that probed the five teachers' views and beliefs, actions and behaviours in relation to the different pedagogical translanguaging strategies applied in their lessons and justifications on the benefits of applying the strategy in the reading comprehension lesson.

In addition, I used document analysis (see Appendix A) to find out whether the initial lesson plan and the actual lesson delivery were aligned. This is because through an interpretive lens, the researcher can probe the participants with questions to further understand participants' justifications on what was observed in the document analysed. Thus, using stimulated recall interviews, I collected data on the actions and views that guided ESL teachers to use pedagogical translanguaging practices in the classroom. This also gave me the opportunity to check how teachers act as reflective practitioners in their teaching practice to address the challenges they encounter whilst in action or after the action of their lesson presentations.

Interpretivists believe that knowledge cannot be separated from its social and cultural context (Gunbayi, 2020; Junjie & Yingxin, 2022). They emphasise the importance of understanding the context in which phenomena occur to gain insights into the meaning behind actions and behaviours (Cuthbertson et al., 2020; Ke et al., 2021). In the context of my study, this involved immersing myself in the participants' natural environments and working collaboratively with them in their diverse social and cultural settings to explore and gain knowledge on the pedagogical translanguaging strategies they used in their ESL reading lessons to facilitate comprehension. In addition, I focused on each participant's daily strategies when confronted with learners who struggled to comprehend texts, as well as their opinions and perspectives on the social phenomenon that influenced these strategies, in order to gain a deeper understanding of the complex cultural contexts in which they worked (Moisander et al., 2020). Moreover, I focused on finding out the views and beliefs that guided the ESL teachers to react in a certain way. This generally depends on the participant's personal practical knowledge, which cannot

be separated from their environment, or on knowledge of their cultural context. In addition, this means working with people from different cultural backgrounds and social contexts who find themselves working in different situations and can reflect on the actions they undertake when their ESL learners encountered challenges in comprehending reading materials. Within the context of my study, this meant that I observed individual participants as reflective practitioners reflecting on their practice and addressing reading comprehension challenges as they unfolded in the reading lessons. In view of this interpretivist characteristic, I collected data using document analysis which indicated whether the Grade 4 teachers of ESL used pedagogical translanguaging practices to improve reading comprehension activities.

Using stimulated recall interviews (see Appendix C), I also collected data on the reasons for the translanguaging actions and strategies employed by participants in their ESL classes. I was convinced that through stimulated interviews, I will generate evidence that brings further insights, explanations and validations including the benefits of employing pedagogical translanguaging practices used in Grade 4 ESL reading lessons. In addition, I conducted classroom observation, observing each participant during their two lesson presentations within their social contexts; namely, the Grade 4 classroom (see Appendix B). This was done to observe the real context in which pedagogical translanguaging strategies were used in reading lessons. Further, the classroom observation was used to check for alignment between the initial lesson plans and the actual lesson presentations.

Researchers within the interpretive paradigm aim to understand the whole picture rather than isolating variables (Kogetsidis, 2023; Kremer, 2020). They explore the interconnectedness of various factors and seek to capture the complexity of human experiences (Buchanan, 2019; Riechers et al., 2020). Therefore, in my study, I worked with five participants with different realities and various experiences to interpret and build knowledge about a specific case. This meant looking at the data collected from different angles and supplying explanations focused on a single phenomenon. In addition, I looked at how different aspects are socially linked to one another as regards a certain phenomenon, which in my case included the beliefs and actions that teachers had in regard to their personal practical knowledge as a remedy to assist learners to comprehend texts read. I used the rich descriptions of the participants to create multiple reconstructions of the complex issues and to triangulate the data to arrive at a conclusion about the phenomenon of using translanguaging practices to enhance reading comprehension in Grade 4 ESL classes. Thus, I collected data during the simulated recall interviews (see Appendix L) on the relationship between the pedagogical translanguaging practices used in

ESL Grade 4 classrooms and the beliefs that ESL teachers had about assisting learners. I also collected data through classroom observation to check whether the teachers as reflective practitioners had considered and planned for actions that could address the reading comprehension challenges encountered in reading lessons.

Interpretive research often employs inductive reasoning, where theories and conclusions emerge from the data itself rather than being imposed a priori (Braun & Clarke, 2006; Barroso Rojo, 2023; Cuthbertson et al., 2020). This means that the findings should not be based on already existing themes; rather, through the data analysis the researcher should deduce themes as they emerge. In my study, this implied that the findings were not based on certain assumed conclusions as in a positivist paradigm. During data analysis, I used an inductive thematic approach to deduce certain themes and meanings of the phenomenon under investigation (see Appendix V). This means I worked with the transcribed data from the audio recordings of the observed lessons and stimulated recall interviews, as well as the classroom observation schedule and the researcher's diary, to draw conclusions in line with the themes emerging from the data.

After familiarising myself with the transcriptions, I coded the data and then deduced categories, from which themes emerged on the pedagogical translanguaging practices used in Grade 4 ESL classrooms. This was done using Braun and Clarke's (2006) inductive thematic approach, by means of which I analysed the captured data, including the narratives and descriptions of the participants' experiences, to work out the themes that led to the final report of the study. I followed Braun and Clarke's (2006) six steps of the inductive thematic approach meticulously. I familiarised myself with the data and created familiarisation codes and then initial codes. I searched for themes and double checked them for correct interpretation. The next step involved defining and generating themes. Finally, I produced the report on the findings.

The discussion in the next subsection is on the ontological, epistemological, methodological and axiological stances of an interpretivism paradigm that underpinned my study.

4.2.1 The ontology of the interpretivism paradigm

The ontological standpoint of an interpretivist researcher refers to the ways the researcher questions the nature of reality (Pretorius, 2024). It relates to individual thinking about themselves and their immediate surroundings. This includes personal beliefs, customs and

principles which affect relationships between individuals. In the context of this study the relations is between ESL teachers, Grade 4 learners and the researcher. It entails how teachers perceive their learners with regards to reading comprehension and pedagogical translanguaging practices. Accordingly, the ontology of an interpretivist researchers rely on the uniqueness of humans, thus believes that people do not think the same when relating to their environment or the world as whole. Even more, they believe that individuals do not share the same views, customs and beliefs. Thus, interpretivists in this ontological position perceive that truth does not exist in a single form but in multiple form. In the context of my study, this implies that every teacher has different practices of enhancing reading comprehension which results in their knowledge being unique and true to their background. To my own understanding, the ontological stance of an interpretivist is that there is more than one side of the truth which may co-exist fluidly about a single topic and people can talk about this truth and construct knowledge through social interactions. Therefore, in the context of my study, I believe the access to this reality of pedagogical translanguaging practices used by ESL primary school teachers to enhance reading comprehension is through social interactions with the Grade 4 ESL teachers in their teaching practices. Therefore, I applied an interpretivist ontology to find out the pedagogical translanguaging practices used by ESL Grade 4 teachers to enhance reading comprehension by interviewing experienced ESL teachers, observing their reading comprehension lessons, analysing their lesson plans and the reading activities given. The combination methods to access to the evidence of the realities on the use of pedagogical translanguaging practices in Grade 4 ESL lessons aided me in the generating various beliefs, experiences and views on my study. Overall, the diverse truths created from different data collecting tools such as document analysis, researcher's diary, interview transcripts and lesson presentations observed and reading comprehension texts and activities enabled me to arrange, analyse and interpret the data into meaningful themes and develop them into findings on the phenomenon. The ontology alone cannot address all the aspects for quality investigation, thus I discuss the epistemological stance of the interpretivism paradigm in the next subsection.

4.2.2 The epistemology of the interpretivism paradigm

The epistemology refers to how the data about the phenomenon is attained and justified (Creswell & Poth, 2018). It explores the nature of knowledge and the process through which people come to understand this knowledge (Pretorius, 2024). It probes how one knows a certain

thing and extricates between what is valid as opposed to opinions and beliefs. The epistemological position of the interpretivists is that the researcher and the participants work and build knowledge together about a phenomenon. In agreement, I concur that Grade 4 ESL teachers collaborate with the researcher to construct knowledge about teaching strategies on the use of translanguaging practices to enhance reading comprehension in Grade 4. Considering three common epistemological views, I employed the epistemological stance that suggests that the truth is partially knowable but only through the subjective lenses of individuals and that knowledge is constructed by individuals based on their personal experiences, beliefs and social interactions (Pretorius, 2024). In the context of my study, I observed each ESL teacher's actions during lessons presentations, analysed lesson plans and teaching materials and engaged in simulated interviews to interpret and understand their views, knowledge and experiences on pedagogical translanguaging practices they use to enhance reading comprehension in Grade 4 classroom.

Additionally, this epistemological stance involves interpreting and understanding humans' actions to give it meaning. Using this epistemological view as an interpretivist, I believe that reality is created in people's mind, therefore, can only be understood through studying the interpretations and meanings that individuals attach to their experiences. In the context of my study, I observed ESL teacher's actions during lessons presentations analysis lesson plans and teaching materials and engaged in simulated interviews to understand their views, knowledge and experiences on pedagogical translanguaging practices they use to enhance reading comprehension in Grade 4 classroom.

Most importantly, epistemology has subjective evidence mainly obtained from the participants who experienced the phenomenon in their own contextual environments. Having this kind of evidence clarifies the relationship between the researcher and the participants in the study. Thus, interpretivists spent much of their time working together with participants and relying on participants' exact quotes to understand a phenomenon (Creswell & Poth, 2018). Therefore, in the context of my study, I spent more time collaborating with experienced participants to obtain their personal experiences, beliefs, expertise, perspectives and insights in their own contexts to generate rich data reflecting on pedagogical translanguaging practices used in Grade 4 to enhance reading comprehension texts.

Furthermore, from an epistemological viewpoint, I had the opportunity to position myself as an insider researcher and co-creator of knowledge in obtaining factual evidence and producing

valid knowledge which justified the different pedagogical translanguaging practice used by ESL primary teachers to enhance reading comprehension in Grade 4. Most importantly, I interacted directly with the participants during their teaching practices in which I analysed their initial lesson planning, observed their lesson presentations and engaged with them in the simulated recall interviews to find out more about the teachers' beliefs and benefits of using pedagogical translanguaging practices in ESL Grade 4 reading comprehension lessons. This means that I used the research questions to focus on observing, analysing and finding justifications on the pedagogical translanguaging practices that Grade 4 ESL teachers use their beliefs and the benefits of using the pedagogical translanguaging practices in their reading comprehension lessons. It is not only the ontology and the epistemology position shape the procedures and process of the research project, the axiology perspective of interpretivists also plays a crucial role in presenting the findings in a study and I discuss the axiology of my study in the following subsection.

4.2.3 The methodology of the interpretivism paradigm

Methodology refers to the procedures used to acquire the knowledge under inquiry and is determined by the researcher's personal view on truth. The methodology can either be qualitative, quantitative and mixed methods. The interpretivism researcher uses the qualitative methods because of the multiple and subjective nature of truth. The qualitative methods allow one-on-one in-depth discussions with participants to acquire in-depth more insights about the topic under study. This study, applied qualitative methodology because I was interested in multiple truths, which were based on individual experiences and contexts rather than one, objective truth. I believe that through various data generating tools namely: simulated interviews, non-participant observation and document analysis, more knowledge about the uses of pedagogical translanguaging practices will be generated. Furthermore qualitative method allows the researcher to use the inductive thematic approach to interpret the data and working out the meaning. The next subsection discuss the axiological position of the interpretivism paradigm.

4.2.4 The axiology of the interpretivism

When conducting a research study, the researcher takes into account various factors, which makes the research ethical and deserving. The interpretivists believe that the axiology standpoint, which encompasses research's moral and ethical principles, is essential to a study (Pretorius, 2024). According to Khatri (2020), axiology refers to the moral considerations that should be made in a certain study. A researcher's knowledge of their own values, views, and biases in their study's design, conduct, and interpretation is another aspect of the interpretivist's axiological perspective (Pretorius, 2024).

While, Pretorius (2024), asserts that the axiology necessitates that the researcher reflect on the values that determine their topic, methodology, and presentation style. In order to give participants' perceptions and context priority, researchers who adopt the interpretivism perspective consider their beliefs to be important to interpretations. In my opinion, this means that interpretivist researchers deal with subjective evidence, and it is critical that this evidence was generated with the participants' permission and consent, as well as conducted in the most meticulous manner that does not harm or question the morals or ethical values of the participants or society, and that the participants' insights and verbatim quotes were the primary source of justifications for the findings. Most importantly, the study should benefit society rather than personal gain. In the context of my study, I addressed the axiological viewpoint by using Rhodes University's ethical clearance certificate and requesting permission from the Oshikoto regional director and school gatekeepers to perform the study in Grade 4 ESL classroom, I obtained authorisation from the ESL Grade 4 teachers to allow me to participate in my research and ask them to submit the informed consent form, which confirms their acceptance to participate and their right to withdraw at any time. Additionally, I obtained consent letters from the parents of the learners so that I could watch the ESL teachers as they taught reading comprehension to their Grade 4 learners. I encouraged the participants to freely engage in the study by disclosing my status as an ESL Grade 4 teacher and letting them know about my biases as a researcher.

In conclusion, the paradigm on which I based my research, i.e. an interpretive paradigm, determined the type of approach applied to generate rich, high-quality data. Therefore, within the context of my study, I used a qualitative approach. This is up for discussion next.

4.3 Qualitative approach

Quantitative, qualitative and mixed approaches are three types of research that researchers can base their study on. A quantitative approach deals with numbers or quantities relating to participants' responses (Dawadi et al., 2021; Leavy, 2022). A qualitative research approach is an approach that deals with people's experiences and perceptions (Braun et al., 2021) and involves generating responses in the form of written words or words spoken by the participants which are transcribed to arrive at a certain meaning (Muzari et al., 2022). The third approach is the mixed approach which generates both numerical and words or narrative responses. My study applied a qualitative approach for several reasons: It allowed me, to study complex issues within their contexts and allowed views generated through various lenses to reflect various truths relating to how the phenomenon was understood by different participants.

Qualitative research is focused on gaining a deep understanding of a particular phenomenon, context or social setting (Cuthbertson et al., 2020, Muzari et al., 2022; Nieuwenhuis, 2019a). In this study this meant working with five Grade 4 teachers of ESL observing them in their natural environment to find out more about the phenomenon under study. I did this by observing the pedagogical translanguaging practices they employed in the classroom to enhance the learners' reading comprehension skills. This also meant that I had a one-on-one discussion during a stimulated recall interview with each of the five participants to understand and justify their behaviours and actions related to the use of more than one language when teaching ESL reading comprehension. Since knowledge is situated within human beings, I also engaged in stimulated dialogues using probing questions to create meanings from participants' responses, actions, narratives and descriptions of their context. Thus, the Grade 4 ESL teacher participants provided rich data to clarify their actions in relation to their beliefs and views on pedagogical translanguaging practices (see Appendix C).

As a qualitative approach allows the researcher to capture data in a social setting, it allowed me to socially engage with the participants in their own classrooms to give more insights into the phenomenon under study. Therefore, the stimulated recall interviews sought to find out more about how ESL teachers address situations that relate to the use of pedagogical translanguaging strategies in the classroom. Moreover, my use of a qualitative approach allowed me to acquire more knowledge about how the five participants enhanced learners' reading comprehension using translanguaging practices. In addition, I checked the findings of the classroom observation and the document analysis of the lesson plans to check for any

planned actions for pedagogical translanguaging practices in lessons. These could include not only the use of two languages, but other cues that assist learners in acquiring the necessary reading comprehension skills.

Qualitative research acknowledges the subjective nature of human experiences and seeks to capture the perspectives, emotions and beliefs of participants (Gill, 2020; Lundberg et al., 2020; Junjie & Yingxin, 2022). The acknowledgement of the subjective nature of evidence is essential in an interpretivism study, hence, in my context, this meant working with individual teachers with personal views on their own contexts that guide their actions in lessons to ensure that their learners' needs are addressed. Accordingly, each participant had her own understanding of the ontology relating to the use of pedagogical translanguaging practices in their classroom. This also meant that the knowledge that participants had was biased to their natural environment and context in which they find their learners. In addition, each teacher had her opinions and ideas to share on the use of translanguaging practices to assist ESL learners struggling with reading comprehension – the focus of this study. Similarly, the teachers' feelings towards their ESL learners when challenged by reading comprehension differ depending on different circumstances in which learners struggle with reading comprehension. Accordingly, the Grade 4 ESL teachers were observed to ascertain the views, principles and beliefs that guided their decisions to use pedagogical translanguaging practices in their Grade 4 classroom.

Furthermore, a qualitative approach recognises the subjective nature of human experiences. Thus, the researcher got a chance to engage with participants at their schools and generate data on their personal views, beliefs and actions when their learners experience reading comprehension difficulties. Here, incorporating the reflective practice theory, the researcher observed whether pedagogical translanguaging strategies were planned to be used or were used upon difficulties occurrence.

The use of a qualitative approach guided me to collect data using different instruments. I used document analysis to check the teachers' initial lesson plans for evidence of pedagogical translanguaging strategies (see Appendix A). By means of the schema theory and reflective practice, I conducted stimulated recall interviews before the lesson presentations to generate data on what the teachers had planned in order to find out their justifications for the actions they planned to carry out during their lessons related to pedagogical translanguaging practices. I also conducted non-participant classroom observation of two lessons with each teacher and focused on how their actual actions related to the pedagogical translanguaging practices used

during the lessons. In addition, I conducted simulated interviews after the lessons presentations to further find out and justify the teachers' actions and reactions that occurred during their lessons (see Appendix L), in order to find out whether their reactions reflected different levels of reflective practice and whether they used their personal practical knowledge to address the situation in the reading lessons. The interviews also focused on finding out their views, feelings and emotions that made them to take the actions they did in their lessons with regard to enhancing reading comprehension.

Another important characteristic of qualitative studies is that they typically involve smaller samples of participants compared to quantitative research (Braun et al., 2021; Mweshi & Sakyi, 2020; Mwita, 2022). The emphasis is on the richness and depth of data from a limited number of cases (Braun et al., 2021; Braun & Clarke, 2022; Nassaji, 2020). This means that the researcher deals with the quality of the participants' responses to understand the phenomenon, which are best analysed using a limited sample. Moreover, compared to a larger sample, a limited sample allowed the researcher to pay more attention to the participants and their responses to better analyse their responses. Furthermore, a small sample allowed the researcher to generate rigorous data about the use of pedagogical translanguaging strategies in the Grade 4 ESL classrooms. Lastly, this meant selecting participants with special qualities and requirements to take part in this study. Using the characteristic of a limited number of participants allowed me to generate data by selecting just five participants who were all qualified to teach ESL in the Oshigambo circuit in Oshikoto region. They also had more than three years of ESL teaching experience, specifically at the Grade 4 level, and all were interested in taking part in the study.

Besides the above mentioned characteristics of qualitative study, qualitative research involves in-depth data analysis, often using techniques such as thematic analysis, content analysis or narrative analysis to identify patterns, themes and meanings in the data (Braun & Clarke, 2021, 2022; Coker, 2021; Humble & Mozellus, 2022; Lochmiller, 2021; Robinson, 2022; Taherdoost, 2022). In the context of this study, I dealt with the method of analysing data from the epistemological viewpoints of individual participants. This means that each individual participant has different knowledge about how to deal with their learners' reading comprehension challenges which was the focus of this study to explore pedagogical translanguaging as part of that knowledge. It also meant analysing the generated data to work out common codes or categories.

Similarly, it meant that common codes were analysed thoroughly with the purpose of identifying emerging themes. This also means that data collected underwent deeper critical analysis to get their meaning. A qualitative approach was appropriate in this study as it contributed to the analysis of the transcribed data about the phenomenon, allowing me to collect data using various data collection tools that provided rich data about the case. I also grouped my raw data in the form of narratives, then later analysed them using Braun and Clarke's (2006) inductive thematic analysis. This guided me to identify themes and use them to compile the findings for the report.

Additionally, a qualitative approach also emphasises an examination of the transcribed data, the classroom observation schedule and the document analysis to work out the main ideas that form the findings of the research project. In my study, I applied Braun and Clarke's (2006) six-step inductive thematic analysis framework to analyse the data: (i) I familiarised myself with the data, which involved thoroughly reading and rereading the transcribed audio recordings of the stimulated interviews with the five participants, before and after the lesson presentations, as well as the data collected from the non-participant observation sheets; (ii) I made familiarisation notes which helped me to work out the initial codes; (iii) I studied the initial codes to generate commonly occurring themes or responses; (iv) I reviewed the themes that I identified from the initial codes; (v) I rechecked the themes, defining them and naming them in line with my main themes; and (vi) I reported what I observed in both the lessons and the interviews in relation to the use of pedagogical translanguage strategies in the Grade 4 ESL classroom.

Lastly, qualitative researchers consider the social, cultural and historical context in which the research takes place (Aspers & Corte, 2019; Morgan, 2022). Context is seen as essential for interpreting findings (Ruslin et al., 2022; Welch et al., 2022). This means that participants worked in their own unique social, cultural or historical contexts and the data were collected based on these contexts. Therefore, these different contexts resulted in participants providing robust data about the case. I believe that participants' classes comprised different cultural and historical backgrounds in relation to the use of pedagogical translanguage in the ESL classroom and these had to be considered by acknowledging their learners' various cultural backgrounds. Acknowledging the participants' contexts means considering all the possible factors that can contribute to the most appropriate meaning for participants' narratives or descriptions. As each context is unique, the approach to translanguage practices might also differ. Each participant reflected on the phenomenon according to their own experiences that

they gained from the social, cultural or historical context in which they found themselves. I entered the participants' natural environments which reflected their own social, cultural, or historical context for their actions, views and beliefs on what pedagogical translanguaging strategies they utilised to boost their learners' reading comprehension skills. In addition, I conducted classroom observations in the teachers' unique contexts focused on which translanguaging practices they regarded as helpful in their own contextual situation. Stimulated recall interviews also helped me to gain rich data by asking probing questions to reflect on and justify their actions during the lessons in response to their ESL learners' difficulties in reading comprehension skills.

A qualitative research approach can be carried out in the form of a case study research design, which I further explicate.

4.3 Case Study Research Design

A case study research design was used in this study. A qualitative case study is an in-depth research approach that focuses on understanding a particular phenomenon within its real-life context, employing methods such as interviews, observations and analysis of textual or visual data. It seeks to provide rich, detailed insights into the complexities and nuances of the subject under investigation (Chappell et al., 2021; Wood et al., 2020). That means that the researcher and the participants engaged in cooperation, with the participants sharing their experiences and narratives (Albien, 2020; Murray, 2021). The main reason for conducting a case study is to gain an in-depth understanding of a single or a smaller number of cases set in the participants' natural environment (Nieuwenhuis, 2019a; Schoch, 2020). Moreover, case study design allows for the collection of data in the natural world when a case is investigated using various worldviews as the participants' understanding of the phenomenon.

Owing to its emphasis on a context-specific understanding, a case study design was deemed to be well aligned with my study, which sought to explore the pedagogical translanguaging practices used by Namibian primary school teachers to enhance reading comprehension (Erđin & Pinar, 2020; Julius, 2019). By employing qualitative methods like classroom observations and stimulated interviews, case study design allows for a nuanced exploration of the intricate dynamics at play in the actual teaching environment (Chen, Y. 2023; Foster et al., 2019). It also enabled me to explore the lived experiences of teachers, uncovering their strategies and

approaches in the context of language use for reading comprehension (Nigar, 2020). Overall, a qualitative case study design offers the comprehensive and in-depth exploration essential for grasping the complexity of language teaching strategies in this specific educational context (Wang & Xie, 2022; Yang, 2020).

There are various types of case study, including exploratory, explanatory and descriptive case studies (Creswell & Poth, 2018). Exploratory case studies are designed to explore a phenomenon in depth when little is known about it, often paving the way for further research (Creswell & Poth, 2018). Explanatory case studies focus on understanding causal relationships and the reasons behind a particular occurrence or problem, seeking to provide insights into the underlying mechanisms (Mukumbang, 2023; Nieuwenhuis, 2019b). According to Nieuwenhuis (2019b), descriptive case studies, on the other hand, aim to provide a detailed account and analysis of a particular instance, offering a comprehensive portrayal of the subject under study without necessarily delving into causal explanations. These three types cater to different research objectives, with exploratory studies laying the groundwork for knowledge, explanatory studies seeking to reveal causality and descriptive studies offering a thorough understanding of specific cases (Kaluzeviciute, 2021). Given that my study focused on investigating the pedagogical translanguaging practices employed by Namibian primary school teachers – a topic with limited existing scholarly research within the Namibian context – I chose to employ an exploratory case study.

4.4 Exploratory case study

This study used an exploratory case study, as I sought to gain an in-depth understanding of teachers' experiences and beliefs about how they use pedagogical translanguaging practices in their Grade 4 ESL classes (Adams, 2020; Bouthillier et al., 2019). An exploratory case study allows for an understanding of complex issues by providing the robust and holistic in-depth inquiry that is necessary to gain and understand new knowledge about a phenomenon (Nieuwenhuis, 2019a). Since a case study is an in-depth inquiry of a single phenomenon which can be particularistic, descriptive or heuristic (Combrinck & Daniels, 2023; Diem et al., 2023; Kekeya, 2021), my case study is an exploratory one because I observed and described the real life experiences of Grade 4 ESL teachers as they taught reading comprehension to seek out the pedagogical translanguaging practices they used in their lessons to enhance reading

comprehension in the Grade 4 classroom. Accordingly, I explored and generated data on pedagogical translanguaging practices within the context of their use and within the situation in which the phenomenon occurred (Hunter et al., 2019; Schoch, 2020). In my case study, this involved observing the teachers while teaching Grade 4 ESL reading comprehension.

An exploratory case study employs an inductive thematic approach, enabling the identification and development of themes that emerge from the collected data. This method is particularly valuable as it allows for a nuanced exploration of patterns and insights that may not be initially apparent. By utilising this approach, I was able to derive meaningful themes organically from the data obtained on the pedagogical translanguaging practices of Namibian primary school teachers, providing a rich understanding of the phenomenon.

In addition, an exploratory case study design focuses on exploring a specific case in detail to comprehend the broader environment surrounding it (Peel, 2020). This depth of exploration is crucial for gaining a comprehensive understanding of the complexities and nuances inherent in pedagogical translanguaging practices within the Namibian context (Set, 2021). Moreover, this design is advantageous when the researcher possesses limited prior knowledge about the case under investigation, allowing for inquiries that contribute to recognising key points and acquiring deeper insights (Braun & Clarke, 2022; Roberts, 2020). The exploratory case study also emphasises the production of qualitative data, prioritising the interpretation of the case on its own terms (Dawadi et al., 2021; Prosek & Gibson, 2021). This approach ensures the application of trustworthy strategies such as emphasising the credibility of the collected data to enhance the overall rigour of the study (Hamilton, 2020; Pratt et al., 2022; Shufutinsky, 2020).

Given the sensitive nature of the procedures involved, on participants, surroundings, and the researcher, I assured adherence to issues of trustworthiness. The research design of an exploratory case study necessitates careful consideration of participants who are optimally positioned to furnish comprehensive and nuanced data regarding the phenomenon under investigation. Consequently, I explain my sample composition, detailing the identities of my participants and the selection process in the following subsection.

4.5 Selection of participants

I believe participants are the backbone of the exploratory, qualitative case study and should be selected through sampling. Sampling is the selection of special persons from the entire population as representatives of the population (Berndt, 2020; Obilor, 2023). Nieuwenhuis (2019a) defines sampling as the process of selecting a subset of elements from a larger population to represent and draw inferences about the entire group. Two major types of sampling, namely, probability and non-probability sampling methods, can be employed based on the research objectives and characteristics of the population. Probability sampling involves the random selection of elements from a population, ensuring that each element has an equal chance of being chosen (Maree & Pietersen, 2019; Mweshi & Sakyi, 2020). This method allows researchers to make statistical inferences about the population based on the characteristics of the selected sample (Shufutinsky, 2020). Common probability sampling techniques include simple random sampling, stratified sampling and systematic sampling (Bhave & Sadhwani, 2022; Maree & Pietersen, 2019). On the other hand, non-probability sampling is a method where the selection of elements from the population is not based on randomisation (Pace, 2021). Non-probability sampling methods include convenience sampling, purposive sampling and snowball sampling (Nieuwenhuis, 2019c; Obilor, 2023). Researchers typically choose between probability and non-probability sampling based on their study objectives, resources and the level of precision required in drawing conclusions (Maree & Pietersen, 2019; Rahman, 2023). Given that the study adopted a qualitative orientation utilising an exploratory case study design, a non-probability sampling approach was employed. This non-probability sampling was chosen to align with the exploratory nature of the case study, allowing for a more in-depth and context-specific examination of the phenomenon under investigation (Danış, 2023; Pawar et al., 2023).

Purposive sampling is a non-probability sampling technique where researchers deliberately select participants based on specific criteria relevant to the research question or objectives (Creswell & Poth, 2018). In the context of a study focusing on the pedagogical translanguage practices used by Namibian primary school teachers, purposive sampling became crucial for several reasons. Firstly, the study included teachers with varying levels of experience or expertise in pedagogical translanguage to capture a diverse range of perspectives (Cenoz et al., 2022; Rajendram, 2023). Secondly, purposive sampling targeted participants who were well-versed in the intricacies of

pedagogical translanguaging, ensuring rich and detailed insights into this specific phenomenon (McKinney, 2022; Pacyga, 2023).

In addition, the use of purposive sampling can assist in selecting teachers who have implemented innovative or exemplary translanguaging practices, providing valuable examples and potential best practices (Grote-Garcia & Ortlieb, 2023; La Serna, 2020). Given the limited existing scholarship in Namibia on this topic, purposive sampling helped ensure that participants possessed the necessary knowledge and experience to contribute meaningfully to the study (Maree & Pietersen, 2019; Nande, 2023; Zheng, 2023). Moreover, purposive sampling allows for the intentional inclusion of participants who may face unique challenges or opportunities related to pedagogical translanguaging, shedding light on contextual factors that influence these practices (Patel, 2021).

Furthermore, the targeted selection of participants using purposive sampling enhanced the relevance and applicability of the study findings to the Namibian educational landscape (Ashikuti, 2019). It enabled the researcher to focus on specific characteristics or traits that aligned with the research objectives, leading to a more concentrated exploration of the pedagogical translanguaging phenomenon (Motaung, 2021; Serrano-Hidalgo, 2018). Lastly, in a study with a qualitative orientation like this one, purposive sampling provided the depth and richness needed to generate in-depth insights into the intricacies of pedagogical translanguaging practices among Namibian primary school teachers (Muzeya, 2023).

The criteria for participant selection included that they had to be qualified Grade 4 teachers of ESL with three years of teaching experience. In Namibia, a teacher with a three or four-year tertiary teaching qualification and one year of teaching experience is considered to be a qualified teacher (Namibia. MoEAC, 2017). This qualitative, exploratory case study on the use of pedagogical translanguaging practices in Grade 4 to enhance reading comprehension was conducted in five schools in Oshigambo Circuit, in the Oshikoto region of Namibia. Three of the schools were junior primary schools enrolling learners from Pre-grade to Grade 7, and two were combined schools enrolling learners from Pre-grade to Grade 9. All five schools are government schools, with Oshindonga as a medium of instruction from Pre-Grade to Grade 3, and ESL is the medium of instruction from Grade 4 to 9. Most of the learners at the schools were Oshiwambo speakers and only a few were

speakers of other Namibian languages or foreign languages. Classrooms at all participating schools were permanent structures. Four schools had two Grade 4 classes, while one school had three Grade 4 classes with 35 to 40 learners in each group and were taught mostly by the same ESL teacher. The rest of the teaching staff and the learners were second-language speakers of English. I focused on one Grade 4 class group at each school and focused on the reading comprehension lesson because the study explored the pedagogical translanguaging practices used in Grade 4 to enhance reading comprehension skills. In the next subsection I discuss the tools I used in my study to generate the evidences on the participants' lived experiences, beliefs and intricacies about the use of pedagogical translanguaging practices in a Grade 4 classroom to enhance reading comprehension.

4.6 Data generation tools

The generation of data in this study was done during March 2023 in one phase. Before I collected the data from the five Grade 4 ESL teachers, I first interviewed one ESL teacher at another school in the Oshikoto region in Onyaanya circuit to test my interview schedule questions for appropriateness and to check whether they needed adjustments. Data were collected using classroom observation, stimulated recall interviews and lesson plan analysis.

4.6.1 Classroom observations

I used classroom observations as a robust means to examine translanguaging practices within their natural context, providing invaluable insights into how these practices manifest and operate in authentic ESL classroom settings (Cohen et al., 2018). By immersing myself in the classroom environment, I had the privilege of first-hand exposure to teachers' genuine behaviours and instructional strategies as they dynamically unfolded during lessons. This authentic vantage point proved indispensable for comprehending the pragmatic implementation of translanguaging in the pedagogical landscape (Cohen et al., 2018). Furthermore, the power of classroom observations lies in its capacity to capture a spectrum of nonverbal cues that significantly contribute to our understanding of the efficacy of translanguaging practices (Adams, 2020; Tai, 2023b). These cues encompass subtle elements like body language, learner responses and the intricate interactions between

teachers and learners (Tofade et al., 2013). Such nonverbal nuances, often overlooked in other research methods, are integral to gauging the true impact and effectiveness of translanguaging in the ESL classroom environment (González-Davies, 2020; Tîrnovan, 2023). Incorporating these elements into the research design fortified the depth and authenticity of our exploration of the translanguaging practices employed by Grade 4 ESL teachers in Namibia. It allowed for a comprehensive analysis, going beyond mere linguistic aspects to encompass the holistic dynamics that influence the pedagogical landscape (Banat, 2023).

Prior to the classroom observations, the participants were fully apprised of the observation procedures, and they willingly granted permission for their classroom sessions to be observed and recorded. This ethical step ensured transparency and voluntary participation in the research (Cleton, 2023; Sperling, 2022). During the classroom observations, I was a non-participant observer, adopting an unobtrusive stance to minimise any potential disruption to the natural flow of classroom activities (Doucette et al., 2020; Shin & Miller, 2022). This approach was instrumental in preserving the authenticity of teachers' and learners' behaviours, allowing for an accurate depiction of the educational environment (Mugani, 2020; Whitehead, 2022).

I attended ESL classes, employing audio recording equipment to capture the unfolding lessons comprehensively. In conjunction with audio recordings, I took detailed notes that served to complement and enrich the recorded data, offering a comprehensive view of the classroom interactions and instructional strategies employed (Marshall & Rossman, 2016). To ensure a robust and diverse dataset, two separate observations were conducted across various ESL classes, involving different teachers. The duration of each classroom observation was determined by the school timetable, spanning between 30 to 45 minutes. This time frame was designed to align with the natural flow of lessons and accommodate the school's timetable. To obtain rich and in-depth data I conducted interviews to give an opportunity for further elaboration and clarity on the phenomenon which I further discuss.

4.6.2 Stimulated recall interviews

To triangulate the data from the class observations, I used stimulated recall interviews focused on lesson planning and classroom observations to verify whether observed

practices aligned with the intentions set during the lesson planning phase. Stimulated recall interviews refer to a qualitative research technique where participants are asked to revisit and reflect upon specific events or experiences, often with the aid of audio or video recordings, documents or other stimuli (Lysberg & Rønning, 2021; Van der Kleij, 2023; Young, 2022). These interviews aim to gain deeper insights into participants' thoughts, feelings and decision-making processes during those moments (Rathert & Cabaroğlu, 2021; Van der Kleij, 2023). In the context of this study, these interviews served as a valuable tool for gaining deeper insights into the complex and nuanced nature of translanguaging practices in Grade 4 ESL classrooms in Namibia, helping me to better understand the dynamics at play and the factors influencing the teacher's behaviour in this specific context (Dinh, 2023; Tai, 2021; Tai & Wei, 2023). Two types of interviews were conducted, namely, stimulated recall interviews focused on lesson planning and simulated recall interviews conducted after the classroom observations.

4.6.3.1 Stimulated recall interviews focused on lesson planning

I employed stimulated recall interviews with a focus on lesson planning as a method to unearth the participants' thought processes and strategic considerations regarding the utilisation of translanguaging strategies prior to their implementation in the classroom (Kang & Pacheco, 2020; Lasagabaster, 2022; Lasagabaster & Doiz, 2020). This approach served to gain valuable insights into the educators' intentions and expectations (Mofield, 2020; Valtonen et al., 2020). Using lesson planning, the participants were tasked with making pivotal decisions, including the selection of specific translanguaging strategies and their strategic arrangement within the lesson sequence (Barros et al., 2021; Karabassova & San Isidro, 2023). According to Krist and Shim (2023) and Kavanagh et al. (2020) examining this phase of the pedagogical process offers a window into the participants' deliberate choices and the rationale behind them, which aligns with reflective practice framework.

It is also important to recognise that Namibia's distinctive linguistic and cultural landscape exerts a profound influence on teachers' translanguaging practices (Iipinge & Banda, 2020; Mashinja & Mwanza, 2020; Norro, 2022b). By engaging teachers in discussions about their lesson planning, I created a platform for them to expound upon how contextual

factors – such as the linguistic diversity of the classroom and cultural considerations – played a pivotal role in shaping their decision-making processes. During the interview sessions, which ranged in duration from 35 to 46 minutes, each of the five participants was invited to engage in a retrospective examination of their lesson planning for reading lessons in collaboration with the researcher. This exercise aimed to get the participants to reflect on their decision-making processes, with a specific emphasis on the utilisation of translanguaging strategies (Ledwaba, 2020; Wagner, 2021). Participants were encouraged to expound on their planning choices and articulate the rationale behind their selection of translanguaging strategies. This process provided valuable insights into their cognitive and pedagogical considerations. The primary goal was to gain a deeper understanding of the teachers' intentions regarding the integration of translanguaging into their ESL instruction practices, as well as to uncover any underlying motivations (Arslan, 2023; Byrnes, 2020).

Throughout the interviews, a series of probing questions were employed (see Appendix C). These probing inquiries were thoughtfully designed to elicit comprehensive and meticulous responses from the participants. They focused on several key aspects, including the reasoning behind the adoption of specific translanguaging strategies, the anticipated benefits for their learners and any contextual factors that played a role in shaping their lesson-planning decisions (Byrnes, 2020; Fairley, 2020). By employing probing questions, the interviews sought to extract rich and contextualised information from the participants, thus enhancing the depth of the data collected (Chopra & Haaland, 2023; Mpofu, 2021; Oerther, 2021).

4.6.3.2 Simulated recall interviews post classroom observations

I conducted second simulated recall interviews after the classroom observations as a data generation tool. Classroom observations offer valuable data about what happens during teaching sessions (Roeser et al., 2022; Sert, 2021). However, these observations may not fully capture the teachers' decision-making processes and intentions, as well as the reasoning behind their use of translanguaging (Farrell, 2022; Hiratsuka & Pennycook, 2020). After a lesson has concluded, teachers can reflect on their actions and elaborate on the choices they made during the lesson. This retrospective perspective provides an

opportunity for teachers to articulate their thoughts and pedagogical reasoning, contributing to a deeper understanding of their practices (Farrell, 2022; Ko et al., 2022). In addition, Namibia's linguistic and cultural context can be highly influential in shaping teachers' translanguaging practices. Post-observation interviews provide a platform for teachers to discuss how contextual factors, like the linguistic diversity of the classroom or cultural considerations, influenced their choices (López, 2021; Tajeddin et al., 2023).

Simulated recall interviews, conducted post classroom observations, engaged all five participants, and spanned 35 to 51 minutes each. As part of the research process, I observed Grade 4 ESL classes, capturing the lessons via recording for subsequent analysis. During the interview sessions, participants were presented with audio recordings of their own classroom lessons, designed to act as prompts and rekindle their recall of the specific classroom setting and their instructional actions. I guided them to retrospectively explore their actions during the observed lesson, placing a particular emphasis on moments involving translanguaging. To encourage depth and detail in their responses, I employed probing questions (see Appendix C). These queries aimed to have the participants reflect deeply on various facets of the lesson and their employment of translanguaging practices. All interview sessions were transcribed and underwent analysis, conducted in conjunction with the classroom observation data. This combined approach facilitated a comprehensive grasp of the nuances within the translanguaging practices and the myriad factors that played a pivotal role in shaping these practices (D'warte, 2021; Lau et al., 2021). However, raw data generated in an inquiry has less meaning, and requires a systematic analysis to draw conclusions and report about the study, therefore I discuss how I carefully analysed my raw data.

4.6.4 Document analysis

I used document analysis to check the teachers' initial lesson plans for evidence of pedagogical translanguaging strategies (see Appendix A). I analysed two lesson plans for each participant to check all the actions that the participants will do in the introduction, lesson development and conclusion stage, assessment activities and the teaching aids to check for the evidence. I used the notes from the document analysis to inquire further questions in the simulated interviews.

4.7 Inductive thematic approach

Data collected in a qualitative study can be analysed using thematic analysis. Thematic analysis is the process of carefully studying the facts generated to identify certain patterns or themes (Braun & Clarke, 2021; Naeem et al., 2023). It is a systematic and theoretical process conducted in an organised manner, where the researcher scans the raw data to seek themes available in the participants' narrations, accounts or views (Mukumbang, 2023; Wiltshire & Ronkainen, 2021). This type of analysis involves careful repeated reading of the data, describing and interpreting patterns within them in more detail (Braun & Clarke, 2006, 2021). I used thematic analysis because "it fits well with any qualitative study, which attempts to explore complex issues and can be incorporated into any epistemological approach" (Dawadi, 2021, p. 62). Thematic analysis allows the researcher to use it in an exploratory case study which in my context involved exploring the pedagogical translanguage practices used by Grade 4 teachers of ESL to enhance reading comprehension skills. Moreover, thematic analysis contributes to the validity and trustworthiness of the data and represents the actual events as they unfold on the case under investigation. It works with the meanings dependent on patterns generated or coded from the data. Moreover, a thematic approach is acknowledged as producing outstanding outcomes in qualitative research in the form of quality work or reports.

Thematic analysis can be implemented either inductively or deductively. A deductive approach involves working out themes according to presumed assumptions or theories. It is a simplified researcher-driven approach in which the researcher looks at the data based on the already established themes. Since this approach does not acknowledge the participants' subjective nature, views or narrations and it is not interconnected to the data generated, another thematic approach should be used. The second method that can be used to analyse data thematically is the inductive thematic approach. This is an approach where the researcher deduces themes of interest from the generated data, rather than deciding on themes based on pre-existing ideas (Braun & Clarke, 2006, 2021; Dawadi, 2021). It involves studying the raw data and working out themes as they emerge in the participants' accounts, interpretations and experiences. Accordingly, in this approach, the researcher interprets the themes in the data by repeatedly reading through the transcriptions searching for themes or patterns that automatically emerge from the data.

Inductive thematic analysis is the process of analysing data by coding them without allowing the researcher's assumptions or biases to interfere (Braun & Clarke, 2023). As this is a bottom up approach it makes the inductive thematic analysis more appropriate for qualitative research, which investigates social relations when the researcher works with different participants' views, accounts and narratives in different social contexts (Braun & Clarke, 2023; Peel, 2020).

Therefore, an inductive thematic approach was used in this study for the following reasons: firstly, my study worked with qualitative data, generated within an interpretive paradigm (Braun & Clarke, 2023; Muzari et al., 2022). This means that I expected to generate rigorous data on views, knowledge and understanding of the case under study, which requires the researcher to interpret and discover possible themes relating to a particular phenomenon. Secondly, I believed that this approach would allow me to read and re-read back and forth through the data to identify similar patterns that could constitute the themes (Finlay, 2021; Peel, 2020). Thirdly, an inductive thematic approach acknowledges humans' expression of their contexts, which is interrelated with the data themes, in many cases not relying on pre-existing themes as happens in other types of research analysis. Fourthly, an inductive thematic approach is more systematic and practical as the researcher works with the data to understand the phenomenon better from the participants' viewpoints rather than established theories or assumptions (Braun & Clarke, 2022; Peel, 2020; Xu & Zammit, 2020). Lastly, inductive thematic analysis allowed me to be more transparent and flexible when analysing the data because each participant had different interpretations of their experiences in their ESL classrooms. This approach allowed me to separate my biases from the case under investigation and triangulate the available data, and to study the data in more detail to deduce themes or patterns as they manifest in the generated data (Eitzel, 2023; Sheldon, 2022).

I used the six steps of data analysis recommended by Braun and Clarke (2006), which means that I (i) familiarised myself with the data and wrote familiarisation notes; (ii) generated initial codes; (iii) searched for themes; (iv) reviewed themes; (v) defined and named themes, and (vi) produced the report. Having followed Braun and Clarke's six steps of the inductive thematic approach requires me to expound more on the process of how I conducted the data analysis which I discuss in more detail.

Firstly, I listened carefully to the audio recordings of the interviews and the lesson presentations several times for familiarisation, and I transcribed those word for word. I

also read the data in the observation schedule and the document analysis of the lesson plans to familiarise myself with the generated data. Secondly, I listened again to the audio recording and re-read the same data in the written notes line by line to understand the ESL teachers' responses and actions. This led me to generate initial codes which I manually coded myself. Thirdly, I read through the initial codes that I generated to search for similar codes that could be grouped to form themes. Fourthly, I read through the themes confirming the similarities which means that I reviewed the themes that I had created in different codes. The fifth step was to define and name the themes that had emerged in the data. I described each theme or category that I found in a descriptive form to make it understandable for the readers and for me to pinpoint the meaning of the use of pedagogical translanguage practices in the Grade 4 ESL classroom. The same steps were applied to the data I gathered using different tools such as lesson plan analysis, nonparticipant classroom observation and field notes. The sixth step was to compile and produce the report.

4.9 Ethical considerations

The first thing I did to ensure that ethical consideration were assured in this project was to apply for ethical clearance from the Research Committee of Rhodes University. I was subsequently granted an ethical clearance certificate (Appendix K) that I used to seek permission from the Oshikoto regional director. I used the permission letter from the Oshikoto regional director (Appendix H) to ask for permission to conduct the research from the principals of the five schools (Appendix E) and the five teachers (Appendix I). Furthermore, to uphold ethical standards in this study I ensured that informed consent was given, that confidentiality and anonymity were respected and that participants were informed about the right to withdraw at any time. The following discussion considers the way these ethical elements were upheld during this study.

4.9.1 Informed consent

Informed consent refers to the researcher providing adequate information on what the research is about and explaining to the participants the details of the entire research process,

including their rights as participants, so they can decide whether to participate (Josephson & Smale, 2021). In my study, I explained its purpose, namely, to find out the pedagogical translanguaging practices used by the participants to enhance reading comprehension skills in Grade 4. I further explained that participation was voluntary, and I would like those who were willing to participate to confirm by signing an informed consent form (Appendix J). I further issued the learners' parents with letters (Appendix D) asking them to allow me to sit in their children's classrooms to observe the ESL teachers' lessons. I made it clear that I was not going to observe their children, but rather their ESL teacher as they taught. The content of the letter had to be translated into the vernacular for parents who did not understand English. Lastly, I issued Grade 4 learners with assent letters (Appendices F & G) to sign, allowing me to be present in their lessons during their English lessons. They completed and signed the form after receiving an explanation of what would happen in their ESL lesson.

4.9.2 Confidentiality and anonymity

Participants were also assured of confidentiality and anonymity. Anonymity has to do with the concealment of the study participants' identities, while confidentiality involves ensuring that the research data and participants' information can only be accessed by authorised persons (Kang & Hwang, 2023; Surmiak et al., 2022). This was achieved by not revealing the real names of the participants and their schools; hence, I used pseudonyms, which I requested the participants to choose for themselves and I created passwords on audio-recorded data known to authorised individuals only

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4.9.3 Right to withdraw from the study

The participant's right to withdraw was also assured in this study. This means that the participants had the right to stop participating in the study should they deem it necessary. I informed the ESL teachers that they had the right to discontinue the process should they feel uneasy or intimidated (see Appendix J).

4.10 Positionality

Positionality in research refers to the recognition of the researcher's position, identity and potential influence on the study participants and outcomes (Holmes, 2020; Njeri, 2021). In my case, I held the position of the head of the department for languages, which could potentially have an impact on the way participants responded to my inquiries. To mitigate any potential bias or influence stemming from this position, I purposefully conducted the study in a different educational circuit, one where I had no prior professional relationship with the participating teachers. This approach aimed to minimise any perceived authority or power dynamics that might affect the participants' responses (Smith, 2015).

Recognising my personal stance as an advocate of pedagogical translanguaging practices, I took proactive measures to manage my own beliefs during the research process. It was imperative not to impose my views on the participants, but rather to create an environment where they felt free to openly discuss their lived experiences and perspectives. This balanced approach sought to ensure the authenticity of the data collected and maintain the integrity of the research (Creswell & Creswell, 2017). To further enhance the research's rigour and impartiality, I engaged a critical friend and my supervisor to critically assess my data generation and analysis processes. Their input served as a valuable external perspective to validate the accuracy and appropriateness of my research methods and findings. This collaborative approach aimed to uphold the participants' voices and experiences as the central focus of the study, ensuring that their narratives were accurately represented and analysed (Smith, 2015). Acknowledging and addressing my positionality as a researcher was crucial in maintaining the integrity and objectivity of the study. By deliberately choosing an unfamiliar educational context, managing my personal beliefs and involving external reviewers, I sought to create a research environment that prioritised the participants' perspectives and allowed for a more comprehensive exploration of translanguaging practices in Grade 4 ESL classrooms.

4.11 Chapter summary

This chapter covered the methodological process used to gather the data for this study. It included a discussion of the interpretive paradigm as the main paradigm used in this study including the ontology, epistemology, methodology and axiology. The qualitative research

design dealing with human experiences in their contexts, and an exploratory case study as most appropriate for the phenomenon under investigation were expounded. The data collection instruments that were used in this study were discussed together with some reasons for their use instead of others. I also explained inductive thematic analysis as the method deemed suitable for analysing the data collected. Issues to ensure trustworthiness such as credibility, dependability, conformability and transferability which were regarded as crucial in this study were discussed. Other significant parts of the research methodology used in this study were the ethical considerations which determine whether the researcher can collect data from different sites or participants. This includes the informed consent that should be given after explaining the research and the purpose of the study to participants, thus allowing them to decide whether to participate or not. Dealing with minors means that parents or guardians and learners themselves needed to grant permission for me to be present in their classrooms (see Appendix D).

Furthermore, I had to ensure that the entire data collection process was confidential, participants' identities were protected and they had the right to withdraw from the process at any time.

The next chapter focuses on the presentation and analysis of the data generated from the nonparticipant observations, semi-structured interviews and stimulated interviews, with the main purpose of finding out the pedagogical translanguaging practices used by Grade 4 teachers of ESL to improve reading comprehension skills in the five schools that participated in this study.

CHAPTER 5

PRESENTATION OF FINDINGS

5.1 Introduction

In Chapter 4, I discussed elements of the research design, including the interpretive paradigm, the qualitative research design and the explorative case study. I also discussed the selection of data generation tools used in the process of collecting the raw data and the selection and sampling of participants in this study. In addition, I discussed the inductive thematic approach I used to analyse and discuss the data generated in this study. In this chapter, I present the findings. I then discuss the findings based on the themes that emerged from the data gathered by the explorative case study on the pedagogical translanguaging practices of Grade 4 ESL teachers to enhance reading comprehension, as well as the views that informed their use of pedagogical translanguaging practices in their lesson presentations. The data analysis sought answers to these three research questions:

- What are the pedagogical translanguaging practices used by Grade 4 ESL teachers to enhance reading comprehension among Grade 4 learners?
- What beliefs inform ESL teachers' application of pedagogical translanguaging practices when teaching reading comprehension in Grade 4 lessons?
- What benefits do teachers identify in employing pedagogical translanguaging methods while instructing Grade 4 reading comprehension lessons?

4.8 Strategies for ensuring trustworthiness

Since qualitative case study are sensitive to participants, special attention to trustworthiness is mandatory before the researcher generated the data. Trustworthiness refers to the degree of confidence in the qualitative data, their interpretation and the methods used that is required to ensure the quality of the study (Adler, 2022; Lemon & Hayes, 2020; Shin & Miller, 2022). Four strategies for trustworthiness were used in this study, namely, credibility, conformability, transferability and dependability, which I will discuss further.

4.8.1 Credibility

Credibility in qualitative research refers to the believability, accuracy and trustworthiness of the study findings (Liang & Ploderer, 2020; Nieuwenhuis, 2019c; Savolainen, 2023). To ensure credibility, I spent an extended period in the research setting, engaging with participants over time. This helped build trust and a deeper understanding of the context, contributing to the credibility of the study (Shufutinsky, 2020). I also used multiple data sources and methods, including classroom observations and stimulated interviews, to ensure the credibility of the study findings (Malva et al., 2023). Triangulation ensured that findings were consistent across different sources, strengthening the credibility of the study (Lemon & Hayes, 2020; Nieuwenhuis, 2019b). I also provided rich and detailed descriptions of the study context, participants and practices to address credibility (Nassaji, 2020). This thick description enhanced the credibility of the study by allowing readers to understand the intricacies of the research setting. Lastly, I continued data collection until reaching a point of saturation, where new information did not significantly contribute to the study (Braun & Clarke, 2021).

4.8.2 Confirmability

In qualitative studies, confirmability refers to the degree to which the research findings are objective, unbiased and rooted in the collected data rather than in the researcher's personal beliefs or perspectives (Toyon, 2023). It is the extent to which the study results can be confirmed or validated by others, ensuring that the interpretations and conclusions are not unduly influenced by the researcher's preconceptions (Eldot, 2023). Firstly, an audit trail was established, documenting the research process, decisions taken and any changes made during the study (Sankofa, 2023b). This comprehensive record served as a transparent account of the research, enabling external reviewers to assess the confirmability of the findings. Secondly, I maintained reflexivity by consistently reflecting on my own biases and preconceptions throughout the study (see Appendix M). This self-awareness contributed to the acknowledgment and control of any potential influences on the research (Sankofa, 2023a). Member checking, involving the participants in the

study, was another strategy employed to enhance confirmability (Toledo & Shannon-Baker, 2023). By allowing participants to review and validate the interpretations and findings, the study ensured that their perspectives were accurately represented.

4.8.3 Transferability

Transferability in qualitative research refers to the extent to which the findings and interpretations of a study can be applied or generalised to other contexts or settings beyond the immediate research participants (Dlatu et al., 2023; Lincoln & Guba, 1985). Firstly, I provided a detailed description of the study context, including the characteristics of the participants, the educational setting and the cultural nuances (Bukamal, 2022; Lomer & Mittelmeier, 2023). Secondly, the use of purposive sampling, where participants are intentionally selected based on specific criteria, contributed to transferability by ensuring that the sample represented diverse perspectives and experiences related to pedagogical translanguaging practices (Wong & Tai, 2023). Thirdly, thick description, a qualitative research strategy that involves providing rich and detailed information about the study participants and settings, was employed to offer a nuanced understanding of the practices under investigation (Sankofa, 2023a; Zelčāne & Pipere, 2023).

4.8.4 Dependability

Dependability in qualitative research refers to the stability and consistency of the study findings over time and across different circumstances (Lim & Kumar, 2024). Firstly, I established a clear and systematic audit trail, documenting every step of the research process, the decision-making and any modifications made during the study (Ahmed, 2024; MacLeod et al., 2022). An audit trail provides transparency and allows for the tracking of changes, contributing to the dependability of the research (Ahmed, 2024; Chíncaro Donayre, 2022). Member checking, involving participants in the validation of interpretations, was employed to enhance dependability. By seeking feedback from participants, researchers ensure that their

perspectives are accurately represented, adding a layer of confirmation to the study findings (Janis, 2022). Triangulation, using multiple data sources and methods such as classroom observations, stimulated interviews and document analysis of the lesson plan, was another strategy employed.

This approach ensures that the findings are consistent across various data sources, strengthening the dependability of the study (Adler, 2022). Consistency in data collection and analysis procedures was maintained throughout the study, contributing to the dependability of the findings (Coleman, 2022). I adhered to established ethical standards and research protocols, promoting reliability and dependability in the conducting of the study (Brey, 2022).

5.1 Research sites and participant profile

5.1.1 Research sites

Five schools were selected as the research sites. These included three junior primary schools and two combined schools.

In the Namibian context, a junior primary school is an educational facility that offers basic education and accommodates young children from Pre-primary grade to Grade 7 (Namibia. MoEAC, 2015). A combined school is an educational facility which has combined phases, that is, either two or three education phases, namely, the junior primary phase (Pre-primary grade – Grade 3), the senior primary phase (Grades 4–7), the junior secondary phase (Grades 8–9) and, in some instances, the senior secondary phase (Grades 10–11 or 12). Schools A and B are urban schools with multilingual speakers of Oshiwambo, Afrikaans and English, as well as the languages spoken by people from Caprivi. School C is a suburban school with multilingual speakers of Oshiwambo, Afrikaans, Portuguese, English and Shona. Schools D and E are rural schools with most speakers using the local language, Oshiwambo, as well as English. A rural school is a school found in a remote area such as a village or a farm environment where development and educational facilities are not advanced. An urban school is an educational facility located in town where technologies and development are advanced. In rural schools English is not commonly spoken and is often limited to the language classroom and known only

by a minority. Classrooms in town or urban schools are crowded, with a total number of 40 learners in the town or suburban schools.

5.1.2 Participant profile

The participants in this study included five Grade 4 ESL-qualified teachers with a minimum qualification of the Basic Education Teacher Diploma (BETD), which is a three-year tertiary education qualification undertaken after Grade 12. Four participants had teaching ESL experience at Grade 4 which varied from three years or more. One participant had only nine months' teaching experience with Grade 4. All participants had more than 10 years' experience of teaching English in other grades. As experienced teachers, these participants possessed a deep understanding of pedagogical strategies and instructional techniques, enabling them to effectively implement translanguaging practices in the classroom (Omidire & Ayob, 2022). Their experience provides them with the expertise required to create a supportive learning environment that encourages learners to engage in the process of language learning (Adams, 2020; Nyimbili & Mwanza, 2021).

Importantly, I believed that these experienced teachers had likely encountered a diverse range of learner needs and challenges, allowing them to adapt their instructional approaches accordingly (Jin, 2023). This adaptability is vital when implementing translanguaging, as it requires teachers to navigate linguistic diversity and support learners who may have different language backgrounds (Adams, 2020). In addition, these experienced teachers had likely developed a repertoire of instructional resources and materials that could facilitate the incorporation of translanguaging into their reading lessons (Ngcobo, 2018; Ssentanda & Ngwaru, 2018).

To protect the anonymity of the participants in this study, pseudonyms were used to refer to them. The participants were labelled as T1 for Teacher 1, T2 for Teacher 2, T3 for Teacher 3, T4 for Teacher 4, and T5 for Teacher 5. The personal and contextual realities of the participants are carefully examined and discussed here with the aim of providing a guide for interpreting their experiences of using translanguaging pedagogy in reading instruction in Grade 4 English classes.

Understanding these personal realities helps to contextualise the participants' experiences and provides valuable insights into the effectiveness and potential challenges of implementing translanguaging pedagogy.

5.1.2.1 Teacher 1 (T1)

Teacher 1, referred to as T1, is an experienced female educator in her late forties. She holds a BETD and is qualified to teach English as a Second Language (ESL) and Oshindonga, the local language, as a First Language in Grades 5–7. She described herself as caring and cheerful. She explained that she fosters a positive and supportive classroom environment, where learners feel valued and encouraged. T1 described her way of teaching as disciplined and meticulous, reflecting her commitment to maintaining high standards of teaching and learning. While she may appear strict to her learners, this can be seen as an effort to create a structured and focused learning environment conducive to academic success. T1's passion for teaching English is evident in her enthusiasm and dedication. Having accumulated more than ten years of experience teaching ESL in the senior primary phase, she has developed a deep understanding of the language learning process and effective instructional strategies. T1's extensive teaching experience equips her with the ability to navigate various challenges that may arise during the implementation of translanguaging pedagogy in Grade 4 English reading instruction. The combination of T1's caring demeanour, strict yet meticulous approach and passion for teaching English made her a valuable participant in the study. Her wealth of experience and expertise provided valuable insights into the practical aspects of implementing translanguaging pedagogy in the classroom. As the study progressed, T1's perspectives and experiences contributed to a comprehensive understanding of the impact and effectiveness of translanguaging pedagogy in Grade 4 English reading instruction.

T1, who received training as an ESL teacher with an English-only curriculum, initially had reservations about incorporating translanguaging pedagogy into her teaching practice. During the formative years of her career, she held the belief that translanguaging methods interfered with the acquisition of a second language.

However, over time, T1's perspective on ESL teaching and learning has evolved, and she has become more open to exploring alternative approaches. While T1's practice has shifted away from a dominant English-only approach, it is important to note that the integration of translanguaging methods and techniques in her reading instruction in English remains largely incidental. T1's familiarity with the conventional ESL teaching methods has influenced her instructional practices, and although she has started to embrace different pedagogical approaches, the explicit use of translanguaging strategies in her classroom is not yet a prominent feature.

The school at which T1 was teaching at the time of the study was a senior primary school in an urban area. T1's classroom presented several challenges, including overcrowding and linguistic diversity. With a total of 40 learners, the classroom was full, making it a demanding environment to manage effectively. The overcrowding was caused by urbanisation, as many people move to urban areas for job opportunities. As a result of this relocation, parents enrol their children in town schools which are also believed to offer better education. As Oshana is a densely populated region in Namibia, the demand for primary schools has resulted in overcrowded classrooms, making learners being admitted at nearby schools in Oshikoto region. Moreover, the learners in T1's class came from diverse linguistic backgrounds, with various mother tongues represented. However, a significant portion of the learners spoke Oshiwambo, highlighting the need for language accommodation to support their English language development. The physical environment of the classroom reflected a limited focus on English language learning. Despite the linguistic diversity, there were only a few posters specifically related to English displayed on the walls. This scarcity of English language resources may have posed a challenge for learners to immerse themselves in an English-rich environment. Nonetheless, the presence of some English posters suggests a recognition of the importance of visual aids in supporting language acquisition.

To promote collaboration and peer interaction, learners in T1's classroom were seated in pairs. This seating arrangement encouraged communication and cooperation among learners. Pair work can facilitate language practice and foster a supportive learning community where learners can assist one another in acquiring English language skills. The crowded nature of the classroom, coupled with

linguistic diversity, posed unique opportunities and challenges for T1's implementation of translanguaging pedagogy in Grade 4 English reading instruction. The presence of multiple mother tongues could serve as a valuable resource for promoting meaningful language use and cultural exchange. However, managing such a diverse classroom requires careful planning and differentiation to address the individual needs of learners.

5.1.2.2 Teacher 2 (T2)

T2 is a vibrant and experienced female educator in her mid-forties. She holds a BETD with a major in ESL and Oshindonga for Grades 5–7. With over six years of teaching experience, T2 has dedicated a significant portion of her career to teaching ESL specifically in Grade 4. As an educator, T2 adopts a teaching approach that encourages explorative learning while also emphasising responsible behaviour for effective learning outcomes. In her Grade 4 classroom, T2 creates an environment that fosters curiosity, engagement and active participation among her learners. By allowing her learners to explore, T2 provides them with opportunities to discover and construct knowledge through hands-on activities, discussions and collaborative projects. T2 encourages her learners to ask questions, make connections and explore different perspectives, fostering a sense of autonomy and ownership over their learning journey. I found that this approach promoted critical thinking, problem-solving skills and creativity among her learners.

However, T2 also recognises the importance of responsible behaviour in creating an effective learning environment. She establishes clear expectations and guidelines for her learners, promoting mutual respect, active listening and cooperation. T2 instils a sense of accountability and self-discipline in her learners, emphasising the importance of respecting others' ideas, following instructions and participating responsibly in class activities. By striking a balance between explorative learning and responsible behaviour, T2 creates an environment where her Grade 4 learners can thrive. This approach empowers learners to take ownership of their learning while also cultivating a sense of discipline and respect for themselves and their peers.

T2's classroom at the time of the study was a multicultural and multilingual space, comprising a diverse group of 40 learners speaking various mother tongues, including foreign languages such as Portuguese and Shona in addition to other Namibian languages. The presence of these two foreign languages is the result of immigrant labourers from neighbouring Angola who speak Portuguese. In addition, foreigners include large numbers of Shona from Zimbabwe and Angolans who came to Namibia seeking better opportunities or as traders in the area. Some of these foreigners' children enrol in primary schools in the region, including School B. This linguistic diversity presents both opportunities and challenges for T2 as she navigates the complexities of teaching English as a second language. The presence of multiple mother tongues also enriches the classroom environment, offering rich cultural perspectives and linguistic resources. T2 recognises the value of this diversity and encourages her learners to share their language backgrounds, fostering a sense of inclusivity and respect for different cultures. Within this context, T2 understands the importance of providing English language support and creating an English-rich environment. To facilitate language acquisition, T2 utilises a range of instructional materials tailored to the needs of her diverse learners. While the classroom noticeboard displays some English-related posters, T2 ensures that visual aids, such as vocabulary charts, grammar guides and language learning tips, are available to support her learners' English language development. These resources serve as visual cues and references, promoting language awareness and reinforcing key language concepts.

At the time of the study, T2 was teaching at a combined school situated in a rural area. T2's classroom was a dynamic and engaging space where learners were exposed to English language learning opportunities while also appreciating and embracing their own linguistic backgrounds. By sensitively incorporating elements of translanguaging pedagogy, T2 encouraged learners to draw on their mother tongues as a bridge to English language acquisition. This approach recognised the value of learners' existing language skills and promoted the positive transfer of knowledge from their native languages to English.

5.1.2.3 Teacher 3 (T3)

T3, a passionate educator in her late thirties, possesses an impressive educational background and extensive teaching experience. She holds a Bachelor of Education Honours (BEd Hons) degree with a specialisation in ESL and History for Grades 8–12. With over ten years and nine months of dedicated teaching experience in Grade 4, T3 has honed her instructional skills and developed a keen understanding of the unique needs and abilities of her learners at this stage of their academic journey. One of T3's notable strengths is her proficiency in the learners' mother tongue. This linguistic capability enables her to establish strong connections with her learners, fostering effective communication and understanding. By speaking their native language, T3 has created an environment in which learners feel comfortable expressing themselves, seeking clarification and building confidence in their language acquisition journey.

T3's dynamic teaching style encourages active learner engagement and promotes a love for learning. She incorporates a variety of interactive and hands-on activities, promoting critical thinking, problem-solving and creativity among her learners. Through her energetic approach, T3 instils a sense of curiosity and enthusiasm for knowledge, helping her learners develop a lifelong love for learning. T3's participation in the study brought valuable insights and experiences to the research on translanguaging pedagogy in Grade 4 English reading instruction. Her combination of educational qualifications, extensive teaching experience, native language proficiency and exceptional rapport with her learners provided a rich understanding of the benefits and challenges of incorporating translanguaging strategies in diverse language classrooms.

At the time of the study, T3 was teaching at a combined school in a rural area. Her classroom was a culturally diverse learning space, comprising 28 learners whose main mother tongue was Oshiwambo. This linguistic backdrop created a rich environment for language exploration and cultural exchange. T3 recognises the importance of embracing her learners' linguistic heritage and strives to create an inclusive atmosphere that celebrates the Oshiwambo language and culture. To support English language acquisition, T3 had strategically placed a few ESL posters around the classroom. These posters served as visual aids and provided helpful

language tips, vocabulary lists and grammar explanations. By incorporating these resources, T3 fostered language awareness and provided learners with valuable tools to enhance their English language skills.

In T3's classroom, the seating arrangement was designed to promote collaboration and peer interaction. Learners were paired up, creating an environment that encouraged teamwork, communication and cooperation. This arrangement allowed learners to engage in meaningful discussions, share ideas and support each other's language development. T3 facilitated this cooperative learning approach, fostering a sense of community and building strong relationships among her learners. In addition to the linguistic and collaborative aspects of the classroom, T3 also incorporated a variety of instructional strategies to cater to the diverse needs of her learners. She employed multisensory activities, interactive games and hands-on experiences to make the learning process engaging and enjoyable. T3 understands that every learner has unique learning preferences and by incorporating different modalities, she ensured that all learners were actively involved in the learning process.

5.1.2.4 Teacher 4 (T4)

T4, an experienced and dedicated educator in her early thirties, has a wealth of knowledge and expertise in her role as a teacher. She holds a BETD with a specialisation in teaching ESL and Silozi as a First Language for Grades 5–7. With more than 15 years of experience in the teaching profession, T4 has developed a deep understanding of the nuances and complexities of the classroom environment. In the past six years, T4 has specifically focused on teaching Grade 4, adapting her teaching methods in response to the implementation of the new curriculum. This experience has allowed her to become well-versed in the requirements and expectations of this grade level, making her an asset to the educational team. Although T4 has only a basic understanding of the learners' mother tongue spoken in the area, she recognises the importance of fostering a supportive and inclusive classroom environment.

T4 is an advocate for monolingual English teaching, firmly believing in the importance of maintaining the purity of the English language in the classroom. She

emphasised the need for English instruction and learning to be primarily conducted in English to provide learners with a comprehensive immersion experience, although she recognised the value of using learners' mother tongue to activate their prior knowledge and facilitate understanding. In T4's classroom, the teaching of English was conducted predominantly in English to create an environment where learners were fully immersed in the language. She believed that this approach would enhance learners' language acquisition, vocabulary development and overall proficiency in English. By immersing learners in an English-oriented environment, T4 aimed to cultivate their language skills and foster a deeper understanding of the language's nuances.

While T4 advocated for monolingual English teaching, she also recognised the importance of using learners' mother tongues as a tool for activating prior knowledge. T4 understood that connecting new concepts to learners' existing understanding is crucial for effective learning. By incorporating learners' mother tongue strategically, she provided a bridge for learners to make connections and access prior knowledge, facilitating comprehension and engagement.

T4's approach demonstrated her commitment to finding a balance between the purity of English instruction and leveraging the benefits of learners' mother tongues. She believed that this balance would create a supportive and inclusive learning environment where learners could build upon their existing knowledge while developing their English language skills.

At the time of the study, T4 was teaching at a combined school in a rural area. T4's classroom was a dynamic learning space that consisted of 27 learners who predominantly shared Oshiwambo as their mother tongue. This linguistic commonality created an opportunity for cultural exchange and a shared understanding within the classroom. T4 recognised the importance of embracing the learners' cultural heritage and incorporating it into the learning experience. To facilitate efficient classroom management, the learners' desks were arranged in neat rows. This seating arrangement allowed for clear visibility and fostered a focused learning environment. T4's intention was to minimise distractions and create a structured space that promoted learner engagement and active participation.

Within the classroom, a few carefully selected posters were prominently displayed. These posters served as visual aids and educational resources, providing learners with valuable information, such as language rules, vocabulary and inspirational messages. The posters were strategically placed to support learners' language development and served as a constant reminder of key concepts and learning objectives. Unfortunately, T4 had encountered disciplinary challenges in the classroom that hindered progress. She acknowledged the impact of these issues on the overall learning environment and was committed to addressing them effectively. She understood the importance of establishing a positive classroom culture and fostering a sense of respect, responsibility and accountability among her learners. T4 had implemented a proactive disciplinary strategy, such as setting clear expectations, implementing consistent consequences and promoting open communication, to address these challenges and create a conducive learning environment.

5.1.2.5 Teacher 5 (T5)

T5, an energetic and dedicated educator in her early thirties, brings a wealth of knowledge and expertise to her role as a teacher. Holding a BETD with a specialisation in teaching ESL and Oshindonga for Grades 4–7, T5 possesses a deep understanding of effective pedagogical practices and subject-specific instruction. With four years of teaching experience specifically in Grade 4, T5 has honed her skills in delivering engaging and effective lessons that cater to the unique needs of her learners. Her experience in this grade level has allowed her to develop a comprehensive understanding of the curriculum requirements, instructional strategies and the developmental milestones of her learners.

In her lessons, T5 demonstrates meticulousness and attention to detail. She carefully plans and prepares her instructional materials, ensuring that they align with the curriculum objectives and meet the diverse learning needs of her learners. T5's meticulous approach allows her to deliver well-structured and organised lessons, maximising learner engagement and understanding. T5's commitment to excellence extends beyond the classroom. She actively seeks professional development

opportunities to enhance her teaching skills and stay updated with the latest educational practices. T5's eagerness to learn and grow as an educator reflects her dedication to providing the best possible education for her learners.

As a participant in the study, T5's expertise in teaching ESL and Oshindonga in Grades 4–7, her enthusiasm for teaching and her meticulous approach to lesson delivery offered valuable insights into effective instructional practices in multilingual classrooms. Her ability to establish rapport with her learners and her commitment to continuous professional development contributed to a comprehensive understanding of the factors that contribute to successful teaching and learning experiences.

At the time of the study, T5 was teaching at a primary school in a rural area. T5's classroom was a vibrant environment housing 30 learners, all of whom shared Oshiwambo as their mother tongue. This linguistic commonality fostered a sense of community and cultural connection within the classroom. T5 valued the learners' diverse backgrounds and utilised their shared language as a valuable resource to enhance their learning experience. To encourage collaboration and peer interaction, T5 organised the learners' seating into pairs. This cooperative seating arrangement promoted teamwork, communication and the exchange of ideas. By working in pairs, learners can learn from and support one another, fostering a sense of camaraderie and collective learning.

The classroom noticeboard was adorned with a variety of informative and visually appealing posters. These posters serve as both educational tools and sources of inspiration for the learners. They provided important reference materials such as grammar rules, vocabulary lists and motivational quotes that assisted learners in their language learning journey. The carefully selected posters created a stimulating learning environment that sparked curiosity and engagement among the learners.

T5's classroom environment was designed to promote active participation and learner-centred learning. T5 recognised the importance of creating a space where every learner feels valued and empowered in their educational journey. By incorporating various interactive teaching strategies, such as group discussions, hands-on activities and multimedia presentations, T5 ensured that learners were actively involved and encouraged to take ownership of their learning.

T5 firmly believed in the power of using all languages available to facilitate reading development in her learners. She recognised that language is a powerful tool for comprehension and engagement and she embraced the idea of leveraging learners' mother tongue as a valuable resource in the classroom. T5 understood that incorporating learners' mother tongues into the learning and teaching materials could greatly enhance their reading abilities. She believed that by using familiar language as a bridge to new concepts and vocabulary, learners could more readily access and understand the content. T5 acknowledged the significance of cultural and linguistic connections in promoting deep comprehension and meaningful learning experiences.

To effectively integrate the learners' mother tongue into the reading instruction, T5 was dedicated to adapting the learning materials accordingly. She sought out or created resources that incorporated Oshiwambo language elements, ensuring that learners could connect with the material on a personal and linguistic level. T5 recognised that by embracing learners' mother tongues, she could create a supportive and inclusive environment that honoured their cultural identities and facilitated their reading progress.

5.3. Presentation and discussion of findings

The study applied Braun and Clarke's (2006) thematic analysis to develop integrated themes based on classroom observations, lesson plan analysis, and simulated recalled interviews and field notes. The six-step process involved listening to audio recordings, transcribed them, reading data, re-reading, generating initial codes, reading through codes to form themes, confirming similarities, defining and naming themes, and compiling and producing a report. The process further involved re-reading the data, coding the initial codes, confirming similarities, defining and naming themes, and applying the same steps for all data generated. The final step was to compile and produce the report.

A combination of all the understandings gained from the five participants was employed to identify themes and subthemes in this study (see Appendix V). In this presentation I present three main themes that I identified during the data analysis. These themes and

subthemes give insights into the pedagogical translanguaging practices used by the Grade 4 ESL primary teachers in their classrooms to enhance reading comprehension and their beliefs that inform this use. Table 5.1 summarises the themes and subthemes that address the three research questions I previously bring up at the beginning of this chapter.

The following discussion is based on the presentation of the themes and subthemes that I generated during the integrated data analysis in Table 5.1

Table 5.1 Themes and subthemes identified in the study

Themes	Subthemes
Theme 1: The use of simplified language	1.1 Using visual aids 1.2 Bodily gestures and actions
Theme 2: Shifting to the learners' mother tongue	2.1 Code-switching 2.2 Lingua receptiva 2.3 Language brokering
Theme 3 Benefits for learners' learning	3.1 Enhancement of comprehension 3. 2 Support of learners with special needs

5.3.1 Theme 1: The use of simplified language

Simplified language is one of the themes that the participants of this study indicated regarding enhancing learners' comprehension of reading materials in the Grade 4 ESL classroom. In the language classroom, simplified language relates to using a language in its simplest form that learners can easily understand. A reading text written in a language level of the learners improves the comprehension of reading materials in the Grade 4 ESL classroom. Teachers consider the reading challenges

the learners may encounter while reading the text. Working out the vocabulary, the structure or the genre of the text and the types of schema learners possessed over a certain text ensure a smooth reading comprehension of the targeted text. Grade 4 ESL teachers' selection of reading materials includes the vocabulary, the genre, structure or visuals to facilitate reading comprehension. This theme includes using visual aids and bodily gestures and actions.

The use of simplified language is one of the themes that the participants of this study indicated in regard to enhancing learners' comprehension of reading materials in the Grade 4 ESL classroom. As the participants are primary teachers of ESL, they use simple language which enhances learners' comprehension:

- *I try to simplify the language and give more relevant examples. I try to give more examples with gestures, and body language so that learners can understand the word or text. You had to make some sketches or yes, to provide some pictures for the learners to understand the story or the text or what is being read or provided some pictures (T2, Interview 2 transcript, 13 March 2023).*
- *I used some visualising and the learners' prior knowledge for them to understand the context (T5, Interview 1 transcript, 15 March 2023).*
- *I used pictures like I said, pictures do help them to understand what they are reading (T1, Interview 2 transcript, 09 March 2023).*

The participants pointed out that they use simple language to ensure that their learners comprehend what they read. T1, T2 and T3 related their experiences of using simple language to uphold comprehension. The literature also highlights some of the benefits of using scaffolding strategies, such as selecting keywords from the text to improve learners' understanding of it (Cenoz & Gorter, 2022; Conteh, 2018; Feller, 2022). Similarly, T1 and T2 supported and emphasised the use of basic language, which included working out the meaning of the vocabulary used in the reading text to support learners' comprehension. The use of keywords was one of the strategies utilised by participant T2 to help learners understand English (T2, Lesson 1 presentation transcript, 13 March 2023). Regarding pedagogical translanguaging practices, the use of simplified language can facilitate the

development of vocabulary and conceptual understanding in a top-down reading approach (Miller, 2020). As a result, learners can apply their translanguaging skills to access definitions, explanations, or synonyms of unfamiliar words or concepts in their first language (Cenoz & Gorter, 2021; Duarte, 2020). T2 used flipcharts with word lists in her two lesson presentations to discuss the new words used in the texts. This helped learners to access new knowledge and vocabulary and understand the reading materials.

5.3.1.1 Subtheme 1: Using visual aids

Visual aids are teaching materials in the form of concrete materials or images that can be seen. They can be utilised in the reading comprehension classroom to scaffold learners to easily work out the meaning of the text. Visual materials activate learner participation and increase learners' understanding and text interpretation.

The participants in this study also indicated that they use visual materials such as pictures, sketches and drawings to assist the learners' comprehension of texts. This is important, particularly in Grade 4 where the learners are learning a new language:

- *I used pictures like I said, pictures do help them to understand what they are reading. (T1, Interview 2 transcript, 13 March 2023)*
- *Learners learn best when they see something happening, yeah doing sketches or drawing while telling them the story will help the learners to get what comprehension will be all about, and it is another way of transitioning languages You had to make some sketches or yes, to provide some pictures for the learners to understand the story or the text or what is being read or provided some pictures. (T2, Interview 2 transcript, 13 March 2023)*
- *I used some visualising and the learners' prior knowledge for them to understand the context. You know reading comprehension is about understanding the meaning of the text, sometimes I explain to them in Oshiwambo, although it is not permitted (T5, Interview 1 transcript, 15 March 2023).*

Participants T1, T2, T4 and T5 used pictures or sketches in their texts (see Appendices M, N, O & R) and T5 also integrated the use of concrete visual aids (realia) – two t-shirts (see Figure 5.1) – while T4 used a picture (see Appendix P) as visualisation) to scaffold learners’ understanding of the text read, thus showing learners an image of the real thing.



Figure 5.1 T5 lesson plan 1, concrete aid – 2 t-shirt

Participants indicate to use visual aids (realia) in their lesson plans and was used in the introduction stage or while reading activities. This was indicated in participant T2, T4 and T5 in their lesson plans used and were used in their lessons ‘introduction as reflected in their lesson plans (see appendix T, W). T5 indicated that it was one of the aids that can bring the reality to the learners and help them understand the story. T5 remarked that the pictures or sketches of images from learners’ background knowledge help the learners to relate to the text and participate in the story. As I observed four of the teachers integrated a picture or sketch related to the targeted reading comprehension text. The participants used the realia to simplify and explain the passage read. The use of visual aids, as explained by the participants, aligns with the work of scholars such as Conteh (2018), Feller (2020) and Mukhopadhyay et al. (2023), who posit that teachers use scaffolding strategies such as eliciting, visual aids, keywords, questioning and recall improving learners’ understanding of written text. Visual aids are also considered to be a type of language used to enhance comprehension. In this study, the participants identified the use of visual aids as one of the translanguage strategies they used

to enhance reading comprehension in Grade 4. They also highlighted this in their lesson plans (see Figures 5.2 and 5.3).

	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES
Simplify difficult words in the text	PRE Teacher pastes the flipchart of word list on chalkboard and explain key vocabulary to them: market backyard garden fence	Learners should read the key words on a flipchart and answer some questions orally
Sketch which describe something about Lina's backyard	WHILE Teacher pastes the flipchart and sketches as she give the structures of the text. Afterwards she will revise on 'w' questions why, where, when how many etc	Learners should listen and answer orally some questions. pictures
	POST Teacher explains the	At least two or three

Figure 5.2 T2 Lesson plan excerpt

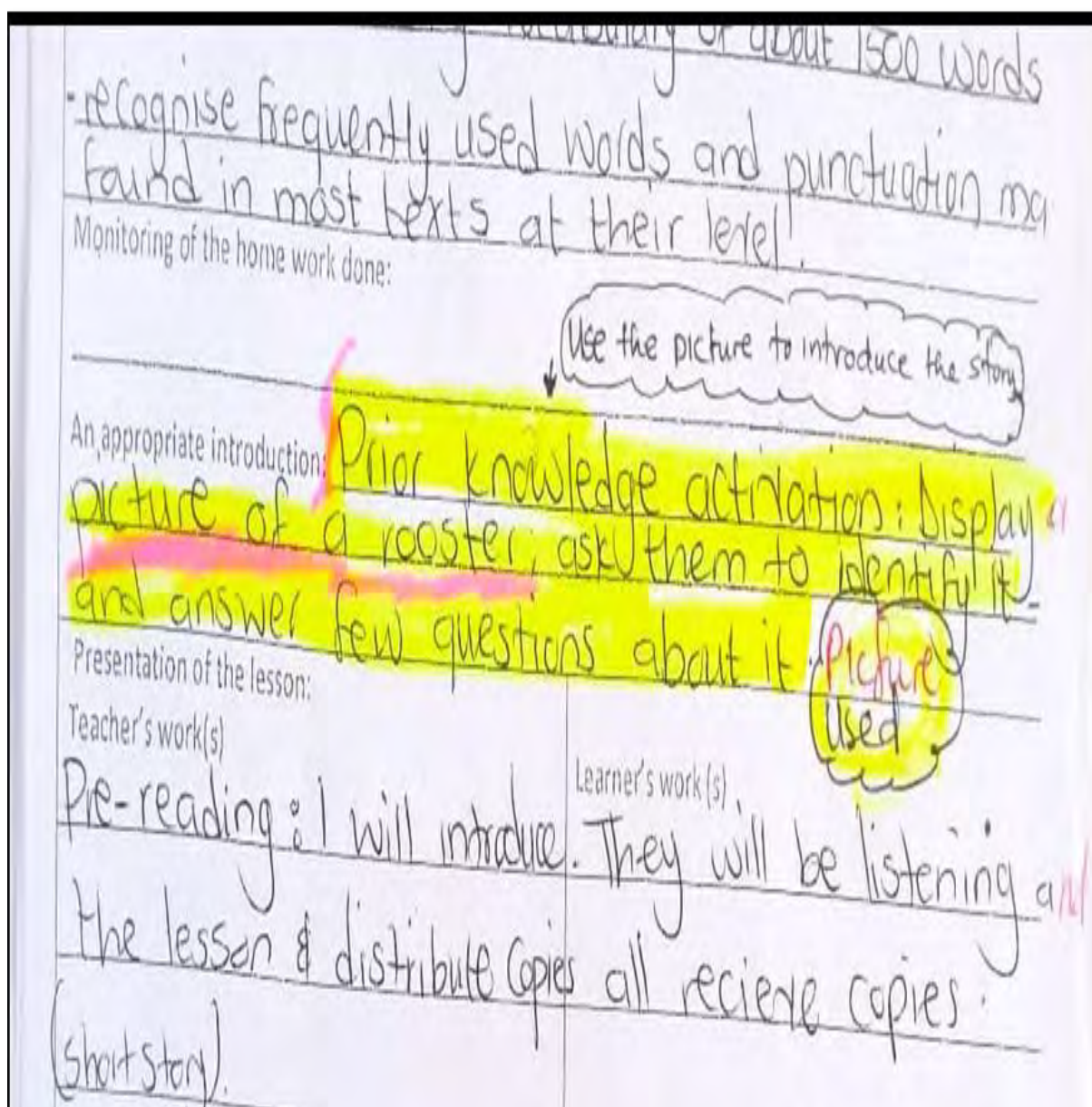


Figure 5.3 T4 lesson plan excerpt

This was also reflected in the choice of text: according to participants T1, T4 and T5 picture rich texts were chosen as their teaching aids (see Appendices N, O, Q and S). According to my observations, the use of visual aids in the ESL lesson played a crucial role in inviting learners to actively and eagerly participate, thus increasing reading comprehension in Grade 4. The use of visual aids (realia), as explained by the participants, aligns with the work of scholars such as Conteh (2018), Feller (2020) and Mukhopadhyay et al. (2023), who posit that teachers use scaffolding strategies such as eliciting, visual aids, keywords, questioning and recall to improve learners' understanding of written text. Visual aids are also considered to be a type of language used to enhance comprehension. In this study, the participants identified the use of visual aids

as one of the pedagogical translanguageing strategies they used to enhance reading comprehension in Grade 4.

5.3.1.2 Subtheme 2: Bodily gestures and actions

Body gestures and actions are simplified non-verbal cues that form the nonverbal interaction. The use of bodily gestures and actions attributes to text comprehension by activating learners' prior knowledge. The participants specified another pedagogical translanguageing practice used in the ESL lesson presentations. This relates to bodily gestures and actions that the teacher demonstrates to explain the content of the text or give instructions in activities. This strategy does not consist of letters or words only but includes graphic materials and movements. T5, T2, T3 and T1 mentioned the use of some bodily gestures and actions that relate to a form of language or translanguageing that can help learners to understand texts. In this instance, I observed that T2 had drawn a sketch to accompany the vocabulary selected from the reading text (see Appendix T). During the lesson observation, I also observed T5, T2 and T3 using bodily gestures and actions to explain sections of text. The following responses indicate that bodily gestures and actions were used as a translanguageing strategy to ensure learners understood the text better:

- I try to give more examples with gestures, and body language so that learners can understand the word or text. Body actions and gestures are related to translanguageing because it is a type of language, even if learners cannot speak, but use body actions or do some body actions, for them to understand the text is a type of language (T2: Interview 2 transcript, 13 March 2023).

In this excerpt the participant relates body actions that learners use to comprehend the story as a kind of language to be used when learners cannot communicate their answer orally in classroom discussion.

The researcher observed the use of bodily gestures or body language in the participants' presentations, which I believe was done to stimulate learners' understanding of the texts they were dealing with. These actions or gestures included T5's demonstration of the actions performed by the characters in the reading text (T5: Lesson 1 presentation transcript, 15 March 2023); that is, the imitation of the baboon's laughter and the zebra tripping up, as evidenced in the following excerpt from T5's lesson presentation. However, these actions were not outlined in the lesson plans.

T5: ... Move! Or I will kick you! Out of the way! (Imitating speaking in an impolite manner) What do you think happened when Zebra was trying to kick Baboon? Look in the picture! Shi sha landula ko oshike? What do you think happened next? Oshike sha ningwa po? Zebra fell into fire. Do you know what tripped mean? (Demonstrated someone tripping.) Look at the picture. To fell down. Baboon did not move so Zebra tried to kick him. And what do you think happened? Zebra tripped over and fell into the fire. What happen if you catch fire? Tell me wu li ngaa pomasiga e to kwata omulilo, oto ningi ngiini?

Excerpt 1 (T5: Lesson presentation 1, 15 March 2023)

I observed that T5 and T2 performed some actions such as body and hand movements and certain postures that were acted out to make the learners understand what was read during the ESL lesson. The use of bodily gestures and actions to enhance text comprehension was also considered by participants to be a translanguaging strategy, as expressed by T2:

- Iyaa, very important more especially to these Grade 4 learners it will help them to understand what they are learning, you must use pedagogical translanguaging either to switch to local language or to use body language or to use drawing, sketches and gestures (T2: Interview 2 transcript, 13 March 2023).

During the nonparticipant classroom observation, some participants used body gestures (T5, Lesson 1 presentation transcript, 15 March 2023; Researcher's field notes, 15 March 2023). Although not indicated in lesson plans, the participants indicated that they were translanguaging practices they use to enhance reading comprehension at Grade 4 ESL lessons. In the literature, Dargue and Sweller (2020) postulate that bodily gestures and actions can be used to enhance comprehension of the text narrative. In line with this, I observed that bodily gestures and postures, hand movements and facial expressions were used in the lesson presentations to enhance the content of the materials read by the learners. In my view, some of these actions and gestures scaffold the ESL learners' understanding of the meaning of the texts.

5.4 Theme 2: Shifting to the learners' mother tongue

Shifting to learners' mother tongue is another theme emerged in my findings. It involves using more than one language in communication. ESL teachers switch between two languages, the target language and the learners' mother tongue to facilitate communication and text comprehension. In this study context, this involves ESL teachers switching to learners' native language during their ESL lessons. The participants of this study reflected on their teaching and explained that they included pedagogical translanguaging practices when they teach Grade

4 ESL, especially when explaining the reading text. The main strategies that emerged in this theme were the use of code-switching, lingua receptiva and language brokering.

The research findings revealed that the mother tongue, Oshindonga, was used by all participants as a strategy to enhance learners' reading comprehension, although T1 and T3 indicated that this was not planned for pedagogically:

- If you find that your learners cannot just predict that maybe they will not understand, then I must switch. (T1: Interview 2 transcript, 09 March 2023).
- Although generally, we have the understanding, sometimes they don't understand English. Code-switching comes in automatically when in the lesson (T3: Interview 1 transcript, 08 March 2023).

In the excerpt above Participant T1 responded that if the learners cannot guess the answer or just do not understand it is her obligation to switch to another language. T3 and T5 code switched to Oshindonga, while explaining the passage and it appears like a normal practice to them. The learners were also responding back in Oshindonga at times without any hesitation and the teacher made affirmation in the target language. . Although T3 did not indicate the use of code-switching during lesson planning (see Appendix U), having explained that code switching arises automatically as the situation dictates, she ended up switching to the mother tongue, as highlighted in the following excerpt:

T3: Ok, when were you born? St * tell me the year you were born. The year? When were you born? In which year? Ye, owa valwa momvula yini ano? Tala kungaye. Wa valwa omvula yini? Ye?

L: Twenty twelve.

T3: Twenty twelve, Ok when was Christiaan born? According to the story? Kristiaan okwa valwa momvula yini? When he was born? Go through read again ...

Excerpt 2 (T3: Lesson presentation 1, 10 March 2023)

T3 act of switching between English and Oshindonga in excerpt 3 and lesson presentation 1 seems to be her main strategy to scaffold learners understand the text as her text of choice was not accompanied by any visual materials. However, learners were active during their reading activities even free to ask questions about the text.(Researcher, classroom' field notes)

Similarly, T5 code switched to Oshindonga while teaching. Although she also did not indicate the use of code-switching during lesson planning (Appendix W), she ended up switching to the mother tongue during the lesson, as analysed in Appendix Y and also as highlighted in the following excerpt:

T5: Why? To ende ngaa mopark mu na iinamwenyo ndele ito lika po? Why, there is something that they are given so they will give them something they will ask you: Omwa za kosikola... mwe ya okutalelapo? Omu li nuunona? Mwe ya okutala iinamwenyo? Shino osho nee mu na okuninga: You have to follow the rules. They are given rules and they have to follow them. There are rules in the parks. Ngele wa yi kEtosha there are rules; Omilandu, oompango before we go to the rules discuss the rules that may be found in Etosha. Discuss with your pair mate. Kundathaneni shoka shi na okuningwa po ngele nda yi mEtosha. Ngiika oye na okuninga ngiini? Oompango ndhono dhi li mEtosha odhini po? Discuss with your pair mate. What must you do opo mwaa like po? Hurry up! Discuss with your pair mate. Kundathaneni owu na oku nginga shike opo wa like po?

Excerpt 3 (T5: Lesson presentation 2, 15 March 2023)

In this excerpt, I observed that the more T5 explained the pre-reading activity to the learners in Oshindonga and encouraged them to work in pairs, the more the learners were expressing themselves in the activity, which resulted in the active involvement of many learners in the lesson.

According to the participants' views on why they did not plan in writing for the use of translanguaging or other languages in their ESL lesson, it appears that they consider switching to a mother tongue as normal practice that need not be planned in writing as they implement code-switching when the situation dictates. Based on the participants' views and an analysis of the data, I drew the conclusion that the main pedagogical translanguaging practice used by the participants was shifting to learners' mother tongue using code-switching, lingua receptiva and language brokering:

- I think I use some and I refer to the code-switching (T5: Interview 2 transcript, 15 March 2023).
- ...but in some cases, I had to use this method of pedagogical translanguaging like English and Oshindonga, which is the home language, which is also the local language of the area. (T2: Interview 2 Transcript, 13 March 2023).
- As I prepare my lesson if I happen to focus on a certain word, I must ask my colleagues so that when they (learners) give the meaning in their mother tongue I know the meaning already (T4: Interview 2 transcript, 15 March 2023; T4: Lesson presentation 1, 08 March 2023).
- Code-switching comes in automatically when we are in the lesson (T3: Interview 1 transcript, 08 March 2023, Lesson presentation, 08 March 2023).
- We speak Oshiwambo because they also learn Oshindonga (T1: Interview 2 transcript, 09 March 2023)

The following excerpts also reflect the way T1, T2 and T5 used one of the translanguaging strategies to enhance comprehension of the lesson and the text read. There is no evidence in their lesson plans that indicates the use of Oshindonga in the lesson. However, all the participants used, and allowed their learners to switch to, the mother tongue Oshindonga, either for clarification or to explain the materials read, as shown in the following excerpts:

T1: Exclamation marks shows feeling example anger. Behind that exclamation marks are used when these verbs are used: shouted, exclaimed, commanded or to show emotions like ... when teachers are shouting at you we need exclamation marks when we write what they said. Please, keep quiet! Please sit down! We look at the comma. When we use a comma we pause “Tatu fudha po”.

Excerpt 4 (T1: Lesson 1 presentation, 09 March 2023)

T2: And photograph. Ok can you point to the headline of the report? Can you identify headline of the report the title “oshipalanyolo”? Can you identify the subheading of the report? “Oshipalanyologona”? What is the name of the event? “Edhina lyoshidhano shono olini? Something? When did it happen? It happen on...

Excerpt 5 (T2: lesson 1, 13 March 2023)

T5: What do you think happened when Zebra was trying to kick Baboon? Look in the picture “shi sha landula ko oshike?” What do you think happened? (Repeat the question in English) Oshike sha ningwa po? Zebra fell into fire. Do you know what tripped mean? (Demonstrated someone tripping.) Look at the picture. To fell down. Baboon did not move so Zebra tried to kick him. And what do you think happened? Zebra tripped over and fell into the fire. What happen if you catch fire? Tell me (explain the scene of catching fire in Oshindonga) “Wu li ngaa pomasiga e to kwata omulilo, oto ningi ngiini?”

L: Oto pi!

T5: Opo wu gu dhime oho ningi ngiini? If you catch fire oto ningi ngiini?

L: Oto galangata.

T5: (translate the learner’s answer) Yes, you roll over.

Excerpt 6 (T5: Lesson 1 transcript, 15 March 2023)

As I observed in the classroom presentations, the switching to the mother tongue played a role in the participants’ reading lessons. As I observed in the classroom presentations, the switching to the mother tongue played a role in the four participants’ reading lessons, with T1 using it in minimal (T1, Lesson 1 presentation, 09 March 2023). This was done either when the teacher explained part of the text read or during the clarification of questions on the text. In my view, switching to a local language with the purpose of assisting learners to comprehend the text reflected the teachers’ urgency. This is in line with Cummins (2019) and Cenoz and Santos

(2020), who relate learners' ability to work out the meaning of the text read as not based on the meaning of individual words or determined by what learners know from the instruction given on the text, but rather on the help of someone such as an expert in both the first language and ESL, helping them to translate the text into their mother tongue to obtain a clear meaning. This was what I experienced in T5's, T2's and T3's lessons: the participants who were experts in the two languages switched between the two to assist learners who were having difficulty in understanding the meaning of the text.

Moreover, T1, T2, T3 and T5 indicated that they used switching to the mother tongue as a strategy to ensure that ESL learners understood the text read. Accordingly, scholars such as Hungwe (2019) and Wei and García (2022) indicate that translanguaging acknowledges and values learners' diverse linguistic backgrounds and encourages the use of multiple languages to enhance comprehension.

T3 act of switching between English and Oshindonga in excerpt 3 and lesson presentation 1 seems to be her main strategy to scaffold learners understand the text as her text of choice was not accompanied by any visual materials. However, learners were active during their reading activities even free to ask questions about the text.(Researcher, classroom' field notes). Similarly, T5 code switched to Oshindonga while teaching. Although she also did not indicate the use of code-switching during lesson planning (Appendix W), she ended up switching to the mother tongue during the lesson, as analysed in Appendix Y and also as highlighted in the following excerpt:

T5: Why? To ende ngaa mopark mu na iinamwenyo ndele ito lika po? Why, there is something that they are given so they will give them something they will ask you: Omwa za kosikola... mwe ya okutalelapo? Omu li nuunona? Mwe ya okutala iinamwenyo? Shino osho nee mu na okuninga: You have to follow the rules. They are given rules and they have to follow them. There are rules in the parks. Ngele wa yi kEtosha there are rules; Omilandu, oompango before we go to the rules discuss the rules that may be found in Etosha. Discuss with your pair mate. Kundathaneni shoka shi na okuningwa po ngele nda yi mEtosha. Ngiika oye na okuninga ngiini? Oompango ndhono dhi li mEtosha odhini po? Discuss with your pair mate. What must you do opo mwaa like po? Hurry up! Discuss with your pair mate. Kundathaneni owu na oku ninga shike opo wa like po?

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- I think I use some and I refer to the code-switching (T5: Interview 2 transcript, 15 March 2023).
- ...but in some cases, I had to use this method of pedagogical translanguaging like English and Oshindonga, which is the home language, which is also the local language of the area. (T2: Interview 2 Transcript, 13 March 2023).
- As I prepare my lesson if I happen to focus on a certain word, I must ask my colleagues so that when they (learners) give the meaning in their mother tongue I know the meaning already (T4: Interview 2 transcript, 15 March 2023; T4: Lesson presentation 1, 08 March 2023).
- Code-switching comes in automatically when we are in the lesson (T3: Interview 1 transcript, 08 March 2023, Lesson presentation, 08 March 2023).
- We speak Oshiwambo because they also learn Oshindonga (T1: Interview 2 transcript, 09 March 2023)

The following excerpts also reflect the way T1, T2 and T5 used one of the translanguaging strategies to enhance comprehension of the lesson and the text read. There is no evidence in their lesson plans that indicates the use of Oshindonga in the lesson. However, all the participants used, and allowed their learners to switch to, the mother tongue Oshindonga, either for clarification or to explain the materials read, as shown in the following excerpts:

T1: Exclamation marks shows feeling example anger. Behind that exclamation marks are used when these verbs are used: shouted, exclaimed, commanded or to show emotions like ... when teachers are shouting at you we need exclamation marks when we write what they said. Please, keep quiet! Please sit down! We look at the comma. When we use a comma we pause "Tatu fudha po".

Excerpt 4 (T1: Lesson 1 presentation, 09 March 2023)

T2: And photograph. Ok can you point to the headline of the report? Can you identify headline of the report the title "oshipalanyolo"? Can you identify the subheading of the report? "Oshipalanyologona"? What is the name of the event? "Edhina lyoshidhano shono olini? Something? When did it happen? It happen on...

Excerpt 5 (T2: lesson 1, 13 March 2023)

T5: What do you think happened when Zebra was trying to kick Baboon? Look in the picture "shi sha landula ko oshike?" What do you think happened? (Repeat the question in English) Oshike sha ningwa po? Zebra fell into fire. Do you know what tripped mean? (Demonstrated

someone tripping.) Look at the picture. To fell down. Baboon did not move so Zebra tried to kick him. And what do you think happened? Zebra tripped over and fell into the fire. What happen if you catch fire? Tell me (explain the scene of catching fire in Oshindonga) “Wu li ngaa pomasiga e to kwata omulilo, oto ningi ngiini?”

L: Oto pi!

T5: Opo wu gu dhime oho ningi ngiini? If you catch fire oto ningi ngiini?

L: Oto galangata.

T5: (translate the learner’s answer) Yes, you roll over.

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As I observed in the classroom presentations, the switching to the mother tongue played a role in the participants’ reading lessons. As I observed in the classroom presentations, the switching to the mother tongue played a role in the four participants’ reading lessons, with T1 using it in minimal (T1, Lesson 1 presentation, 09 March 2023). This was done either when the teacher explained part of the text read or during the clarification of questions on the text. In my view, switching to a local language with the purpose of assisting learners to comprehend the text reflected the teachers’ urgency. This is in line with Cummins (2019) and Cenoz and Santos (2020), who relate learners’ ability to work out the meaning of the text read as not based on the meaning of individual words or determined by what learners know from the instruction given on the text, but rather on the help of someone such as an expert in both the first language and ESL, helping them to translate the text into their mother tongue to obtain a clear meaning. This was what I experienced in T5’s, T2’s and T3’s lessons: the participants who were experts in the two languages switched between the two to assist learners who were having difficulty in understanding the meaning of the text.

Moreover, T1, T2, T3 and T5 indicated that they used switching to the mother tongue as a strategy to ensure that ESL learners understood the text read. Accordingly, scholars such as Hungwe (2019) and Wei and García (2022) indicate that translanguaging acknowledges and values learners’ diverse linguistic backgrounds and encourages the use of multiple languages to enhance comprehension.

5.4.1 Subtheme 1: Code-switching

Code-switching is using a first language in a second language context. It can be utilised to enhance understanding between speakers of two different languages. It entails the replacement of words or terms from one language with words from the other language with the same

meanings. According to the responses of the participating ESL teachers regarding the pedagogical translanguaging practices they used in Grade 4; it was apparent that some translanguaging strategies were used in the classroom with the main purpose of supporting learners when they did not comprehend the text or the questions about the text. Four participants, T1, T2, T3 and T5, revealed that they use code-switching, or switched to the learners' mother tongue, the vernacular or local language, either Oshiwambo or Oshindonga, when the situation dictates. Therefore, they did not indicate in their lesson plans that they would use any translanguaging practices, especially if the practice involved switching from English to another language such as Oshiwambo. T1, T2, T3 and T5 used the same strategy of code-switching and responded as follows when asked about what pedagogical translanguaging practices they used in their reading lessons:

- That I know sometimes you must switch from English to your mother tongue so that learners can understand better, and I believe this non-Oshiwambo, non-Oshindonga-speaking learners can know Oshindonga, they learn from the environment interactions with other learners, and they can understand Oshindonga some... iyaa to make them understand the texts. I had to use this method of translanguaging like English and Oshindonga, which is the home language, which is also the local language of the area. (T2: Interview 2 Transcript, 13 March 2023).
- You know reading comprehension is about understanding the meaning of the text, sometimes I explain to them in Oshiwambo, although it is not permitted (T5: Interview 1, 15 March 2023).
- Code-switching comes in automatically when we are in the lesson (T3: Interview 1 transcript, 08 March 2023).
- I think I use some and I refer to the code-switching (T5: Interview 2 transcript, 15 March 2023).

All the study participants indicated that they used some pedagogical translanguaging practices such as code-switching to assist learners to comprehend ESL reading texts. This aligns with Leonet and others (2021), Cummins (2019), Gobodwana (2023) and Kirchner and Mostert (2017), who postulate that when learners are allowed to read and learn in their familiar languages alongside the target language (such as English), it increases their engagement and motivation, leading to improved reading skills. In the participants' presentations, I observed them switching between English and Oshindonga while reading the text and the questions, or when explaining vocabulary, as reflected in the following two excerpts:

T5: Ok, anyone else? (Point at a certain learner and say): Can you please stand up and tell us: "Mokutala omafano nga, how Zebra gets its stripes? Owu wete komafano omayooloko geni ge li mefano? How does Zebra get its stripe? Owu wete po eyooloko li li pombanda, now they are asking how? Oshe ende ngiini? Do you see how Zebra is at the end? Ta ku ti: oshe ende ngiini?" How? Is there anyone to help him?

Excerpt 7 (T5: Lesson presentation 1 transcript, 15 March 2023)

In Excerpt 7, the teacher seems to confidently believe that once she switches to the mother tongue at some point in the text it will help the learner, who seems not to comprehend what is being read, to understand the text better. As I observed this lesson participant T5, switched to Oshindonga when she asked a comprehension question about the story and learners were quiet or seem not to understand the question. In another excerpt, T3 also switches to the mother tongue to scaffold the learners throughout the lesson:

T3: How did Christiaan's father get extra money? 'Kristiaan okwa li ha futwa omilongo ne komwedhi. Hasho? Okwa li ha kongo po iimaliwa yimwe ya gwedhwa po? Okwa li heyi kongo nomukalo guni? Omukalo guni kwa li ha longitha opo a mone po iimaliwa yimwe ya gwedhwa po? Ok, mhm, the first question when was Christiaan Barnard born? The second one, how did Christiaan's father get extra money? 'Extra' oshinima sha gwedhwa po. Okwa li ha kwata ingapi ano komwedhi?

Ls: Forty!

T3: Forty Rands, isn't it? So he use to earn extra money. Okwa li ha ka longa po natango iimaliwa yimwe ya gwedhwa po. Popya po omikalo ndhoka kwa li a longitha oku mona iimaliwa ya gwedhwa po yee,

Excerpt 8 (T3: Lesson presentation 1 transcript, 08 March 2023)

The two excerpts reflect what transpired in T2's, T3's and T5's reading comprehension lessons and they point out that they switch to the mother tongue with the main purpose of ascertaining that all learners comprehend the text that is read. Scholars such as Iipinge (2018), Muysken (2020) and Asrifan and Syahrir (2021) define code-switching as a traditional method of communication in any bilingual community, involving the use of multiple languages in a single conversation. The participants employed this strategy in their lesson presentation. The participants' code-switching aligns with Iipinge's (2018), Muysken's (2020) and Asrifan and Syahrir's (2021) definitions of code-switching as the use of more than one language to communicate. According to the participants of this study, they used Oshindonga, the learners' mother tongue, to converse with learners who do not have a good command of English and with those who have challenges in reading and understanding ESL texts. This aligns with Muysken (2020), Cenoz and Gorter (2021) and Yoon (2023), who highlight that using the native language in the ESL classroom bridges the gaps in understanding of reading texts, leveraging learners' language resources. Accordingly, it is more inclusive and culturally responsive, and in the process improves reading comprehension among ESL learners. I observed a dawning of understanding among some learners as they participated in the conversation concerned with the teacher or carried on with the reading activity. According to

the literature, this supports the goal of translanguaging which is to mediate learning using resources in various languages (Cenoz et al., 2021; Duarte, 2020; Feller, 2022).

5.4.2. Subtheme 2: *Lingua receptiva*

Lingua receptiva is a method utilised by speakers of different languages to communicate without switching to the other speaker's language. It necessitates comprehension during reading activities session in the second language classroom. This is achieved by accommodating the learners' linguistic in discussion to understand the text. Some of the ESL teachers used the pedagogical translanguaging strategy called *lingua receptiva* (LaRa) which I got to understand when the teacher explained what they do in their reading lessons. *Lingua receptiva* occurred in the communication between the teacher and the learners when discussing issues related to the text. For example, T2, T3 and T5 would ask certain questions in English and the learners would respond in the mother tongue; the participants would then consider the answers as either correct or wrong after translating them into English:

- Sometimes I switch to the learners' mother tongue more, especially when I see that some of the slow learners are not getting what I am saying or when I see that some of the slow learners are not showing interest in the lesson or you ask them a question and they are not responding, that means that they do not understand so you try to say it in their mother tongue for them to get what you are saying from there most of them will be able to answer you either in their mother tongue or English (T5: Interview 2 transcript, 15 March 2023).
- At some points, your learners may answer you in Oshindonga and I responded in English, but I feel like they do not understand so I switch to Oshindonga to make them understand (T3, interview 2 transcript, 14 March 2023).

Participant T5 confirmed that she allowed her learners to respond to her English questions in their mother tongue. This concurs with Levert (2021), who defines *lingua receptiva* as the practice of conversation partners conversing in different languages, with both speaking a different language but they have enough receptive skills in the other's language to understand each other. In my observations, T2, T3 and T5 used *lingua receptiva* to allow learners who understood ESL, but did not have the skills to comprehend and respond to questions in English, to respond in the mother tongue. The following is an excerpt that illustrates the participant T3's use of *lingua receptiva*:

T3: Ok. When were you born? St* tell me the year you were born. The year, when were you born? In which year? Ye, Owa valwa momvula yini ano? Tala kungaye wa valwa omvula yini? Ye?

Excerpt 9 (T3: Lesson 1 transcript, 08 March 2023)

In this excerpt T3 asks the learner a question about the text in English, which the learner answers in the vernacular. This, according to scholars such as Cenoz and Gorter (2021), encourages emergent bilingual learners to actively participate in the lesson and gain more comprehension of the material under study. This is also in line with Ngcobo (2018) and Ssentanda and Ngwaru (2018), who posit that teachers teach the learners how to work out the meanings of the texts that they read and incorporate strategies such as translanguaging to scaffold learners to freely participate in reading activities, despite their language incompetence. Furthermore, Makalela (2017), Cenoz et al. (2021), Cenoz and Santos (2020) and Mahan (2022) support lingua receptiva as a form of translanguaging, which aims to leverage learners' native languages and cultural backgrounds to enhance their learning experiences and promote academic success.

The four participants employed the strategy of lingua receptiva in their lessons at some point. According to Correale (2020) and Majdańska-Wachowicz et al. (2021), lingua receptiva is a technique that promotes learners' active participation in second language learning environments. During classroom observation, I observed that when the teacher allowed learners to communicate in their mother tongue, they became more active and asked questions about the text for clarity. Moreover, I observed that T5 used lingua receptiva when she asked learners to study the pictures and say how the zebra got its stripes (T5, Lesson presentation transcript 2, 15 March 2023). During this lesson, she communicated using both English and the mother tongue to allow the learners to understand the text. This concurs with Groothoff et al. (2022) and Duarte (2022) who highlight some features of lingua receptiva, stating that it relies mainly on inference for mental activation in bilingual interaction, linking mental stimulation to comprehension and prediction in the reading text. T2, T3, T4 and T5 reflected on the use of this strategy in their lesson presentations. However, participant T1 did not practice this in her lessons compared to the other participants, her learners seem to comprehend ESL better which facilitate in their comprehension of issues. In line with the literature, lingua receptiva is a translanguaging strategy which involves the practice of speakers of different languages conversing in their mother tongue without switching to the other language (Blees & ten Thije, 2017; Levert, 2021). According to the four participants, they asked certain questions about the text in English without translating them into Oshiwambo. Subsequently, some learners answered them in their mother tongue, which the teachers then translated into English for others

to understand. This aligns with ten Thije et al. (2017) who also define *lingua receptiva* as a way for speakers of different languages to communicate in their own languages without switching to one another's language to comprehend each other. I observed this occurrence in T2's, T3's and T5's classrooms during their discussion of the reading materials. Learners conversed in their vernacular while the teacher communicated with them in either the vernacular or English.

5.4.3 Subtheme 3: Language brokering

Language brokering is a practice that involves translations from one language to another. As a translanguaging practice, language brokering can improve reading comprehension and active participation. ESL teachers who are fluent speakers of English and mother tongue can translate reading texts when the need arise to improve comprehension. From the observation of the reality in the participants' classrooms, it was observed that participants were using Oshindonga in their lessons. Besides participants T2, T3 and T5 made use of either *lingua receptiva* or code-switching, they also made use of language brokering.

While participants T1, T2, T3 and T5 made use of either *lingua receptiva* or code-switching, T2, T3, T4 and T5 also made use of language brokering. Participant T4 did not know the local language and used the learners who understood both English and Oshindonga to translate and explain what the teacher said or what was read in the text to their fellow learners. T4 also indicated that she switched to the learners' mother tongue with the assistance of the learners who understood both Oshindonga and English to translate for those learners who were struggling to comprehend the text and the vocabulary. In addition, T3 indicated that, since there is a communication barrier at their school, it is possible that to understand the texts the learners will always want them to be translated into their mother tongue.

- Here at this school (the mother tongue) is Oshindonga, so sometimes there is a communication barrier, so they would always want to translate from their mother tongue to understand instructions... (T3: Interview 1 transcript, 08 March 2023).

According to T3, language brokering is one of the approaches that can be used to remedy communication barriers with the end result of enhancing learners' comprehension, as reflected in the following excerpt:

T3: How did Christiaan's father get extra money? 'Kristiaan okwa li ha futwa omilongo ne komwedhi. Hasho? Okwa li ha kongo po iimaliwa yimwe ya gwedhwa po? Okwa li heyi kongo nomukalo guni? Omukalo guni kwa li ha longitha opo a mone po iimaliwa yimwe ya gwedhwa po?

Ok, mh, the first question: When was Christiaan Barnard born? The second one, how did Christiaan's father get extra money? 'Extra' oshinima sha gwedhwa po. Okwa li ha kwata ingapi ano komwedhi?

Ls: Forty.

Excerpt 10 (T3: Lesson 1 presentation transcript, 08 March 2023)

Participant T3 response above indicate that it is her belief that learners at her school has a communication challenges and the solution to her problem was to translate to what she is teaching in Oshindonga to eliminate the language barrier in the reading text. According to T3, language brokering is one of the approaches that can be used to remedy communication barriers with the end result of enhancing learners' comprehension, as reflected in the following excerpt of the lesson presentation of T3:

Furthermore, although T4 also did not indicate that she would use language brokering – a type of pedagogical translanguaging practice that involves translating from English to Oshiwambo – in her initial lesson plans, she said it was part of her initial reading lesson planning, in which she chose some vocabulary from the text and asked colleagues about their meaning in the learners' local language before class. The following was her opinion when I asked whether she used two languages in her lesson:

- As I prepare my lesson if I happen to focus on a certain word, I must ask my colleagues so that when they (learners) give the meaning in their mother tongue I know the meaning already (T4: Interview 2 transcript, 14 March 2023).

This was also observed in T2's, T3's and T5's reading lessons, where this method guided the learners to negotiate meaning during the lesson presentation. The following are excerpts from the observations of T2's and T3's lessons, where language brokering was used to explain the questions on the text read:

T3: Ok, Christian okwa valwa momvula yini? Owa lesa po mpano? When was Christian born? How did Christian's father get extra income? Did you read the story? This is the money Christian's father gets, so you read here. Iimaliwa ya gwedhwa po okwe yi mono ngini? ...

Excerpt 11 (T3: Lesson 1 presentation transcript, 08 March 2023)

T2: Question two when did the event happened? "Oevent oya li ko uunake?" The event was on... you check in the text. Where did they start?

T2: What is the name of the event? "Edhina lyoshidhano shono olini? Something? When did it happen? It happen on...

Excerpt 12 (T2: Lesson 1 presentation transcript, 13 March 2023)

In these excerpts and other similar excerpts, T2, T3 and T5 translate the English questions to the learners' mother tongue to ensure that struggling learners understand them and are able to respond. This is in line with López and Vaid (2018), López et al. (2019) and Wunseh and Charamba (2023), who claim that bilingual children engage in language brokering, which the practice of translating written information is utilising their language knowledge and their ability to speak, read and write. Similarly, Heugh et al. (2021) associate language brokering with situations where children who know English translate information informally from English to their native languages for their classmates, their friends, parents or guardians. With this explanation of allowing someone who knows the source language well to translate to others who do not know the language, I concluded that the conversations in the excerpts above are associated with language brokering, which involves translating from English to the local language or the local language to English by someone who knows both languages better than other speakers. Accordingly, this is what T2 T3, T5, and T4 employed in their classrooms.

The findings in this study also indicated that language brokering, that is, translation or interpreting, was used in the ESL classrooms to increase learner engagement and comprehension. Such translation and interpreting was done by the Grade 4 emergent ESL learners and the ESL teacher who were knowledgeable in both the learners' native language and English for the weaker and foreign language speakers who were Grade 4 emergent bilingual learners (Wunseh & Charamba, 2023). This can happen when more than one language is spoken or dominant, and may also be planned or unplanned (Cenoz & Gorter, 2021; Phoenix & Faulstich Orellana, 2022).

Therefore, the findings revealed that language brokering is essential in the ESL classroom, which is the second language classroom, as one of its advantages is to increase learners' participation in language activities such as reading comprehension (Lian, 2019; Tian, 2022). Language brokering is possible in the language classroom because learners who are fluent in both languages can translate or interpret spoken or written words for their classmates who are struggling to understand the written materials (Phoenix & Faulstich Orellana, 2022; Wunseh & Charamba, 2023). Translation by either the teacher or the learners concurs with Puno et al. (2023), who also state that teachers regularly use contextual translation to move learners from mother tongue instruction to English to understand classroom texts. I believe that this was the main purpose of the participants' use of language brokering in Grade 4 ESL classroom.

Although participants highlighted strategies that they use to improve reading comprehension at Grade 4, the data indicated that translanguaging was not a well-known term to participants T1, T4 and T5 as reflected in their responses. When participants were asked to talk about their own understanding of the term translanguaging, different understandings were given. Participant T4 interrupted the researcher while asking her the meaning of translanguaging with a request for the researcher to give the explanation of the term:

- *Hold on while you are there can you explain what is translanguaging maybe I can get a bit of explanation before I proceed (T4, Interview 2 transcript, 14 March 2023).* However when she was asked whether she knew the term she replied: *'I do not know'* (T4, Interview 2 transcript, 14 March 2023).

Furthermore, participants T5 and T1 indicated that translanguaging is a new word to them, but to give their understanding. Participant T5 replied:

- *Ok, it is a new term I can say, it is new to me, I just met it but I will try. Translanguaging I think it is something that has to do with using other languages or more than two languages in a lesson when you are teaching or when learners are learning lesson when you are teaching or when learners are learning (T5, Interview 2 transcript, 15 March 2023).*

Participant T1 also tried to define the term translanguaging relating to teaching methods to teach reading without mentioning the use of two languages in one lesson as reflected in the response:

- *Let me try. It is a new term though to me but I tried searching for it. It means different methods a teacher can use to teach reading. It refers to different methods a teacher can use to teach reading successfully (T1, Interview 2 transcript, 09 March 2023).*

However T3, T2 and T5 had an idea of the term translanguaging and this had reflected positively in their lesson presentation and some of the responses given by these participants. The following is the response from T3:

- *Ok, translanguage whereby the teacher might shift from English the medium of language with main purpose emphasis to make the learners understand the medium of instructions now you have to go to the vernacular or other language which is the mother tongue or the local language that they*

understand better. So you may use another language the mother tongue of the learners. (T3, Interview 2 transcript, 08 March 2023).

These understandings of the term translanguaging indicated the link between the participants' responses on types of translanguaging practices they used to enhance reading comprehension in Grade 4 ESL lesson. It also reveals the real situation in participants' classroom on the uses of translanguaging practices.

In this study, language brokering, that is, translation or interpreting, was used in the ESL classrooms to increase learner engagement and comprehension. Such translation and interpreting was done by the Grade 4 emergent ESL learners and the ESL teacher who were knowledgeable in both the learners' native language and English for the weaker and foreign language speakers who were Grade 4 emergent bilingual learners (Wunseh & Charamba, 2023). This can happen when more than one language is spoken or dominant, and may also be planned or unplanned (Cenoz & Gorter, 2021; Phoenix & Faulstich Orellana, 2022).

Therefore, language brokering is essential in the ESL classroom, which is the second language classroom, as one of its advantages is to increase learners' participation in language activities such as reading comprehension (Lian, 2019; Tian, 2022). Language brokering is possible because learners who are fluent in both languages can translate or interpret spoken or written words for their classmates who are struggling to understand the written materials (Phoenix & Faulstich Orellana, 2022; Wunseh & Charamba, 2023). Translation by either the teacher or the learners concurs with Puno et al. (2023), who also state that teachers regularly use contextual translation to move learners from mother tongue instruction to English to understand classroom texts. I believe that this was the main purpose of the participants' use of language brokering.

5.5 Theme 3: Benefits for learners' learning

The third theme in this study is benefits for learners' learning. Different strategies used in the learning environment are based on teachers' beliefs. Learners learning relates to the positive outcome that teachers aim to achieve at the end of the learning experiences. In the second language classroom the first language is used as a translanguaging practice to support the comprehension process. The main focus of using translanguaging pedagogies is to improve learners' learning.

The participants were motivated to use various pedagogical translanguaging practices during their ESL lessons by their belief that this had benefits for learners' learning. All the participants

pointed out that translanguaging practices help learners to comprehend the content of the text. According to the participants, the use of pedagogical translanguaging strategies has a beneficial effect on the learners' learning; this led to the main theme, Benefits for learners' learning. Two subthemes also emerged, namely, Enhancement of comprehension and Support of learners with special needs. All the participants indicated that they used translanguaging practices to benefit and assist the learners in their learning:

- Yes is very important, especially to these Grade 4 learners it will help them to understand what they are learning, you have to use pedagogical translanguaging either to switch to the local language or to use body language, sketches, and gestures. (T2: Interview 2 transcript, 13 March 2023).
- Like I said, the main reason is not to use Oshiwambo in English lessons. The main reason I do that is to help them to know, to help them to communicate next time. The reason I speak something in Oshiwambo, then I repeat it in English I want them to get to know how to say it in English and then next time they will say it in English, I think that is the main reason (T5: Interview 2 transcript, 15 March 2023).
- It must continue because it is helping (T4: interview 2 transcript, 14 March 2023).
- Here at this school (the mother tongue) is Oshindonga, so sometimes there is a communication barrier, so they would always want to translate from their mother tongue to understand instructions... (T3: Interview 1 transcript, 08 March 2023)
- It has a positive effect because it makes the ones who don't understand get the point of the lesson, although we have some who are non-Oshindonga speaking (T1: Interview 1 transcript, 09 March 2023)

The participants affirmed the importance of using translanguaging practices and indicated that the strategies used contributed to learners' understanding and learning. By means of translanguaging, learners' active participation increases. This aligns with Zein's (2022) and García and Kleifgen's (2020) view that by connecting an interactive reading approach with translanguaging, learners are empowered to actively participate in reading activities, collaborate with peers and construct meaning, therefore meaningful interactions contribute to the understanding of issues. The pedagogical translanguaging practices such as code-switching used by participants also enabled learners to engage in meaningful discussions, gain new insights and develop a deeper understanding of the text as they drew upon their linguistic resources (Cummins, 2021; García & Kleifgen, 2020; Zein, 2022). The participants also explained that they used certain translanguaging practices such as code-switching as the situation dictated, which meant that they did it intentionally to address any learning barriers they might encounter during their reading lessons. Such practices can only be employed by reflective practitioners who reflect in-the-action or on-the-action of their teaching. After observing the participants' presentations, I asked the participants to justify their actions.

However, some seemed not to have any justification, although T5 indicated that as reflective practitioners they are bound to change during their lessons to ensure that learners understand and benefit from them:

- As a teacher when you are planning for a lesson, when you go to class you must have a mind that thinks about ... you, you, you must think fast sometimes. Why? You can come to a lesson, you have planned, but the responses that you get from the learners then are not satisfying or are not taking you wherever you want to go. (T5, Interview2 transcript, T5: Lesson presentation 2 transcript, 15 March 2023).

This aligns with Farrell (2018, 2022), who posits that teachers who are reflective practitioners should consider reflection-on-the action and reflection-in-the action as some of the important actions that a teacher does when delivering lessons. As a norm, reflective practitioners should be able to respond to any divergence that occurred during their lesson presentations.

In the context of an ESL classroom, a teacher can change to a teaching pedagogy such as translation to enhance understanding. In line with the literature as Perfecto (2022) and Puno et al. (2023) also state that teachers regularly use context translation to move learners from mother tongue instruction to English. In line with this, the participants highlighted that Oshindonga is used as the transition language for moving to and understanding English. The participants pointed out that the purpose of switching to the mother tongue is to fill the gap between the two languages as it is believed that should learners fail to understand the second language then the solution is repeating the information in the mother tongue. This is in line with Duarte (2020), Akbar and Taqi, (2020), Kula and Mwansa (2022) and Wei and García (2022), who support the practice of translanguaging in the language classroom, comparing it to Cummins' theory of interdependence, which claims that the level of proficiency in the second language is dependent on the learner's knowledge development in the first language. Language brokering is possible because learners who are fluent in both languages can translate or interpret written or spoken words for their classmates who are struggling to understand the written materials (Phoenix & Faulstich Orellana, 2022; Wunseh & Charamba, 2023).

5.5.1 Subtheme 1: Enhancement of comprehension

The enhancement of comprehension refers to providing necessary situations that foster positive learning and understanding of text read. Teachers employ reading strategies to ensure that learners comprehend lesson materials. The participants highlighted that they use

translanguaging practices to enhance comprehension of the materials read. In the context of this study, translanguaging is utilised to assist learners to understand reading passages

The participants highlighted that they use translanguaging practices to enhance comprehension of the materials read. All the participants supported the idea of using translanguaging practices and considered it crucial in the classroom because it can assist learners to understand the text better by giving the meanings of difficult terms in the text, which may lead them to an understanding of the text:

- It helps them to make meanings, but if they come out without even understanding the words if you say it further in their vernacular language, they might reach the aha- moment (T3: Interview 2 transcript, 15 March 2023).
- Learners learn best when they see something happening, yeah doing sketches, or drawing while telling them the story will help the learners to get what the... comprehension will be all about, and it is another way of transitioning languages (T2: Interview 2 transcript, 14 March 2023).

According to the participants, using pedagogical translanguaging in their classrooms is a way of making learners comprehend the text read and increasing the learners' performance in the classroom when learner participation is hindered by a lack of reading and speaking skills. The participants viewed switching to the mother tongue as a support strategy that leads learners to increased participation and meaning making in the classroom:

- Although generally, we have the understanding, sometimes they don't understand English. Code-switching comes in automatically when we are in the lesson (T3: Interview 1 transcript, 08 March 2023).
- You know reading comprehension is about understanding the meaning of the text, sometimes I explain to them in Oshiwambo, although it is not permitted (T5: interview 1, 15 March 2023).
- At some points, your learners may answer you in Oshindonga and I responded in English, but I feel like they do not understand so I switch to Oshindonga to make them understand (T3, Interview 2 transcript, 14 March 2023).

The participants' insights into the use of pedagogical translanguaging practices for enhancing comprehension concur with those of scholars who claim that using this method in a class of bilingual and multilingual pupils helps them learn new skills, especially reading skills (Cenoz & Gorter 2021; Duarte, 2020; Leonet et al., 2021; Makalela, 2015; Maseko & Mkhize, 2021).

5.5.2 Subtheme 2: Support of learners with special needs

Learners with special needs need learning support from the teachers for active participation and understanding of issues. Reflective practitioners support learners with special needs in

linguistic needs. Learner support can be achieved by utilising various teaching strategies in the classroom.

The participants revealed the use of translanguage practices as a remedy for supporting learners who are special or have difficulties with their reading or speaking skills. The participants believed that translanguage practices can assist learners who are disadvantaged by ESL due to various factors such as living in an environment where English is not commonly used or who acquire knowledge at a slow pace:

- If you leave it out you will sideline some learners from learners who do not understand, but if we are not switching from one language to another but only picking some keywords it will help the learners understand what we are reading or learning (T4: interview 2 transcript, 14 March 2023).
- I think it is important because it can be of importance if it is not used on all learners in the class. I think it should be only used on slow learners who do not catch up that fast, the ones who are not A-star learners, but for the fast learners who are exposed to the language, I think there is no need for us to use the translanguage (T5: Interview 2 transcript, 15 March 2023).
- For those of us who are on the ground we are experiencing the real situation in the classroom, especially if you are teaching where there is one language in the society, especially in the village it might be of great help to the learners. (T3: interview 2 transcript, 14 March 2023).
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According to the participants, using pedagogical translanguage practices in interactive reading also promotes a sense of inclusivity and belonging. This aligns with Hungwe (2019), Yoon (2023), and Wei and García (2022), who postulate that using translanguage practices acknowledges and values learners' diverse linguistic backgrounds and encourages the use of multiple languages to enhance comprehension. It also appeared that the participants use these strategies only when dictated by their situation to employ translanguage practices with the main aim of making learners understand and work out the meaning of texts. This also concurs with scholars such as Sahan and Rose (2021), Rajendram (2023) and Nyimbili (2021), who suggest that using translanguage practices in the classroom serves the primary objective of making sense or negotiating meaning of the materials under study. According to my observations, the participants shifted to translanguage practices when they had reflected in-the-action that their learners seemed not to comprehend the materials, questions and instructions. The participants also believed that shifting to the mother tongue was the answer to enhancing reading comprehension in ESL. This aligns with Cummins (2021b) who supports the practice of translanguage in the language classroom, using his theory of interdependence,

which claims that the level of proficiency in the second language is dependent on the learner's knowledge development in the first language.

The findings in study revealed pedagogies about enhancing reading comprehension. It exposed the realities about the participants ESL classroom in relation to making use of pedagogical translanguaging practices which was employed intentionally and incidentally to varying degrees. These practices include code-switching, lingua receptiva and language brokering. As the researcher, I identified similarities between the findings and the literature that I reviewed in Chapter 2 of this study. The participants highlighted their use of the translanguaging practices of code-switching, lingua receptiva and language brokering in the classroom. This is like the examples given by scholars such as Muysken (2020) and Iipinge (2018), who expound on code-switching, López and Vaid (2018), who define language brokering, and ten Thije and others (2017) who define lingua receptiva. The participants pointed out that pedagogical translanguaging practices such as code-switching enabled their learners to communicate with them in English and to understand the text. This concurs with Zein (2022), García and Kleifgen (2020) and Barros et al. (2021), who postulate the benefits of employing code-switching for learners as engaging in a meaningful discussion, gaining new insights, and developing a deeper understanding of the text as they draw upon their linguistic resources. Furthermore, the participants' insights into the use of pedagogical translanguaging practices for enhancing comprehension concur with those of scholars who claim that using this method in a class of bilingual and multilingual pupils helps them learn new skills, especially reading skills (Cenoz & Gorter 2021; Duarte, 2020; Leonet et al., 2021; Makalela, 2015; Maseko & Mkhize, 2021).

In addition, Perfecto (2022) and Puno et al. (2023) also state that teachers regularly use context translation to move learners from mother tongue instruction to English. In line with this, the participants highlighted that Oshindonga is used as the transition language for moving to and understanding English. The participants pointed out that the purpose of switching to the mother tongue is to fill the gap between the two languages as it is believed that should learners fail to understand the second language then the solution is repeating the information in the mother tongue. This is in line with Duarte (2020), Akbar and Taqi, (2020), Kula and Mwansa (2022) and Wei and García (2022), who support the practice of translanguaging in the language classroom, comparing it to Cummin's theory of interdependence, which claims that the level of proficiency in the second language is dependent on the learner's knowledge development in the first language. Language brokering is possible because learners who are fluent in both languages can translate or interpret written or spoken words for their classmates who are

struggling to understand the written materials (Phoenix & Faulstich Orellana, 2022; Wunseh & Charamba, 2023).

In my view this study had provided me with insights on the area of translanguaging, which include different forms of navigation between any two languages when one is a dominant language used as the medium of instruction, for example English. The new insights that I believe have been provided in this study are that, although numerous studies had been conducted and have shown that pedagogical translanguaging should be used as a teaching methodology in the language classroom, it is an act that can be conducted without proper planning. It appears that few teachers have knowledge about the term “translanguaging” or how they can employ it successfully in the classroom. This means that this study could provide insights that would increase language teachers’ interest in furthering their knowledge on how best to apply translanguaging in ESL. Teachers should also employ various properly planned pedagogical translanguaging practices such as code-switching and language brokering.

5.6 Chapter summary

The main purpose of this study was to explore the pedagogical translanguaging practices used by Grade 4 ESL Namibian primary school teachers. In this chapter, I presented the findings gathered by means of stimulated interviews, classroom observation and lesson plan analysis. Three main themes, namely, the use of simplified language, shifting to the learners’ mother tongue and benefits for learners learning, as well as a number of subthemes, were identified from the findings using thematic analysis. The strategy of switching to the mother tongue, Oshiwambo or Oshindonga, the local language, was employed in the ESL classrooms, but its use was unplanned. The pedagogical translanguaging strategies identified were code-switching, lingua receptiva, language brokering, simplified language, bodily gestures and actions, and images.

The participants’ views on the use of pedagogical translanguaging also formed part of the findings, with the main reasons for translanguaging in the participants’ instruction being benefits for learners’ learning, the enhancement of comprehension and supporting learners with learning difficulties. The next chapter presents the conclusions of the study and makes a number of recommendations.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6. Introduction

In Chapter 5, I presented and discussed the findings of the data I gathered using classroom observations, stimulated recall interviews and lesson plan analysis, with the main purpose of finding out the pedagogical translanguageing practices used by Grade 4 ESL teachers in Namibian primary schools to enhance reading comprehension. I also investigated the benefits teachers identified when employing pedagogical translanguageing methods in their reading comprehension lessons and the beliefs that informed them to use translanguageing practices in their Grade 4 ESL lessons. In addition, I expounded on three themes and their subthemes that emerged from the data analysis based on the literature reviewed in Chapter 2.

Since this is the concluding chapter of my study, I expand on several aspects. Firstly, I give an overview of the research and my findings, focusing on the themes, namely, the use of simplified language, shifting to the learners' mother tongue and benefits for learners' learning. Secondly, I highlight the potential value of my findings as they pertain to the pedagogical translanguageing practices used in Grade 4 to enhance learners' reading comprehension. Thirdly, I make recommendations based on the findings pertaining to the use of pedagogical translanguageing strategies as a tool for enhancing reading comprehension in the Grade 4 ESL classroom. Furthermore, I explicate the need for further research in the field of translanguageing practices in the Namibian context. Lastly, I share the limitations that I encountered in this study.

6.1 Overview of the study

In Chapter 1 of this study, I provided the rationale for carrying out this research. In addition, I presented the problem statement in which I pinpointed the focus of the study, which was to explore the pedagogical translanguageing practices used by Grade 4 ESL teachers in Namibian primary schools to enhance reading comprehension in their lessons. I also sought to find out the benefits that teachers identify from employing pedagogical translanguageing methods when teaching Grade 4 reading comprehension. I highlighted the two research questions formulated for the study and explicated its main purpose, which was to fill the gap in the paucity of research on the use of pedagogical translanguageing practices in ESL in the Namibian context.

In Chapter 2, I presented and reviewed recent and relevant literature on pedagogical translanguaging practices used in ESL to enhance reading comprehension skills within the international and the Namibian context, highlighting the state of reading comprehension in these contexts. I then explicated reading and reading comprehension skills in terms of various perspectives on learning, elaborating on the reading approaches that ESL teachers use to teach reading and reading comprehension skills. I further discussed the multilingual turn in reading as a pedagogy that can address the challenges of reading comprehension. This led to a discussion of translanguaging as a pedagogy that can be used to enhance reading comprehension and several pedagogical translanguaging practices such as code-switching, *lingua receptiva* and language brokering, which may be used in the multilingual classroom to improve participation and reading comprehension.

In Chapter 3, the theoretical underpinnings of the study – reflective practice and schema theory – were discussed. I outlined the important aspects of both theories and their significance for this study. I also discussed how ESL teachers integrate these theories into their reading comprehension lessons and identify strategies such as translanguaging that can address various challenges. Dewey's (1933) reflective practice theory regards teachers as reflective practitioners who reflect on their teaching practices to meet the learners' needs. Therefore, I discussed the three levels of reflection according to Dewey (1933), Schön (1983) and Farrell (2018) and used them as a lens to generate data on the use of pedagogical practices in reading comprehension lessons. The second theory that underpinned this study was schema theory. This was discussed because it deals with the activation of the mental abilities that readers need to possess to comprehend the reading materials. Linguistic, content and formal schemata were subsequently discussed in detail.

Chapter 4 dealt with the systematic methods and procedures I implemented to generate the necessary data. It outlined the research methodology, design and paradigm, as well as the kind of research carried out and my choice of methodological instruments. I also elaborated in more detail on the interpretivist paradigm, qualitative research and exploratory case studies in order to justify my choice in each case. I also discussed the data generating tools applied which included classroom observation, lesson plan analysis and stimulated recall interviews. I further elaborated on purposive sampling which I used to select suitable participants who could provide rich data.

Chapter 5 contained the findings of the study. I presented and discussed the findings generated from the integrated data-generation tools, that is, lesson plan analysis, classroom observation of lesson presentations, and stimulated interviews with the participants held before and after the lesson presentations, as well as my researcher's diary. Subsequently, three main themes and their subthemes were identified in relation to the use of pedagogical translanguaging practices to enhance reading comprehension in the Grade 4 ESL classroom.

This chapter, Chapter 6, concludes the entire study. In this chapter, I elaborate on my findings to assess whether they provide answers to the research questions stated in Chapter 1. This chapter is also the platform on which I present the pedagogical implications and limitations of my study in terms of practice and research. In conclusion, I make recommendations for future research on and practice in the implementation of pedagogical translanguaging practices to enhance reading comprehension in Grade 4 ESL classes in Namibia.

6.2 Conclusions of the study in terms of the research questions

The main purpose of my study was to explore the pedagogical translanguaging practices used in Grade 4 ESL classrooms in Namibian primary schools. To attain this purpose, I provide and explicate answers to the two main questions formulated in Chapter 1, with reference to the three themes and the findings that emerged from my data analysis. The first research question explored the pedagogical translanguaging practices used by the Grade 4 ESL teachers to enhance reading comprehension in their lessons, while the second question enquires about the benefits that teachers identify in employing pedagogical translanguaging methods during Grade 4 reading comprehension lessons. The last question was on the benefits teachers identify in employing pedagogical translanguaging practices while instructing Grade 4 ESL lessons?

6.2.1 Research question 1: What are the pedagogical translanguaging practices used by Grade 4 ESL teachers to enhance reading comprehension among Grade 4 learners?

The study participants affirmed the use of various pedagogical translanguaging practices when teaching English to improve reading comprehension skills among Grade 4 learners. One of the strategies I noticed for simplifying the language was the use of picture-rich texts, drawings and sketches, as well as concrete materials (realia). The participants emphasised that using visual aids in reading texts was especially important in Grade 4 because they are transitioning to learning English, which is a new language for these young learners. The participants highlighted that picture-rich texts played a crucial role in enhancing comprehension for these

learners. By incorporating visual aids into textual content, educators provide essential contextual cues that assist learners in grasping the meaning of words and concepts in English. This visual support aids in vocabulary acquisition, reinforcing word meanings through associations with images and contributing to a more comprehensive understanding of the language. The participants explained that the inclusion of drawings and sketches in reading lessons adds another layer of pedagogical depth. This strategy allows educators to integrate culturally relevant imagery, making the content more relatable for learners. By connecting the material to the learners' cultural backgrounds, educators foster a deeper engagement with the subject matter, promoting a sense of cultural inclusivity in the ESL classroom. In addition, encouraging learners to create their own drawings or sketches in response to the reading material not only enhances comprehension but also nurtures creativity, allowing learners to actively express themselves within the context of the lesson.

The use of realia, such as physical objects or manipulatives, offered the learners in this study a tangible and hands-on learning experience. This aspect is particularly beneficial for multilingual learners as it helps make abstract concepts more accessible and concrete. The use of realia also aligns with a multisensory approach, engaging various senses in the learning process. This approach accommodates diverse learning styles within the ESL classroom, reinforcing understanding through different sensory modalities. This belief is in line with scholars who advocate that the use of pedagogical translanguaging practices is particularly necessary for the transitional grades, where learners transition from the mother tongue to English as the medium of instruction, to eliminate comprehension challenges for the linguistic repertoires of both the minority and the majority languages (Duarte, 2020; Mahan, 2022). The ESL teachers also integrated the use of realia to scaffold learners to understand the text read and, to visualise the text and to bring the real image to the learners.

The ESL teachers' use of visual aids to enhance text comprehension aligns with the literature of scholars reviewed in Chapter 2 of this study, such as Conteh (2018), Feller (2020, 2022), Tai and Wei (2023) and Mukhopadhyay et al. (2023), who posit that teachers use scaffolding strategies such as eliciting, visual aids, keywords, questioning and recall to improve learners' understanding of written text, which is also considered to be a type of pedagogical translanguaging practice used to enhance reading comprehension. In this study, the participants identified the use of visual aids as one of the strategies used in ESL lessons to enhance reading comprehension, and they reflected this use in their lesson plans and in the choice of text used in their lessons, which were full of pictures and drawings. I assert that in this study the use of

visual aids in the ESL lessons played a crucial role in simplifying the language, inviting learners to actively and eagerly participate, and supporting reading comprehension in Grade 4.

Another pedagogical translanguaging practice used in the ESL lesson presentations involved simplified language using bodily gestures and actions that the teacher demonstrated to explain the content of the text or give instructions for activities. This strategy does not use words only but includes graphic materials and physical movement. The participants mentioned the use of some images, bodily gestures and actions that relate to a form of translanguaging which can help learners to understand texts. Sometimes ESL teachers used bodily gestures and actions as a translanguaging strategy to ensure learners understood the text better.

In line with Vygotsky's (1978) insights, the participants in this study used simplified nonverbal communication, emphasising the role of social interaction and cultural context in cognitive development. In their ESL classrooms, the participants incorporated gestures and actions to enhance the cultural context of language learning, making it more relevant and engaging for learners. This aligns with Vygotsky's (1978) notion that learning is a social process, and effective language instruction should consider the sociocultural aspects of communication. In addition, in these ESL contexts, the integration of simplified language, bodily gestures and actions created an interactive and communicative environment. This aligns with the assertion that language acquisition is enhanced through meaningful engagement and collaborative exchanges, allowing learners to understand and internalise language patterns more effectively (Di Chiazza, 2022; Guerra, 2023).

These bodily gestures and actions have the potential to enhance the narrative comprehension of the text (Dargue & Sweller 2020). The use of posture, hand movements and facial expression was observed in the participants' lesson presentations and was intended to enhance the content of the materials read by the learners. Some of the actions and gestures scaffolded the ESL learners to work out the text's meaning. The participants also indicated that they switched from English to Oshindonga or Oshiwambo, which is the learners' mother tongue, when they realised that their learners did not understand what they were reading or as the situation dictated. According to the literature that aligns with this, learners acquire knowledge more easily in their native language than in a second language (Kula & Mwansa, 2022) and the use of the first language can assist learners in understanding and acquiring reading skills in the second language (Cenoz et al., 2021). Hence, the ESL teachers posited that shifting to the mother tongue supported reading comprehension skills and, more importantly, pedagogical

translanguaging could be used in the language classroom as a platform to affirm the learning process (Cenoz & Gorter, 2021; Morales et al., 2020). This can help to address existing barriers for non-native English speakers.

In their lessons, the ESL teachers displayed the use of pedagogical translanguaging practices, especially when explaining the reading text. The main strategies used were code-switching, *lingua receptiva* and language brokering. These are pedagogical examples of shifting to the learners' mother tongue and align with the literature. The research findings revealed that the mother tongue, Oshindonga, was used by all participants as a strategy to enhance learners' reading comprehension. Although not pedagogically stated in the lesson plan, the ESL teachers indicated the use of code-switching during lesson delivery. Based on the analysed data, the conclusion was that the pedagogical translanguaging practices used by Grade 4 ESL teachers fall under the theme, shifting to learners' mother tongue, with the following strategies: code-switching, *lingua receptiva* and language brokering. It was clear that ESL teachers switching to the mother tongue played a crucial role in their reading comprehension lessons, both when the teacher explained part of the text and during the clarification of questions. This reflects the teacher's urgency to switch to a local language with the purpose of assisting learners in working out the meaning of the text. This aligns with Cenoz and Santos (2020) who relate to learners' ability to work out the meaning of the text read as not based on the meaning of individual words or determined by what learners know from the instructions given for the text. Rather, it occurs through the help of someone such as an expert in both first language and ESL to translate the given text in their mother tongue to get a clear meaning of the text. In this study, this was experienced in the lessons observations: the participants who were familiar with both languages switched between the two to assist learners who were challenged by the text and the meaning-making process.

Furthermore, the literature posits that pedagogical translanguaging practices in a multilingual language classroom are an effective strategy for accommodating the learners' entire linguistic repertoires (Feller, 2022; Muguruza et al., 2023; Neokleuos, 2022; Omidire & Ayob, 2022). So, various notions such as code-switching, language brokering and *lingua receptiva*, are classified as ways employed by multilingual speakers to transfer meanings between a weaker language and a dominant language. In this study, the pedagogical translanguaging practices that involve shifting to the mother tongue were identified as code-switching, *lingua receptiva* and language brokering, as discussed in the literature review chapter (see section 2.7.4).

Moreover, the use of pedagogical translanguaging practices such as code-switching to assist learners to understand ESL reading texts aligns with Cummins (2019) and Tonio and Ella (2019), who postulate that when learners are allowed to read and learn in their familiar languages alongside the target language (such as English), it increases their engagement and motivation, leading to improved reading skills. ESL teachers code-switched between English and Oshindonga while reading texts, asking questions and explaining vocabulary. They pointed out that they switched to the mother tongue with the main purpose of ensuring that all learners understood the text read. Doing code-switching aligns with Asrifan and Syahrir's (2021) definition of code-switching which involves the use of more than one language to communicate (Asrifan & Syahrir, 2021). The participants in this study used Oshindonga or Oshiwambo, the learners' mother tongues, to converse with learners who did not have a good command of English or those who had challenges reading and understanding the English texts. According to the literature, this supports the goal of translanguaging which is to mediate learning using resources in various languages (Cenoz et al., 2021). This was a strategy well known to and used by all the study participants in their classrooms.

Some of the ESL teachers used the pedagogical translanguaging strategy called *lingua receptiva* (LaRa) to enhance reading comprehension skills. As explained in the literature chapter, *lingua receptiva* is the translanguaging strategy that involves the practice of speakers of different languages conversing in their mother tongues without switching to the other language (Levert, 2021). This can be done in the communication between teachers and the learners when discussing issues related to the text, with the teacher speaking in English and the learners responding in their mother tongue. In this study the ESL teachers allowed learners to respond in their mother tongue even though it was an English lesson. The study revealed that this strategy allowed learners who understood English but did not have English-speaking skills to comprehend and respond to questions in English while responding in the mother tongue. This, according to the literature, enhances emergent bilingual learners' active participation in the lesson and their comprehension of the material, as posited by scholars such as Cenoz and Gorter (2021) and Yafele and Makalela (2022). It is also in agreement with Ngcobo (2018) and Ssentanda and Ngwauru (2018), who posit that teachers teach learners how to work out the meanings of the texts that they read and incorporate strategies such as translanguaging to scaffold learners to freely participate in reading activities, despite their lack of competence in the language. Furthermore, Puno et al. (2023) and Cenoz et al. (2021) support the strategy of using two languages as a form of translanguaging that aims to leverage the learners' native

languages and cultural backgrounds to enhance their learning experiences and promote academic success. Four of the five participants employed the strategy of *lingua receptiva* in their lessons at some point, and according to Majdańska-Wachowicz et al. (2021), *lingua receptiva* is a technique that promotes learners' active participation in second language learning environments. When I observed the application of *lingua receptiva* in the lessons, learners became more active and participated more readily.

Another pedagogical translanguaging practice that ESL teachers use to enhance reading comprehension is language brokering. When there are speakers who are not bilingual, another speaker who understands both languages can translate for those who do not. In this study the use of translation between two languages occurred between learners who understood both English and Oshindonga and those who understood Oshindonga but had challenges related to speaking or reading English. To enhance comprehension, questions and parts of the text were translated into the learners' mother tongue to ensure that struggling learners understood them and responded accordingly. This is in line with López and others (2019) who claim that bilingual children engage in language brokering, the practice of translating written information using their language knowledge to speak, read and write. Heugh et al. (2021) also associate language brokering with situations where children who know English better translate for their classmates, friends, parents or guardians informally from English to their native languages. Therefore, in this study, language brokering by means of translation or interpretation by some of the Grade 4 emergent ESL learners and the ESL teachers, was used to increase learner engagement and comprehension. Such translators and interpreters are knowledgeable in both the learners' native language and English (Wunseh & Charamba, 2023). This may happen when more than one language is spoken or dominant and is both planned and unplanned (Phoenix & Faulstich Orellana, 2022). Therefore, language brokering is essential in the ESL classroom, which is a second language classroom, as one of its advantages is to increase learners' participation in language activities such as reading comprehension (Tian, 2022). Language brokering is possible because learners who are fluent in both languages can translate or interpret spoken and written words for their classmates who are struggling to understand the written materials (Phoenix & Faulstich Orellana, 2022; Wunseh & Charamba, 2023). Translation between the teacher and the learners concurs, with Puno et al. (2023) stating that teachers regularly use contextual translation to move learners from mother tongue instruction to English.

6.2.2 Research question 2: What beliefs inform teachers' application of pedagogical translanguaging practices when teaching reading comprehension in Grade 4 lessons?

Participants in this study employed various translanguaging methods in reading lessons, based on the reactions and demands of their learners. They felt obliged to translate or simplify the content in their mother tongue when they observed silence or incorrect answers from learners. They believed that switching to their mother tongue upon recognising the lack of relevant schemas in reading comprehension could scaffold learners and increase participation in text discussions.

The participants think that Oshiwambo language learners can benefit from increased reading comprehension and simplification of the texts through the use of translanguaging techniques, which engage both students and teachers in a discussion. Through reflective practice, language backgrounds, learning preferences, and possible comprehension obstacles of passages can all be better understood by teachers. Together with other explicit reading practices, they think these techniques can help students learn more by removing any obstacles they might have to overcome in order to comprehend the reading materials.

According to researchers, translanguaging can facilitate this interactive process by giving learners the chance to use their native language or languages to ask questions, express themselves, and participate in discussions (Dougherty, 2021; Goodman & Tastanbek, 2021; Ledwaba, 2020; Styati & Irawati, 2023). Furthermore, participants believe translanguaging fosters a sense of inclusivity and belonging in interactive reading since they take into account all of their learners, including those with specific needs or ESL communication problems. According to the literature, translanguaging promotes the use of different languages to improve comprehension and recognises and values learners' varied linguistic origins (García & Kleifgen, 2020; Hungwe, 2019; Makalela, 2019; Maseko & Mkhize, 2021; Tai, 2023a).

6.2.3 Research question 2: What benefits do teachers identify in employing pedagogical translanguaging methods while instructing Grade 4 reading comprehension lessons?

In this study, participants posited that pedagogical translanguaging practices have a beneficial effect to the learners' learning. These include the enhancement of comprehension and support of learners with special needs. When teachers employ translanguaging, it increases their active participation which aligns with Zein's view that by connecting an interactive reading approach with translanguaging, learners are empowered to actively participate in reading activities,

collaborate with peers and construct meaning through meaningful interactions (Zein, 2022) which contributes to an understanding of issues. Using pedagogical translanguaging practices such as code-switching also enables learners to engage in meaningful discussions, gain new insights and develop a deeper understanding of the text as they draw upon their linguistic resources (García & Kleifgen, 2020; Zein, 2022).

The benefit of enhancing comprehension was also one of the purposes of using pedagogical translanguaging practices that was revealed in this study. The participants supported the idea of using translanguaging practices and considered it crucial in the classroom to assist learners to understand the text better by giving the meanings of difficult terms or phrases in the text in Oshindonga, which may lead them to a better understanding of the English text. The participants viewed shifting to the mother tongue as a support strategy that leads to learners' increased participation and meaning making in the classroom. The participants' insights on the use of pedagogical translanguaging practices for enhancing comprehension also concur with those of scholars who claim that using translanguaging strategies in a class of bilingual and multilingual pupils helped them learn new skills, especially reading skills (Cenoz & Gorter, 2021; Duarte, 2020; Makalela, 2015; Maseko & Mkhize, 2021). Thus, it is supported in this study that the participants' use of some translanguaging practices was to enhance comprehension.

The second benefit that was illuminated in this study is the support that ESL teachers believe is offered to learners with special needs. In this case participants refer to learners who have reading or speaking difficulties in English or those who are slow at learning the language. Participants also believed that translanguaging practices can assist learners who are disadvantaged by ESL owing to various factors such as living in an environment where English is not commonly used. Employing pedagogical translanguaging practices in interactive reading promotes a sense of inclusivity and belonging, which aligns with Hungwe (2019) and Wei and García (2022), who postulate that using translanguaging practices acknowledges and values learners' diverse linguistic backgrounds and encourages the use of multiple languages to enhance comprehension. When teachers employ translanguaging in a reading comprehension task, they include all learners in the text and invite all to participate because language barriers are removed. Moreover, pedagogical translanguaging practices such as shifting to the mother tongue are the answer to enhancing reading comprehension in ESL. This aligns with Akbar and Taqi (2020) Kula and Mwansa (2022), Wei and García (2022), Gobodwana (2023), who support the practice of translanguaging in the language classroom, comparing it to Cummins'

theory of interdependence, which claims that the level of proficiency in the second language is dependent on the learners' development in the first language. The findings reflected on pedagogies about enhancing reading comprehension ranging from using realia, body gestures and body actions and different translanguaging practices. In my view this study had provided me with insights on the area of translanguaging, which include different forms of navigation between any two languages when one is a dominant language used as the medium of instruction, for example English

6.3 Situating the findings within the theoretical framework of the study

This study was based on two theories, namely, reflective practice and schema theory. Schema theory has to do with the reader and the text and consists of three kinds of schema: the linguistic schema, the formal schema and the content schema. The content schema refers to the learners' background or prior knowledge, which includes all the information, facts and experiences related to a subject (Linyang, 2021). These comprise the prior knowledge that the reader brings to the text. In this study, the content schema influenced the way the teachers planned ESL lessons and the way learners connected new language knowledge to their existing knowledge to extend their comprehension of a text. In line with Cummins' (2019) views, the content schema was used in this study to examine the way translanguaging practices aligned with the content being taught and learnt. This schema guided me to observe how the participants assisted learners to recall and make use of their previous experiences to understand the content of the text in reading comprehension lessons. The participants reflected that checking learners' prior knowledge assisted comprehension; hence realia and pictures were used, and teachers switched to the learners' mother tongue to enhance comprehension. The participants believed that utilising the learners' prior knowledge, pictures and realia, and switching to the learners' mother tongue, was an important step in promoting effective reading comprehension. According to the participants, these translanguaging practices had several benefits. They can activate existing schema, address misconceptions, enable differentiated instruction and foster a learner-centred learning environment. By building on what learners already know, educators lay the groundwork for a more comprehensive and meaningful understanding of the reading material.

Linguistic schemata guided the researcher to analyse whether the grammar, syntax, vocabulary, and language rules had been followed when interpreting the reading text. The participants confirmed that they simplified the language by discussing the meanings of words as a strategy to activate

learners' ability to understand and comprehend the text. Participants applied this method of working out the meaning of new words in reading texts specifically in the pre-reading tasks that was sometimes done in Oshindonga. The participants confirmed the use of lists of new words, pictures and drawings, as well as realia, to scaffold learners' understanding of reading comprehension texts. This aligns with Hassan Taj et al. (2017). These linguistic schemata play a crucial role in translanguaging practices. In addition, teachers and learners draw on their linguistic schemata to navigate the use of multiple languages, incorporating native languages into English instruction (Ledwaba, 2020). Understanding how linguistic schemata are employed can shed light on the strategies teachers use to facilitate effective language comprehension and processing within the ESL classroom (Zhao & Zhu, 2012). Therefore, in this study, observation of the way the participants and Grade 4 learners came to a common understanding of the content of the text using strategies to enable learners to understand the text that they read, provided evidence of translanguaging.

Formal schemata relate to the individual understanding of the layout and structure of different information (Karami, 2021) and are used to analyse the instructional materials (Carrell, 1987). If applied in an investigation they can reveal how teachers design their ESL classes to incorporate translanguaging practices effectively (Masood, 2019). In addition, the researcher can look at the teaching and learning materials the teacher prepared to meet the learners' comprehension needs, with the purpose of collecting data that will reflect whether the teacher considered the content of the text in regard to whether it fitted the learners' cultural background and prior knowledge. Using this schema, the researcher observed whether the ESL teachers incorporated translanguaging techniques into their initial lesson planning, specifically to enable learners to decipher the meaning of the reading text during the three stages of the lesson. This aligns with Campos Serrano (2019). The interplay between the three schemata provided a framework for understanding the participants' instructional reading comprehension practices.

In connection with reflective practice, the researcher focused on examining what ESL teachers do in their reading comprehension lessons to help learners comprehend what they read, what motivates teachers to perform the actions they do, the outcome of their actions in relation to learners' learning, and the actions they take because they know the information (Farrell, 2019, 2020). In line with Farrell (2019), various actions related to the three levels of reflection, namely reflection-in-action, reflection-on-action and reflection-for-action, were noted in the ESL lessons. The participants' views align with Farrell's (2018), who maintains that teachers' self-evaluation is a reflective practice in which they evaluate their own teaching to identify learners' needs and address them

accordingly. This is an integral part of reflective practice; for this reason the researcher analysed participants' self-evaluations when they conducted a critical analysis of their own beliefs, values, thoughts and experiences (Lin & Jain, 2019). In the context of this study, ESL teachers carefully evaluated their teaching and decided to employ translanguaging practices with their Grade 4 learners.

In connection with reflection-in-action, participants believed that addressing reading comprehension needs promptly using translanguaging practices in the lesson can resolve issues related to a lack of comprehension of the text among Grade 4 learners; this concurs with Farrell (2012). Reflection-in-action took place in the participants' classes when employing translanguaging practices in teaching reading comprehension after they had noticed issues with a lack of understanding among their learners. Participants confirmed reflecting in this way automatically when the situation dictated, and they used their personal practical knowledge to reflect on their experiences and justify the actions they carried out in their lessons. This concurs with Wei and Lu (2022). In agreement with Farrell and Baeher (2017), the participants regarded reflection-on-action as the most important reflection and they affirmed that as they planned lessons for Grade 4, they considered the shortcomings and prepared to have alternatives and change their initial actions when they encountered challenges. In relation to reflection-for-action, participants agreed in regard to the use of this level of reflection for evaluating their lesson presentation, focusing on areas for improvement in future lessons. This concurs with Dewey (1933), who refers to the rethinking and evaluation a teacher does after a teaching episode in order to make future enhancements or modifications.

6.4. Recommendations for practice

Drawing on the findings, the following recommendations are made for the practice of teaching:

6.4.1 Training workshops for ESL primary teachers on pedagogical translanguaging as reading comprehension strategy

I recommends Namibia's Ministry of Education Arts and Culture to introduce a continuous professional development workshops to provide training to ESL primary teachers on how to use pedagogical translanguaging as a tool to enhance reading comprehension at primary ESL learners. This recommendation is grounded in the recognition of the dynamic nature of language education and the ongoing need for educators to stay informed, skilled and adaptable in their instructional practices. Workshop trainings through continuous professional teacher development (CPTD) ensures that ESL teachers stay abreast of the

latest research, theories and best practices in language instruction. The field of language education is dynamic, with new insights and methodologies continually emerging. CPTD programmes offer educators opportunities to engage with current research on reading comprehension and translanguaging, enabling them to integrate evidence-based strategies into their teaching repertoire. Such CPTD programmes provide a platform for ESL teachers to deepen their understanding of translanguaging practices. As a nuanced and evolving pedagogical approach, translanguaging requires ongoing exploration and reflection. Professional development sessions offer educators the chance to probe the theory, principles and practical applications of translanguaging, fostering a more profound grasp of its potential benefits in enhancing reading comprehension among Grade 4 learners. Accordingly, CPTD supports the development of a collaborative and reflective professional culture. Through workshops, seminars and collaborative discussions, ESL teachers can share experiences, insights and challenges related to implementing translanguaging practices. This collaborative environment promotes a culture of continuous improvement, where educators can learn from one another, exchange effective strategies and collectively enhance their instructional practices.

6.4.2 Recommendation 2: Namibian Second Language policy makers should advocate for pedagogical translanguaging practices in the Grade 4 ESL syllabus

The second recommendation I recommend in this study is that Namibia's ESL syllabus developers at Namibian Institute for Educational Development (NIED) to advocate for pedagogical translanguaging practices or mother tongue at Grade 4 to be included in the curriculum as part of the learner-centred approach in the Namibian primary education phase which allow ESL teachers to practice translanguaging at their liberty. Currently, no provision is made for the use of translanguaging practices such as code-switching in the National Curriculum for Basic Education (NCBE) or the language policy for schools in Namibia, even though ESL teachers in this study used them in their lessons. Their effective use may be compromised by this exclusion. Their inclusion in language policy would serve as a clear directive for educators and educational institutions, establishing translanguaging as an integral part of the language learning process. When supported by official language policies, teachers are encouraged to embrace translanguaging as a legitimate pedagogical strategy rather than a discretionary practice. This formal endorsement contributes to a cohesive and standardised approach to language instruction, ensuring that translanguaging is consistently integrated across classrooms. Its inclusion in language policy also addresses

potential misconceptions and concerns regarding the use of translanguaging in the classroom. Some educators and stakeholders may be hesitant to incorporate translanguaging owing to perceived conflicts with traditional language instruction methods.

By explicitly including translanguaging practices in the language policy, institutions signal their commitment to an inclusive and research-supported approach, fostering a more receptive attitude among educators, learners and parents. Furthermore, the integration of pedagogical translanguaging practices into the language curriculum aligns with research indicating its positive impact on language development and reading comprehension. By formalising translanguaging in the language policy, educational institutions signal their commitment to evidence-based instructional strategies. This not only validates the efficacy of translanguaging but also encourages educators to implement it confidently, knowing it is endorsed at the policy level.

6.4.3 Recommendation 3: Development of pedagogical translanguaging models for Grade 4 ESL classroom

I recommend Grade 4 ESL teachers to develop their own pedagogical translanguaging models or guidelines on how to employ planned translanguaging to improve their learners reading comprehension skills. This recommendation is grounded on the fact that teachers as reflective practitioners need to have planned actions to improve their teaching, rather than responding spontaneously to address challenges they encounter in their practice

6.5. Recommendations for future research

In relation to the outcome of this study, I recommend future research relating to the recommendations I made for practice. The findings recommend that there is still a need to conduct further studies on the following areas:

6.5.1 Recommendation 1: Integration of pedagogical translanguaging practices in the junior primary phase for ESL syllabus

As the junior primary phase uses English as a medium of instruction, I suggest further similar research on the use of pedagogical translanguaging practices in ESL junior primary grades to further generate findings supporting the use of pedagogical translanguaging practices such as code-switching and language brokering.

6.5.2 Recommendation 2: Teachers' views on the inclusion of mother tongue uses in ESL Grade 4 classroom in the Namibian context

The teachers' views on the uses of translanguaging or mother tongue inclusion in Grade 4 ESL lessons differs with some believing that it benefits the learners who are challenged or have communication barriers. On the other hands some teachers may oppose this strategies , therefore I recommend for further research on the teachers views on the use of translanguaging or the use of mother tongue Oshiwambo and its benefits in Grade 4 ESL classroom.

6.6. Limitations of the study

I encountered several limitations in this study. The first limitation concerned the participants. All the participants were female even though I was eager to hear the views of male teachers, which could have further enriched the data. Another limitation related to the qualifications of the teachers. Four of the participants became Grade 4 ESL teachers by default when the basic education curriculum was reviewed. The other participant was trained for that specific grade; consequently, she was comfortable and relaxed in the way she conducted her lessons. However, teachers trained specifically to teach ESL Grade 4 in the new curriculum are few and far between and the majority who teach Grade 4 have been trained on the old curriculum.

Another limitation that I encountered was accessing two teachers who taught Grade 4 English at the same school. Although there were two to three Grade 4 classes at some schools, all were taught by the same teacher. This required me to go to different schools for my participants.

Time issues were a further limitation. Most of the participants pointed out that there was not enough time to engage in the whole process during working hours unless we arranged a time that would suit both parties, therefore extra time was arranged for some of the lessons. This led to me having to change the initial methodology planned for the stimulated recall interviews to hold the stimulated recall interviews after the lesson presentation.

Finally, qualitative research is inherently subjective, and the interpretation of pedagogical translanguaging practices might have been influenced by my biases, experiences and perspectives. This could have influenced the credibility and reliability of the study. I addressed this limitation by means of reflexivity, documenting personal biases and reflections in a research journal which enhanced transparency. In addition, I used peer debriefing where I discussed my findings with my study leader to identify and challenge potential biases. This peer debriefing process added rigour and helped ensure a more objective interpretation of data

(Dado et al., 2023). Lastly, I used triangulation by employing multiple data sources, methods and researchers to cross-verify findings. This can enhance the study's reliability and reduce the impact of individual biases (Farooq et al., 2023).

6. 7 Concluding remarks

The main purpose for conducting this study was to explore the pedagogical translanguaging practices used by Grade 4 ESL primary school teachers in the Namibian context. My two main objectives were to describe the pedagogical translanguaging practices ESL teachers use to enhance reading comprehension among Grade 4 learners, and to identify the benefits that inform teachers' use of pedagogical translanguaging practices when teaching reading comprehension.

This study has contributed to the field of knowledge on pedagogical translanguaging with new insights into the pedagogical translanguaging practices that Namibian Grade 4 ESL primary school teachers use in lessons to enhance reading comprehension skills. In the Namibian context, the study has provided insights on the use of pedagogical translanguaging practices, such as shifting to the mother tongue Oshindonga when teaching ESL, code-switching and lingua receptiva as teaching strategies ESL teachers may employ in lessons to enhance learners' comprehension. The study also provides insights into the beneficial effect that pedagogical translanguaging strategies have on emergent bilinguals in Grade 4, who are transitioning from mother tongue instruction. Considering the use of pedagogical translanguaging practices effectively in the lesson bridges the gap between the first language and the second language, thus supporting every learner in terms of participation and comprehension in the lesson. Subsequently, the use of pedagogical translanguaging practices, as used in other parts of the world, provides an effective method for mediating and scaffolding learning in a multilingual society like Namibia. Participants ascertained that pedagogical translanguaging practices can be used for enhancing reading comprehension and improving the state of reading comprehension among Namibian learners.

The study has provided some understanding in the field of pedagogical translanguaging practices. Such practices were identified under three themes: Simplified language, Shifting to the learners' mother tongue, which includes pedagogical translanguaging practices such as code-switching, lingua receptiva and language brokering, and Benefits that ESL teachers identify when employing pedagogical translanguaging practices with Grade 4 learners. Such

benefits include the enhancement of comprehension and support for learners with special needs.

To conclude the study, I made a number of recommendations for the field of pedagogical translanguaging practices in the Namibian context, including training, policymaking and the formal implementation of pedagogical translanguaging in the Grade 4 ESL classroom.

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APPENDIX A: LESSON PLAN ANALYSIS SCHEDULE

Component of the document	What are you going to look for while analysing each stage of the lesson plan and why?	Description of the participant's planned instructional activities/ actions
Lesson introduction	Look at how the pedagogical translanguaging practices are used to introduce the topic.	
Lesson development	Look at the pedagogical translanguaging practices integrated in the lesson to enhance reading comprehension.	
Lesson conclusion	Look at the pedagogical translanguaging practices used to conclude the lesson.	
Assessment	Look at how the teacher plans to make use of the pedagogical translanguaging practices to increase learners' reading comprehension.	
Teaching aids	Analyse whether teaching aids have been made to support the pedagogical translanguaging practices in increasing the learners' reading comprehension.	
Lesson evaluation column of the lesson plan	Analyse how the teacher reflects on their use of pedagogical translanguaging practices in reading lessons.	

APPENDIX B: NON-PARTICIPANT OBSERVATION-CLASSROOM

OBSERVATION

Name of school: _____ Observation date: _____

Name of teacher: _____ Grade: _____

Subject: ESL Number of learners: _____

Lesson topic: _____

	What are you going to observe during each stage of the lesson and why?	Researcher's reflection on the observed teaching actions
Lesson introduction	Observe whether the introduction includes pedagogical translanguaging practices in checking learners' prior knowledge and new topic.	
Lesson development	Observe the pedagogical translanguaging practices that the teacher intends to use and whether they align or do not align with what was planned in the lesson presentation.	

Lesson conclusion	Observe the use of pedagogical translanguaging strategies in the way the teacher concludes the lesson.	
Assessment	Check which pedagogical translanguaging practices have been used in the planned activities to assess learners' understanding of the reading comprehension.	
Teaching aids	Check whether the teacher has made use of pedagogical translanguaging practices in designing the teaching aids.	

Observer's name: _____ Signature: _____ Date: _____

Teacher's name: _____ Signature: _____ Date: _____

APPENDIX C: STIMULATED RECALL INTERVIEW-POST OBSERVATION

Questions	Justification
1. How many years have you been teaching Grade 4 ESL?	To document the participants' teaching experience.
2. What do you understand by the term pedagogical translanguaging?	To explore the participants' knowledge of the term pedagogical translanguaging.
3. What pedagogical translanguaging strategies do you use in your Grade 4 class to enhance reading?	To find out what pedagogical translanguaging practices are used by the teachers in teaching reading (reflecting-for-the action).
4. When analysing your lesson plans I saw that you planned to use the following pedagogical translanguaging strategies: _____. Why do you prefer those strategies?	To justify the teachers' reasons for diverting from planned translanguaging strategies for the actions intended to be done during the lesson (reflecting-for-the action).
5. While observing you in class, I saw you doing the following: _____, _____ and _____. How do those actions relate to pedagogical translanguaging?	To gain an insight into the teacher's views on the pedagogical translanguaging strategies that inform their practice (reflecting-in-the action).
6. Why do you believe that pedagogical translanguaging is an important strategy for enhancing reading in Grade 4?	To understand the beliefs that the teachers hold as a foundation for using pedagogical translanguaging as a strategy for enhancing reading in Grade 4.

APPENDIX D: REQUEST FOR PERMISSION TO CONDUCT THE STUDY:

PARENTS/GUARDIANS

From: Mufori Selma Ndagwedhapo
Po box 2447
Ondangwa

Cell: +264812685427

To: The parent

Date :

Subject: Request for permission to observe your child/ward in the English classroom

Name of parent/guardian..... Grade.....

Name of learner.....

Name of school.....

Dear parent

My name is Selma Ndagwedhapo Mufori, currently a registered MEd student (full thesis) English Language Teaching (ELT) (student number: 19M9126) at Rhodes University, and a head of department based Engoyi Combined School. I will be conducting at your child's school over the period of two days.

The purpose of this project is to explore the pedagogical translanguage practices used by

Grade 4 ESL Namibian primary school teachers to enhancing reading comprehension.

Translanguage practices means that the teacher uses special methods to assist learners to understand the content of the text being read in a certain language. It includes all techniques or styles that are used by the teacher to make the text easier to be understood by learners who have language or reading difficulties. I will be taking notes of the teacher's teaching steps, actions, and reactions during the reading comprehension lessons. I will also observe how the English teacher will make you, the learners to get to understand what you read and helps you to get correct answers to questions based on the texts that you had read. I will only audio record the teacher and you when you engage in the lessons, but no video recording will be done during the lesson.

Participating in this study means that your child will be observed and audio recorded in the English classroom, but I will not communicate with them directly. Your child is free to terminate their consent to be part of the study and no punishment or victimisation will be instigated if they decide to withdraw. If you allow your child to participate, please complete the form below.

The project will be conducted under the supervision of Professor Nhlanhla Mpofu from Rhodes University. Her email is nhlanhla.mpofu@ru.ac.za. Should you require any further information or want to contact the researcher about any aspect of this study, please contact her on +264812685427 or at seelmamufoori@gmail.com. This study has met the standards laid down by Rhodes University and has received ethical clearance. If any concerns arise during the data collection process, The Rhodes University Research Office can be contacted at:

Rhodes University, Research Office,
Ethics Coordinator: ethics-committee@ru.ac.za

t:+27(0)466037727 f:+27(086)6167707

Room 220, Main Admin Building,
Drostdy Road, Makhanda, 6139

Yours sincerely,
Student's name: Selma Ndagwedhapo Mufori
Email address: seelmamufoori@gmail.com
Mobile number: +264812685427

INFORMED CONSENT FORM FOR PARENT/ GUARDIANS

INFORMED CONSENT FORM

I, ..., give consent for my
child,
..... to be observed and audio recorded during his/her
English classes.

I am fully informed and I understand all the procedures and processes as well as the
purpose of the study.

APPENDIX E: REQUEST FOR PERMISSION: PRINCIPAL

From: Mufori Selma Ndagwedhapo
Cell: +264812685427
Po box 2447
Ondangwa

To: The

principal

Date:

Subject: Request for permission to conduct an educational study at _____ school

My name is Selma Ndagwedhapo Mufori, currently a registered MEd student (full thesis) English Language Teaching (ELT) (student number: 19M9126) at Rhodes University, and a head of department and teacher based at Engoyi Combined School. I hereby request permission to conduct a research study at your school over a period of two days. The purpose of this project is to explore the pedagogical translanguaging practices used by Grade 4 ESL Namibian primary teachers to enhancing reading comprehension. The project will be conducted under the supervision of Professor Nhlanhla Mpofu from Rhodes University. Her email is nhlanhla.mpofu@ru.ac.za

Participating in this study means the ESL teachers will meet with me for two semi-structured interviews of about 30 minutes to discuss the pedagogical translanguaging practices they use in their reading classes. In addition, I will audio record and observe them while they teach their Grade 4 learners during two lessons of 40 minutes each. The semi-structured interviews will be audio recorded and I will not interact directly with the learners. The teachers and the school are assured of confidentiality, anonymity, voluntary participation and the right to withdraw at any time. Teachers who choose not to participate in the study will not be prejudiced in any way. I will adhere to all COVID-19 protocols during the data collection process. It is our presumption that the research findings will make a credible contribution to

the use of pedagogical translanguaging practices to enhance reading comprehension in Grade 4 ESL classrooms.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact me on +264812685427 or on seelmamufoori@gmail.com. This study has met the standards laid down by Rhodes University and has received ethical clearance. The Rhodes University Research Office can be contacted on ethics-committee@ru.ac.za if any concerns arise during the data collection process.

Yours sincerely,

Student's name: Selma Ndagwedhapo Mufori

Email address: seelmamufoori@gmail.com

Mobile number+264812685427

APPENDIX F: LEARNER PARTICIPANT'S ASSENT FORM

From: Mufori Selma Ndagwedhapo

Cell: +264812685427

Po box 2447

Ondangwa

Date:

SUBJECT: Request for permission to observe you in the English class

Dear learner

My name is Selma Ndagwedhapo Mufori, currently a registered MEd student (full thesis) English Language Teaching (ELT) (student number: 19M9126) at Rhodes University, and a head of department based at Engoyi Combined School. I hereby request permission to observe you in your English classroom. The purpose of this project is to observe how your ESL teacher uses pedagogical translanguaging practices in your classroom to enhance reading comprehension.

Translanguaging practices means that the teacher uses special methods to assist learners to understand the content of the text being read in a certain language. It includes all techniques or styles that are used by the teacher to make the text easier to be understood by learners who have language or reading difficulties. I will be taking notes of the teacher's teaching steps, actions, and reactions during the reading comprehension lessons. I will also observe how the English teacher will make you, the learners to get to understand what you read and helps you to get correct answers to questions based on the texts that you had read. I will only audio record the teacher and you when you engage in the lessons, but no video recording will be done during the lesson.

I have asked for permission from your principal and your parents for you to participate in this project but you are still free to terminate your consent to be part of the study if you wish to do so. If you decide to withdraw, you will receive no punishment or victimisation. If you want to participate, please complete the form below.

Should you require any further information or want to contact me about any aspect of this study, please call me on +264812685427 or email me at seelmamufoori@gmail.com. This study has met the standards laid down by Rhodes University and has received ethical clearance. If any concerns arise during the data collection process, The Rhodes University Research Office can be contacted at:

Rhodes University, Research Office,

Ethics Coordinator:ethics-committee@ru.ac.za

t:+27(0)466037727 f:+27(086)6167707

Room 220, Main Admin Building,

Drostdy Road, Makhanda, 6139

Yours sincerely

Student's name: Selma Ndagwedhapo Mufori

Email address: seelmamufoori@gmail.com

Mobile number: +264812685427

APPENDIX G: INFORMED CONSENT DECLARATION

(Learner participant's assent form)



Project title: Exploring the pedagogical translanguaging practices used by Grade 4 ESL Namibian primary school teachers to enhancing reading comprehension

Researcher's name: Selma Ndagwedhapo Mufori

Name of Learner:

.....

- Has the researcher explained what she will be doing and wants you to do?

YES	NO
-----	----

- Has the researcher explained why she wants you to take part?

YES	NO
-----	----

- Do you understand what the researcher wants to do?

YES		NO
-----	--	----

- Do you know if anything good or bad can happen to you during the research?

YES		NO
-----	--	----

- Do you know that your name and what you say will be kept a secret from other people?

YES		NO
-----	--	----

- Did you ask the researcher any questions about the research?

YES		NO
-----	--	----

- Has the researcher answered all your questions?

YE S		NO
---------	--	----

- Do you understand that you can refuse to participate if you do not want to take part and that nothing will happen to you if you refuse?

YES		NO
-----	--	----

- Do you understand that you may pull out of the study at any time if you no longer want to continue?

YES	NO
-----	----

- Do you know who to talk to if you are worried or have any other questions to ask?

YES	NO
-----	----

- Has anyone forced or put pressure on you to take part in this research?

YES	NO
-----	----

- Are you willing to take part in the research?

YES	NO
-----	----

Signature of learner

Date



Rhodes University, Research Office,

Ethics Ethics Coordinator: ethics-

committee@ru.ac.za t: +27 (0) 46 603

7727 f: +27 (0) 86 616 7707

Room 220, Main Admin Building, Drostdy Road, Grahamstown, 6139

APPENDIX H: PERMISSION TO CONDUCT A STUDY: DIRECTOR OF
EDUCATION



APPENDIX I: PERMISSION TO CONDUCT A STUDY – PARTICIPANTS

From: Mufori Selma Ndagwedhapo

Cell: +264812685427

Po box 2447

Ondangwa

Date :

To: The teacher

Subject: Invitation to participate in an educational research study

My name is Selma Ndagwedhapo Mufori, currently a registered MEd student (full thesis) English Language Teaching (ELT) (student number: 19M9126) at Rhodes University, in South Africa and a head of department based at Engoyi Combined School. I am requesting permission to conduct a project at five different primary schools in the Oshigambo Circuit during the period of February – March 2023. My research topic is: Exploring the pedagogical translanguaging practices used by Grade 4 ESL Namibian primary school teachers to enhancing reading comprehension. The purpose of my project is to explore the use of pedagogical translanguaging practices by Grade 4 ESL teachers to enhancing reading comprehension. My project will be conducted under the supervision of Professor Nhlanhla Mpofu from Rhodes University. Her email is nhlanhla.mpofu@ru.ac.za My project requires me to work with you as an experienced Grade 4 English Second Language (ESL) teacher. Firstly, I will analyse your lesson plans paying attention to how you plan to use pedagogical translanguaging practices in reading comprehension lesson. Secondly, I will observe you twice each and audio record your Grade 4 reading lessons. Lastly, I intend to meet with you twice for 20- 30 minutes interviews each (to be done separately) about the pedagogical translanguaging practice you used to enhance reading in the lessons that I observed. I will not directly interact with learners however; their participation will mean being observed while learning in class.

You are assured of confidentiality, anonymity, voluntary participation and the right to withdraw at any time. If you choose not to participate in the study you will not be prejudiced in anyway. I will adhere to all COVID-19 protocols during the data collection process. It is my presumption that the research findings will make a credible contribution towards the understanding of the use of pedagogical translanguaging practices to enhance reading comprehension in ESL Grade 4 classroom.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact me on +264812685427 or seelmamufoori@gmail.com. This study has met the standards laid down by Rhodes University and has received ethical clearance. I have attached the provisional ethics clearance I obtained from Rhodes University approving this study. The Rhodes University Research Office can be contacted on ethicscommittee@ru.ac.za if any concerns arise during the data collection process.

Yours sincerely,

Student's name: Selma Ndagwedhapo Mufori
Email address: seelmamufoori@gmail.com
Mobile Number: +264812685427

APPENDIX J: INFORMED CONSENT-PARTICIPANTS

CONSENT FORM FOR TEACHERS

I, _____ (participant name/pseudonym name can be used), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty. I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

Through this consent, I agree to be interviewed, for my lesson to be audio recorded and for my lesson plan to be analysed.

I have received a signed copy of the informed consent agreement.

Full name of participant: _____

Signature of participant: _____ Date: _____

Signature of researcher: _____
Date: _____

APPENDIX K: ETHICAL CLEARANCE CERTIFICATE



RHODES UNIVERSITY
Where leaders learn

Rhodes University, Education Faculty
Research Ethics Committee
PO Box 94, Makhanda, 6140, South Africa
Tel: +27 (0) 46 603 8393
Fax: +27 (0) 46 603 8028
email: e.rosenberg@ru.ac.za

<https://www.ru.ac.za/researchgateway/ethics/>

4 November 2022

Selma Mufori
Education Department
g19m9126@campus.ru.ac.za

Dear Selma Mufori

Your application Exploring the pedagogical translanguaging practices used by Grade 4 ESL Namibian primary school teachers to enhance reading comprehension, 2022-5954-7237 has been reviewed by the Education Faculty Research Ethics Committee [EF-REC].

Ethics approval has been granted pending the required Permission Letters being obtained from the organisation(s) listed in your application.

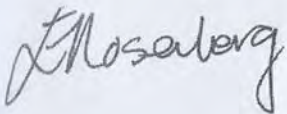
Oshikoto Regional Director of Education

Principals of participating schools

Your application can be downloaded as a PDF version and forwarded with your permission letter request. Please refer to the Applicant User Guide for how to do so.

Please forward the required permission letter/s, once received, to the EF-REC Chair (E.Rosenberg@ru.ac.za) and to the Education Research Ethics Coordinator (ethics-committee@ru.ac.za) in order for your approval to be finalised.

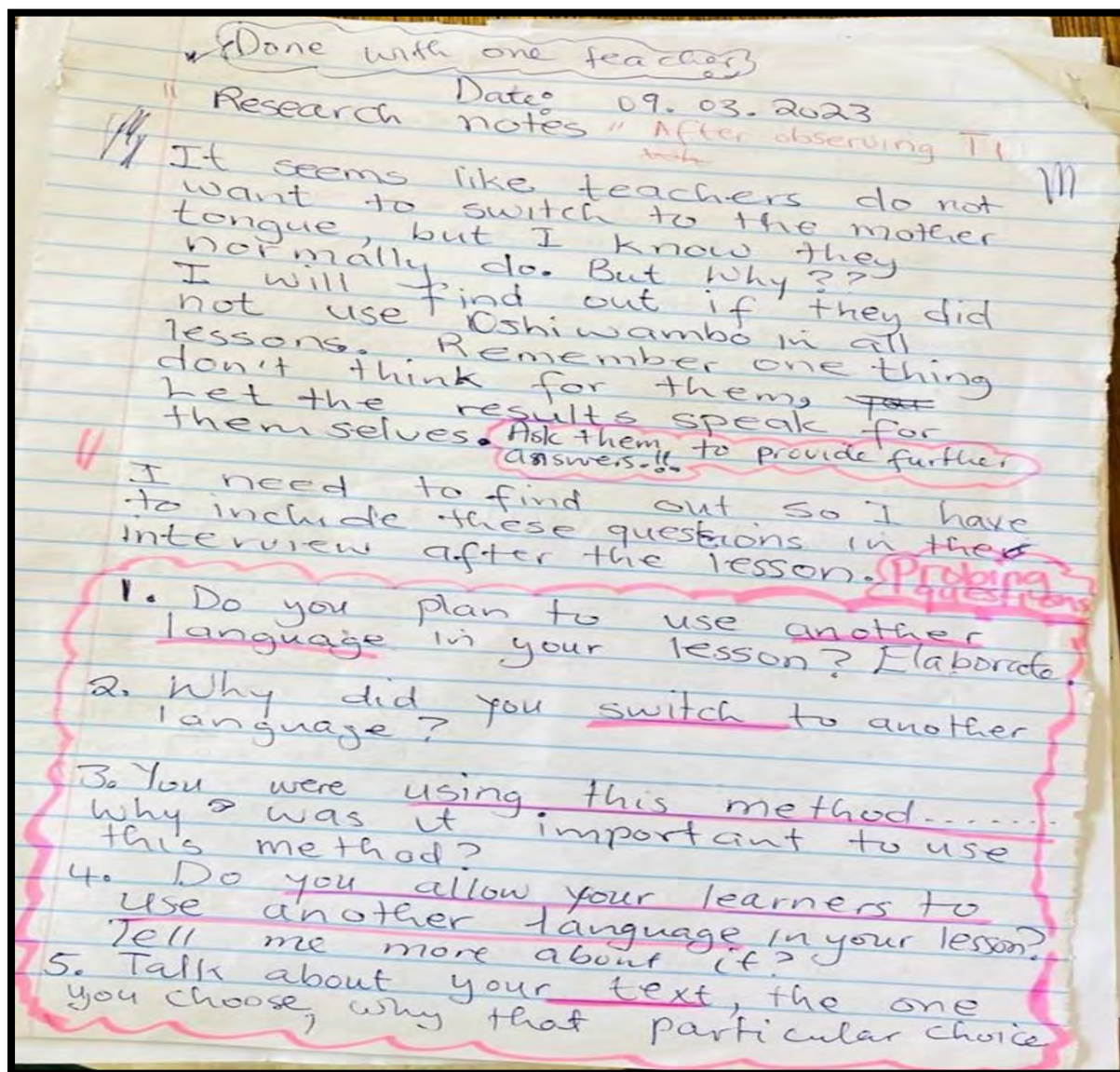
Sincerely



Professor Eureka Rosenberg
Chair: Education Faculty Research Ethics Committee

APPENDIX L: SIMULATED RECALL INTERVIEW ON (LESSON PLANNING)

Questions	Justifications
1. What is the basic competence of the lesson?	Check whether it is related to reading comprehension
2. What are the teaching aids that you are going to use in this lesson? Elaborate.	Check whether the teaching materials include the translanguaging practices or if they function to enhance reading comprehension.
3. Tell me more about what you have planned to do in the introduction.	Look for the use of prior knowledge before the reading text.
4. Tell me more about what you had planned to do in the different stages of the lesson.	Check whether the teacher had planned to enhance reading comprehension among the learners.
5. Tell me more about the choice of text that you had selected to use today in your lesson.	Find out whether the teacher had specifications for their reading comprehension texts.



Reading Comprehension Task Name: h Grade: 4 Marks: 10
15.03.2023

Read the following story and answer the questions

How Zebra got its stripes

Long time ago, Zebra's skin was as white as snow. He was proud of his shiny skin. One morning, Zebra came to the waterhole to drink. Baboon was sitting by the waterhole on a rock. He had a fire of burning sticks. "I want to drink, move away from water", said Zebra impolitely. "You think you are special!" said Baboon. "I will only move if you ask nicely."

"I am special!" said Zebra. "Move! Or I Will kick you out of the way!" Baboon did not move, so Zebra tried to kick him. And what do you think happen?

Zebra tripped over and fell into the fire. "Ow!" he yelled and rolled over and over to put out the fire. When he got up, Baboon laughed at him. "Haha, Look at your skin!" he laughed. "It is not white anymore. The black sticks have burnt stripes on you!" Zebra saw that his white skin now had black and grey stripes on it. He ran away and hid in the trees. And that is how Zebra got his stripes and why the baboon laughs until today.

01/  1/  2/ 

3/  4/  5/ 

The picture ~~is~~ rich text to accompany
 The picture simplify the language

Running from the Rooster

Appendix —

"Thank you for running with me," said Mark.

"Thank YOU!" shouted Isaak, as he waved goodbye. "I hope we both run fast at Sports Day on Saturday."

Isaak was worried. He was not a big boy and he was not a fast runner.

There were many other boys who ran faster than him. They had long legs and they ran as fast as the wind.

Isaak told his mother that he was going to practise running until he was as fast as the wind.

"You need to eat good food to give you energy, Isaak," she said. "Here is a big bowl of pep and sugar – that will help you to run like the wind."

Isaak smiled happily, but not for long.

"And you also need to eat eggs to make you strong, Isaak," said his mother. "Go and fetch some eggs."

Isaak wanted to run like the wind but he did not want to fetch the eggs. The large rooster who lived with the chickens chased him and he was frightened of that big bird and its sharp beak.

Glossary
beak – mouth of a bird

Many pictures to accompany the story

APPENDIX P: T4 PICTURE FOR LESSON 1



The story of Christiaan Barnard

Christiaan Barnard is a southern Africa's most famous doctor. He was born in 1922 in Beaufort West in the Karoo. His father was a missionary there. Christiaan's father was not paid very much, only about R40 a month. To earn extra money, he walked a long way every Sunday to preach to prisoners in jail. Christiaan also found interesting ways to earn extra money. At the time, there were too many mice in Beaufort West and they were a nuisance. Everyone who brought a dead mouse to the Town Hall was paid a penny. Christiaan and his friends caught mice and took them to the Town Hall. Sometimes they cheated and took the same mouse more than once.

When he had finished school, Christiaan studied at university of Cape Of Cape Town and became a doctor. Christiaan went to America to study to become a surgeon. He was very interested in how the heart works. Christiaan Barnard was the first person in the world to do a heart transplant. He had a team of other doctors and nurses to help him. Christiaan died in 2001.

" No pictures "

1.1 When was Christiaan Barnard born? (1)

1.2 How did Christiaan's father get extra money? (2)

1.3 Where did Christiaan's father go for further studies?(1)

1.4 In which year Christiaan Barnard died? (1)

APPENDIX R: T1 TEXT FOR LESSON 1

Appendix X

Teacher T

T1: Lesson 1

The text is rich in pictures or visual

Why elephants love marula:



Long ago, Father Sun was in a bad mood. His light was so hot that it broke up all the clouds. There was no rain. The plants died and the rivers dried up. The animals were hungry and thirsty. Many died.

One night, Mother Earth came to Hare in a dream. She told Hare that there was fresh water under the ground.





Early the next day, Hare started to dig. It was hard work in the hot sun. Hare dug until he came to a huge underground lake. The water was sweet and cool.



Quickly, Hare filled a bucket with water, and took it to his friend Elephant. Elephant was almost dead from thirst. To thank Hare for his kindness, Elephant gave him one of his tusks.

Hare took the tusk home and planted it in his garden. The next day, the tusk had grown a stump of a tree. The day after that it grew into a huge marula tree.





The animals had marula fruit to eat and fresh water to drink until the drought was over. That is why, even today, elephants love the fruit of the marula tree.

Main activity read and retell the story

3 PRIMARY SCHOOL
ENGLISH SECOND LANGUAGE

NAME: _____
GRADE 4 DATE 13.03.2023

Read the following text and answer the questions after:

Growing vegetables

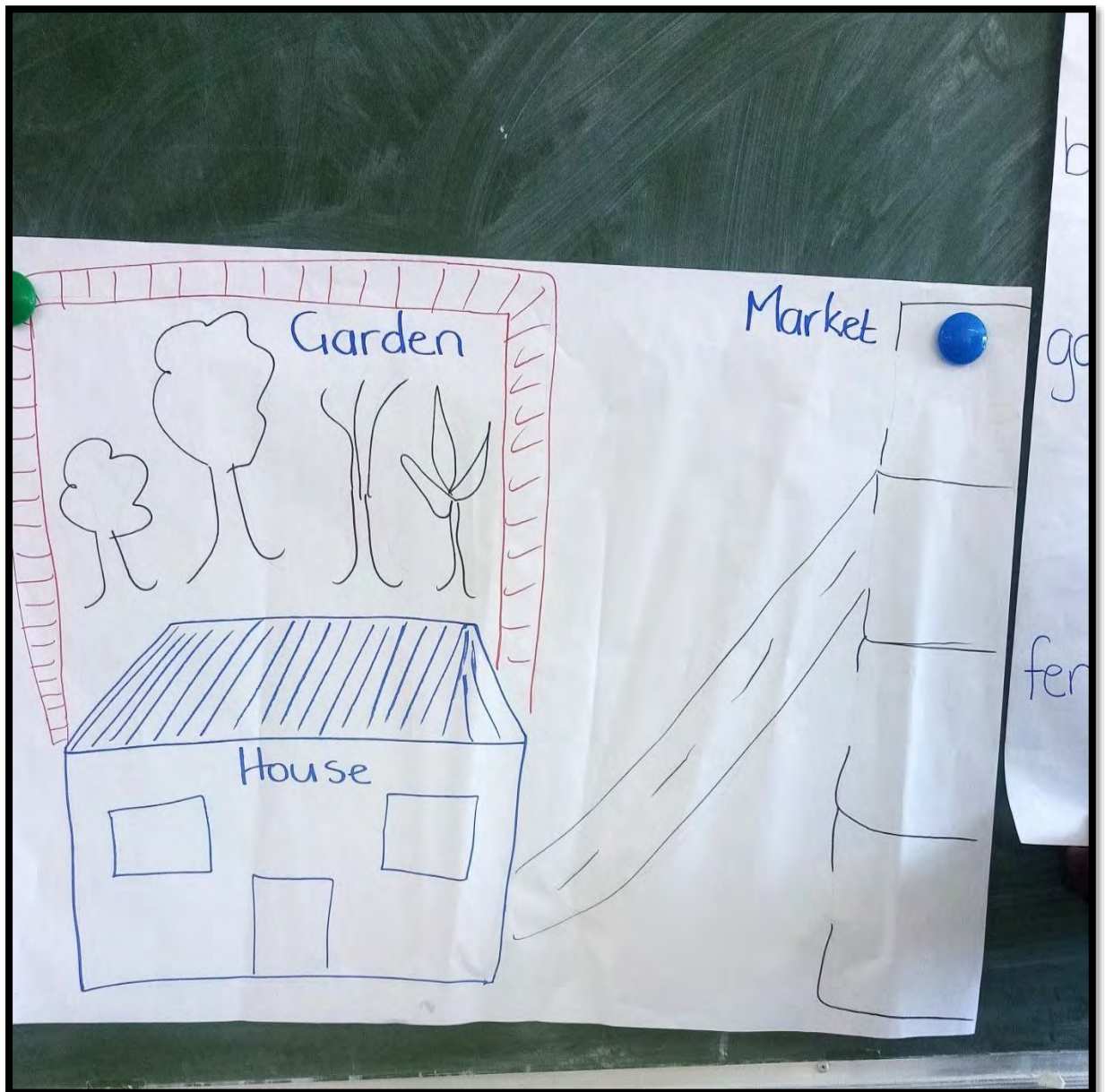
Lino went with mother to market. They bought some vegetables. Mother said, "I was able to buy only some with my money. Vegetables are very dear now." Lino was sorry for mother. She did not have much money. So he said, "Let's plant vegetables in our backyard. Then we will not have to buy them in the market."

So Lino planted three plots of tomatoes, two plots of eggplants and a plot of pechy. He had some amplalaya climbing on the bamboo fence. Lino worked in his garden after class every afternoon. Lino grew more vegetables than they could eat. Mother sold some of them in the market.

1. Where did Mother and Lino go?
A. church B. school C. market
2. What did they buy?
A. fish B. vegetables C. meat
3. Which word tells about the vegetables?
A. very cheap Very dear C. very many
4. Where did Lino plant vegetables?
A. in school B. on the farm C. in the backyard
5. How many plots of tomatoes did he plant?
A. One B. three C. two
6. How many plots were planted to pechy?
A. One B. two C. three
7. How many plots were planted to eggplants?
A. One Two C. three

Teacher used a picture As sketch to accompany the reading text

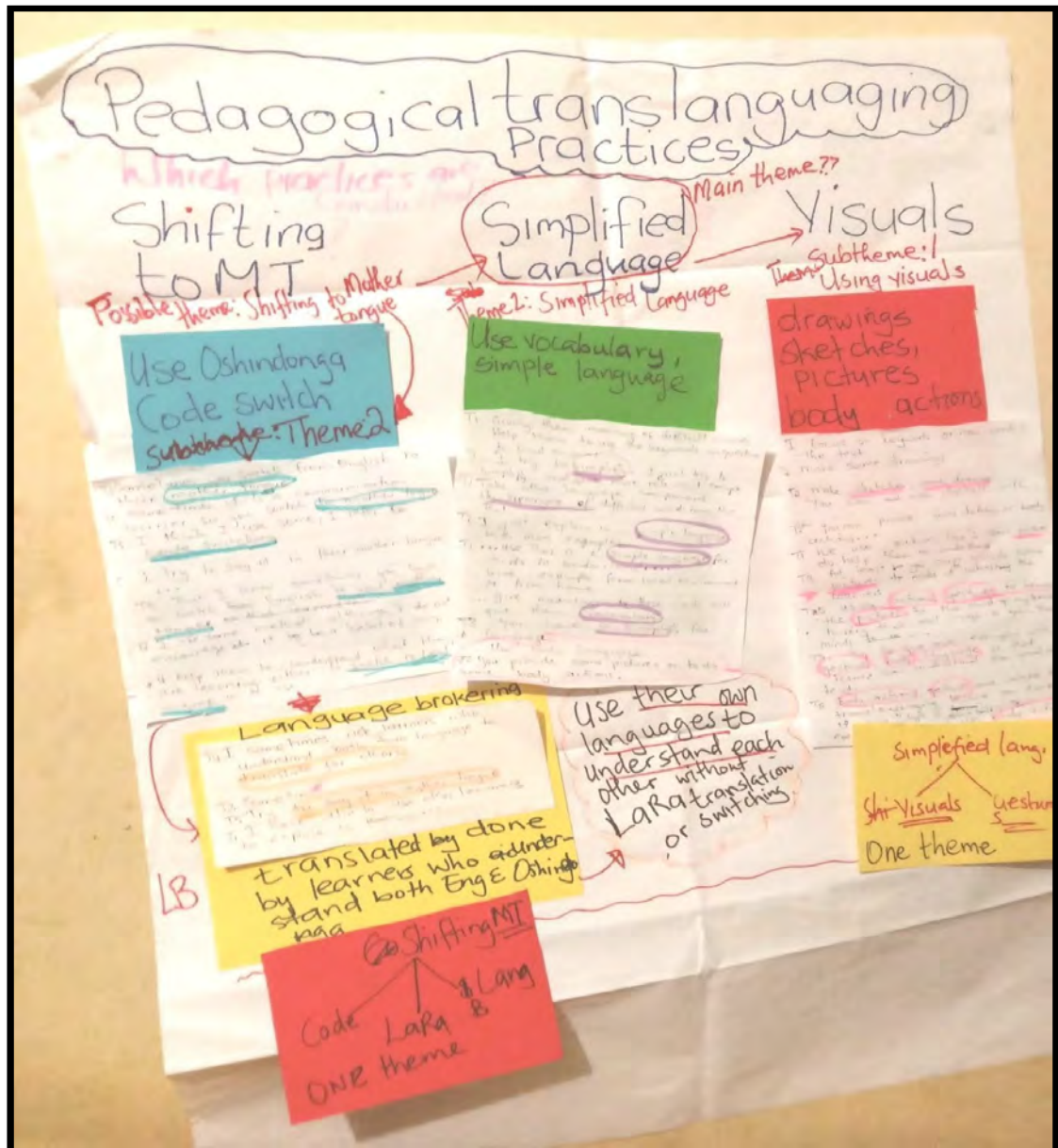
APPENDIX T:T2 SKETCH FOR LESSON 2



APPENDIX U: EXCERPT T3 LESSON 1 PLAN

the text with the story of Christiaan Barnard Resources to be used:	
Lesson objectives: learners will Read various texts, documents expository and narrative story.	
Basic Competencies (Refer to syllabus): learners should be able to: Demonstrate success to various questions set on the eight reading	
Presentation of the lesson:	
1. Monitoring of homework done —	
1. An appropriate short introduction Remind learners about the elements of a short story, characters, main characters	
2. Presentation of subject matter and learning activities	
Teachers Activities	Learners Activities
- Distribute the text papers or sheets to all learners - Give chances to learners one by one to read the parts of the passage to entire class. - Assist the learners with reading.	- Expected to receive the passage from the teacher - Read the passage part while others follow in their story - Expected to follow the teacher correction.
Conclusion Ask questions based on the story	
Assessment/ Homework oral questions and class activities	
English across the curriculum	
Reading activities Read the story of Christiaan Barnard	
Writing activities Complete the story based on the story	

APPENDIX V: EXCERPT OF DATA ANALYSIS



APPENDIX W: T5 LESSON PLAN 2 EXCERPT

Teaching aids and resources to be used:
English for All Namibians Textbook, Handouts

Learning objectives: Learners will:
Read and respond to instructions appropriately.

Basic competencies: Learners should be able to:
Read and respond to simple instructions
e.g. name, choose, complete, draw and match.

Presentation of the lesson:

1. Monitoring of homework done:
None (No homework was given)
2. An appropriate short introduction:
The teacher writes the word ^{game park} on the chalkboard and ask learners to tell more about it. Ask who has been there, what is there, and many more questions.
3. Presentation of subject content and learning tasks:
The teacher supplies learners answers and ask further questions as she introduces the lesson. The teacher ask learners to discuss in pair any rule of the park they know (can think of). The teacher distribute handouts to the learners after discussion and ask them to tell what they see in the picture. The teacher and learners read the story, discuss the questions and complete the exercise.
4. Consolidation:
Move on being able to answer the simple questions based on simple instructions.
5. Assessment/homework/task/exercise:
Exercise /class work is written (reading comprehension task).
Homework is given (to draw one of the wild animals and rule supply).

Opportunities to develop learners English reading and writing skills in the subject:

Reading activities: Learners read the story and on the chalkboard.

Writing activities: Learners write the task.

Reflection:
Lesson went well. Will be taught to grade 4A. (16.03.2023).

APPENDIX Y: EXCERPT OF T5 LESSON 1 PLAN ANALYSIS

	What are you going to observe during each stage of the lesson and why?	Researcher's reflection on the observed classroom teaching actions
Lesson introduction Use concrete materials/ Visuals	Observe whether the introduction includes pedagogical translanguage practices in checking learners' prior knowledge and new topic.	Used concrete materials 2 t-shirts to differentiate the colours white from the striped one which is for the Zebra - switch to MT
Lesson development Use concrete materials to enhance understanding	Observe the pedagogical translanguage practices that the teacher intends to use and whether they align or do not align with what was planned in the lesson presentation.	Use the t-shirts with the picture in the story to explain the story well. Do some actions
Lesson conclusion Shifting to Mother tongue	Observe the use of pedagogical translanguage strategies in the way the teacher concludes the lesson.	Shifting to Oshwambo Ask some comprehension questions some explained in Mother tongue Oshwambo although not planned in the lesson plan
Assessment: Combine concrete materials with pictures to explain the story	Check which pedagogical translanguage practices have been used in the planned activities to assess learners' understanding of the reading comprehension.	Explain the story to the learners using pictures and the actual t-shirts before they answer the questions
Teaching aids Use similar colour concrete materials Use mother to explain questions	Check whether the teacher has made use of pedagogical translanguage practices in designing the teaching aids.	Similar colours to the coat of the Zebra and picture rich text used.