

EMBODYING LEARNERS' SEMASIOLOGICAL DISPARATENESS IN AN ENGLISH FIRST ADDITIONAL LANGUAGE CLASSROOM

Kufakunesu Zano

Faculty of Humanities, Social Sciences and Education, University of Venda, South Africa

Corresponding Author Email: Kufakunesu.Zano@univen.ac.za

Article Info	Abstract
Article History Submission: October 2023 Revised: January 2024 Published: April 2024	<i>Language-in-education policy in the apartheid era in South Africa reflected a divide-and-rule strategy, which stipulated that each ethnic group was to be taught in its language. Thus, the post-1994 period in South Africa involved a dramatic re-imagination of the country from a racially divided nation to a diverse but united, non-racial nation. This is pertinent to South Africa, a linguistically diverse country whose history of language in education has been shaped by political interests, as well as pedagogical considerations. Against this background, since the impact of cultural diversity on education policy and reforms is a strategically significant issue for us all, this study sought to explore how Grade 4 English First Additional Language (EFAL) teachers incorporate Grade 4 EFAL learners' linguistic diversity in teaching and learning. For this qualitative study, 10 Grade 4 teachers in 5 primary schools in one district in South Africa were used as respondents. The researcher used one-on-one telephonic interviews to collect data. The results revealed that teachers acknowledge the need to use some approaches to support oral language development. Besides, teachers use a range of strategies, from translanguaging, and code-switching to translation, to encourage learners to use their home languages to develop proficiency in the EFAL. Also, the study has shown that cooperative language learning, which shares some characteristics with communicative language teaching helps learners develop a great liking of EFAL.</i>
Keywords Semasiology; Translanguaging; Code-switching; Translation; Linguistic diversity;	
How to cite: Zano, K. (2024). Embodying Learners' Semasiological Disparateness in an English First Additional Language Classroom, <i>JOLLT Journal of Languages and Language Teaching</i> , 12(2), pp. 859-870. DOI: https://doi.org/10.33394/jollt.v12i2.9317	

INTRODUCTION

Language-in-education policy in the apartheid era in South Africa reflected a divide-and-rule strategy, which stipulated that each ethnic group was to be taught in its language. Thus, the post-1994 period in South Africa involved a dramatic re-imagination of the country from a racially divided nation to a diverse but united, non-racial nation. This is pertinent to South Africa, a linguistically diverse country whose history of language in education has been shaped by political interests, as well as pedagogical considerations. The impact of cultural diversity on education policy and reforms is a strategically significant issue for us all. Thus, language in education policy (LiEP) plays a key role in effective teaching and learning worldwide and learner proficiency in the medium of instruction largely determines academic success. This is pertinent to South Africa, a linguistically diverse country whose history of language in education has been shaped by political interests, as well as pedagogical considerations (Manyike and Lemmer, 2024).

LiEP in the apartheid era in South Africa reflected a divide-and-rule strategy, which stipulated that each 'ethnic group was to be taught in its language. English and Afrikaans enjoyed equal status, although a defacto affirmative action policy was implemented in favor of Afrikaans-speaking whites (Busch, 2010). In South Africa, the post-1994 period involved a dramatic re-imagination of the country from a racially divided nation to a diverse but united,

non-racial nation. As do many countries that attempt to move forward after violence and conflict, South Africa engaged in simultaneous processes of consolidating a new government, nation-building, and citizenship formation. (Manby, 2009). In these efforts, the education system was seen as critical, because youth were seen to represent the future of the nation. In post-apartheid South Africa, in contrast, language is seen as an important element in nation-building.

According to Plüddemann (2015), it is safe to say that there is international consensus that the educational use of a child's mother tongue or home language is in most cases a necessary, if insufficient, condition for successful learning. This applies especially but not only to speakers of nondominant languages (Benson, 2013). It is self-evident that children should be taught in a language they understand if they are to develop a strong foundation. While careful to not overstate its case, a recent UNESCO (2014) report avers that a bilingual approach that ensures continued teaching in a child's mother tongue alongside the introduction of a second language ideally throughout the primary grades can improve performance in the second language as well as in other subjects.

The Constitution (Republic of South Africa [RSA] 1996), in Section 6(1), recognises 11 languages as the official languages of the country. As a result, nine indigenous South African languages and the former two official languages were also included, English and Afrikaans. Language in Education Policy is meant to promote additive and functional multilingualism, sociolinguistic as well as cultural integration (DoE, 1997). The LiEP anchors on an educational system or model of structured bilingual education found in dual-medium (also known as two-way immersion) programmes (DoE, 1997, p. 1). The result of this language policy is that two or more languages will be perceived and used as languages of learning (LoL) for all learners in the country (DoE, 1997, p.13).

For the scope of this study, the following provisions of the LiEP are of significance (DoE, 1997): The underlying principle is to maintain language(s) while providing access to and the effective acquisition of additional language(s). Hence, the Department's position is that an additive approach to bilingualism is to be seen as the normal orientation of our LiEP (p. 1). Besides, currently, most primary schools in South Africa in which the majority of learners are not English- or Afrikaans-speaking use home languages in Grades 1-3 and transition to English as the language of instruction in Grade 4. Some schools have chosen to go "Straight-For-English" as the language of instruction from the first grade" (Taylor and Fintel, 2016). The research question is: How do you incorporate the learners' linguistic diversity in the teaching and learning process? Thus, against this background, this paper sought to explore how Grade 4 English First Additional Language (EFAL) teachers incorporate Grade 4 EFAL learners' linguistic diversity.

LITERATURE REVIEW

Greeting learners in their home languages is a way of welcoming them to an additional language set-up. Cummins (2017) reports that all learners, including an additional language teacher, learn simple greetings like hello and thank you, in the languages of the classroom. Learners who speak these languages are the 'teachers' per se. The 'teachers' can also show their classmates and teacher how to write a few simple expressions in different scripts, for example, in Xitsonga, siSwati and Tshivenda. During the morning announcements or school assemblies, learners give greetings and say a few words in different languages, with follow-up translation in the school language, in this case, EFAL. At school assemblies, teachers who speak additional languages say a few words in a language other than English and a few learners also give greetings in a language other than English. Cummins (2017) further suggests that examples of learners' work in English and Home Languages are prominently displayed in school corridors and at the school entrance to reinforce the message to parents and learners that learners' linguistic talents are seen as educational and personal assets within the school. Even the school

signs (e.g., for the main office) are displayed not only in English but also in the languages of the community.

Following Vygotsky (1978), we assume that collaborative learning, knowledge sharing, problem-solving and empirically based materials will assist learners in their efforts towards acquiring foreign languages and developing a broader understanding of culture. Learning is accepting constant change, and learning may be a “painful” process. Acquiring a foreign language is a particularly long process which involves interaction with peers and professors, constant feedback and feed-forward towards the next learning objective (Mondahl and Razmerita, 2014). Learning processes may also take place through complex interactions such as games, conversations, case-based work and collaborations with colleagues and friends.

EFAL learning resources and textbooks may contain visual aids such as photographs and drawings, as well as accompanying videos, dramatic dialogues and role-play activities, but it is less common for music, songs, movement and dance activities to be integrated into these additional language learning resources. However, there are debatably a few additional language teaching studies that have described how EFAL teachers can incorporate songs into additional language instruction to reinforce learning, especially vocabulary (Coyle and Gómez Gracia, 2014). Reasons for using songs, visual art and drama activities include the development of listening and verbal interaction skills, literacy, focused attention and concentration, balancing emotion and cognition (again including lower anxiety and increased motivation to learn), and drama in particular providing a way to build a new intercultural identity for the language learner.

Translanguaging practices include code-switching, translating, and language brokering, or interpreting between culturally and linguistically diverse individuals (Tse, 1996). A range of translanguaging strategies, from code-switching to co-languaging and translation can encourage learners to use their stronger language to develop proficiency in their weaker language (Baker, 2006, p. 297); and to develop metalinguistic awareness. However, in this study, we used translanguaging strategies such as translation and code-switching separately, as justified next. Translanguaging does not happen in a vacuum, or out of context. As a practice, it is linked to other discursive practices at work in bilingual classrooms. García and Sylvan (2011, p.389) argue that translanguaging includes code-switching—defined as the shift between two languages in context—and it also includes translation, but it differs from both of these simple practices in that it refers to the process in which bilingual students [and we would add, teachers] make sense and perform bilingually in the myriad ways of the classroom—reading, writing, taking notes, discussing, signing, and so on. Besides, the first language-second language distinction ceases in translanguaging pedagogy. Translanguaging in English language classes does not just refer to the use of first language, but it also recognises students' existing total linguistic knowledge as a resource to learn a weaker language (English, in this case) and facilitate a deeper understanding of academic content (Creese and Blackledge, 2010).

Code-switching implies the boundaries between languages, while translanguaging softens language boundaries (Cenoz, 2017) and sees multilingual users' linguistic practices as original and creative processes. Code-switching was considered to be included in translanguaging (García, 2009; García and Sylvan, 2011), but García and Li (2014, p.22) highlight the difference “Translanguaging differs from the notion of code-switching in that it refers not simply to a shift or a shuttle between two languages, but to the speakers' construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speakers' complete language repertoire”. As Vogel and García (2017, p.6) explain, translanguaging cannot include code-switching because the two concepts are ‘epistemologically at odds’. Code-switching implies the existence of two language systems, while translanguaging implies one integrated language system. Translanguaging is not code-switching! The academic literature on code-

switching assumes that the two languages of bilinguals are two separate monolingual codes that could be used without reference to each other. Instead, translanguaging posits that bilinguals have one linguistic repertoire from which they select features strategically to communicate effectively.

The national policy on South African living heritage (2009) of the Department of Arts and Culture explains that the history of apartheid ensured that heritage aspects such as the practice and promotion of languages were strongly and systematically discouraged. Summarily, it is evident that the apartheid authorities ensured that the heritage of the people of colour in South Africa was never appreciated or promoted (Fru, Wassermann and Maposa, 2013). An example of this was the false impression that was created that traditional dress codes and traditional dances of certain groups were backward and clashed with colonial-adopted practices such as Christianity (Department of Arts and Culture, 2009). With the end of apartheid, heritage was included in the South African National Curriculum Statement, where learners are expected to engage with different customs, cultures, traditions and different heritages.

There is a widespread assumption that language is best learnt when students actively use it in the classroom. The Direct Method, which is also known as the natural method or conversational method, has been popular since it enables students to communicate in a foreign language. The Direct Method through focusing on everyday language, and using questions and answers emphasises teaching oral language. The primary objective of this method is to associate meaning and the target language directly through the use of realia, pictures or pantomime (Mart, 2013). Mart (2013, p.182) summarises the characteristics of the Direct Method as “students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it- associating speech with appropriate action”.

RESEARCH METHOD

Research Design

This qualitative study was undertaken with the aim of investigating the approaches adopted by Grade 4 English First Additional Language (EFAL) teachers in integrating the linguistic diversity of Grade 4 EFAL learners into the teaching and learning process. The study was conducted in the context of South Africa, focusing on 10 Grade 4 teachers from five primary schools within a single district. To ensure the anonymity and confidentiality of the participants, each teacher was referred to as either T1 or T10. Data collection for this study was facilitated through one-on-one telephonic interviews with the participating teachers. Prior to their involvement in the study, the researcher provided the participants with a comprehensive overview of the study's general objectives and procedures. During the interviews, the researcher employed a dual approach, audio-recording the sessions for accuracy and completeness while also taking detailed notes to capture nuanced insights and observations. This methodological approach aimed to solicit rich and comprehensive data regarding the teachers' perspectives, practices, and challenges related to accommodating linguistic diversity within the Grade 4 EFAL classroom setting.

Data Analysis

In this study, the content analysis method was utilized as the primary approach to analyze the qualitative data collected. Employing an interpretive framework, the analysis involved a systematic examination aimed at identifying significant patterns within the gathered information. This process resulted in a comprehensive volume of data, which was meticulously scrutinized to extract pertinent insights. The analysis of respondents' responses entailed identifying links and similarities among their answers, which were subsequently coded systematically. This coding process enabled the researcher to categorize and organize the data effectively. Following this, the researcher condensed and synthesized the results into coherent

themes, facilitating a deeper understanding of the underlying patterns and trends. By adhering to this rigorous method of analysis, the researcher was able to derive meaningful insights from the qualitative data. These insights made substantial contributions to the study's overarching objective of exploring how Grade 4 English First Additional Language (EFAL) teachers integrate linguistic diversity into teaching and learning. Through this systematic analytical process, the study was able to offer valuable insights and implications for educational practice and policy.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Greetings in Both English and Learners' Home Languages

Motivation is an elusive force that all teachers wish could be ever-present in their classrooms. Every teacher has experience dealing with learners who are particularly unmotivated and most find bringing these students out of their shells a near-impossible task (Walton, 2022). This is even more challenging in Grade 4 EFAL classrooms, where learners are expected to use English as a LoTL. Students tend to see learning an additional language as a daunting, anxiety-inducing, and, most unfortunately, necessary task. Thus, greeting learners daily is an easy way to make them feel welcome. One of the best strategies that can be employed by the EFAL teacher is to acknowledge learners' home languages in one's greetings. Teachers who greet and acknowledge EFAL learners daily make an immediate positive connection and the learners come to the classroom with enthusiasm.

One way is to stand by the door and greet each learner in their home language, but to save time, I tend to just greet the class in one go. I am comfortable with more than five South African languages, including Afrikaans, thus 'goeie more'. T10

I have learnt to master almost all of my learners' home languages. I even have a few from the neighbouring country, Zimbabwe, and I have learnt just to say to the learner, 'mangwanani', meaning good morning. I had to ask some learners to translate 'good morning' into their home languages. I am happy it was a way of showing interest in the home languages. T8

Translanguaging

Over the years, translanguaging has come to refer to the purposeful alternation of language modes of input and output in a variety of bilingual classrooms (Wei and Ho, 2018). It is the maximisation of the learner's, and the teacher's, linguistic resources in the process of problem-solving that attracts bilingual teachers to the concept of translanguaging. The relevance of translanguaging to EFAL teaching and learning is that it challenges our conventional thinking about the dichotomies between first language and second language. It is useful to remind ourselves that the purpose of learning an additional language is to achieve some degree of bilingualism or multilingualism rather than losing the language or languages we know or replacing one language with another (Wei and Ho, 2018). Pedagogical translanguaging is a purposely planned pedagogical strategy that involves two or more languages to enhance metalinguistic awareness and learning of content and language (Cenoz and Gorter, 2021). In other words, teachers employ pre-planned activities and strategies that target the learners' language needs and abilities to better facilitate the learning process (Cenoz and Gorter, 2021). Even Zano (2020a, 2020b, 2020c, 2020d) asserts that students' existing linguistic knowledge should be used in classrooms to help them connect with and develop new knowledge and pedagogical translanguaging helps to reinforce this process.

All my learners are not home language speakers of English. They are used to speaking their home languages. Likewise, when teaching them EFAL at the Grade 4 level, I am never mad at them when they use their home languages to explain, say an EFAL reading piece. T4

I am not a fan of English-only in my classroom because I know that my learners prefer speaking their home languages to EFAL. Perhaps, if I were to teach high school learners, I would insist on English here and there, but these are still younger and glued to their home languages to understand and explain this additional language. T1

Translation

There are moments when translanguaging for translation can be used by EFAL for explanation and clarification. Translation as a linguistic aspect of cross-language speech activity increases access to the systems of meanings of other cultures, which with the help of translators, means other learners and the EFAL teacher in the classroom (Corina, 2021). An additional advantage of translation, as Stibbard (2010) points out, is that the use of the mother tongue in translation exercises can reduce the anxiety level of the learner in the early stages of language learning, as is the case in this study, since the focus is on Grade 4 EFAL learners, Thus, the respondents had this to share:

I allow the learners to translate EFAL into their home languages. I realised that when they translate English terms for their classmates, even slow learners won't delay understanding the concept under discussion because of their background knowledge. T7

Most of the time, the learners translate subconsciously. They are used to translating to understanding a newer term in an additional language. They take pride in translating to prove that they have understood the subject or matter. Besides, I let them translate because translation gives them room for repetition in different languages to learn EFAL. T6

Codeswitching

García and Leiva (2013, p.207) state code-switching refers to the mixing or switching of two static language codes. Codeswitching is a speech style in which bilinguals alternate languages between or within sentences. The practice is very common throughout the world, especially among members of bilingual families and communities. By now, an extensive body of research has shown conclusively through rigorous empirical and theoretical analysis that bilinguals are exquisitely sensitive to tacit rules that govern codeswitching itself, leading to the conclusion that language alternation is sophisticated, rule-governed behaviour that in no way reflects a linguistic deficit (MacSwan, 2014, 2016; Ritchie and Bhatia, 2013). As Lipski (2014, p.24) recalled, "Seeking to dispel popular notions that equate code-switching with confusion, "alingualism," imperfect acquisition, and just plain laziness, linguists have since the early 1970s devoted considerable effort to demonstrating grammatical and pragmatic conditions favouring or constraining code-switching. Bilingual code-switching so analysed is not regarded. as a deficiency or anomaly".

It could be that some teachers do not allow their learners to use codeswitching because many education stakeholders prefer English to an indigenous language like isiXhosa or Sepedi. However, I don't mind if my learners use codeswitching to learn EFAL because it shows that all languages have the same weighting. T2

It is important for me as an EFAL teacher to sensitise the parents about the importance of codeswitching because my learners always tell me that their parents or guardians do not like it when they code-switch. English is regarded as a language of the world of work. T3

Collaborative Activities

Wigglesworth and Storch (2012) examined the written texts produced by English second language learners with different home languages. As a whole, the studies by Storch and Wigglesworth (2022) found that during collaborative work, learners' engagement tends to be elaborate or high and that this higher level of engagement is more likely to lead to an additional language learning, and in the current study, it is Grade 4 EFAL. Similarly, Saito (2015)

examined the relationships among learner psychology towards interlocutor and/or task, peer interaction patterns, and developmental outcomes, and discovered that the learners who approached peer interaction with a positive mindset tended to engage with the tasks and benefited from interaction more than those who exhibited a non-collaborative mindset. Learners may find themselves involved in requesting, clarifying, making suggestions, encouraging, disagreeing, negotiating meaning, and exchanging conversation during group work; working in cooperative learning groups will foster learner discourse control and thereby ensure opportunities for language learning (Zhang, 2010).

It is important to note that when I give the learners a specific purpose in accomplishing the group task, cooperative groups can be helpful to learners in social capacities. T9

Grade 4 EFAL learners always come up with a greater variety of speech in collaborative and learner-led activities than in teacher-led activities. T5

According to Kruger and Yorke (2010), collaborative co-teaching requires two teachers to teach together in the same classroom. For example, the expertise of the learning area/subject teacher and the inclusive skills of the learning support teacher are combined to teach a diverse group of learners in the same class. Co-teachers perform tasks jointly, including planning and teaching, developing instructional accommodations, monitoring and assessing learners and communicating learners' progress.

I know that my EFAL learners like it when I have a student teacher on teaching practicals. This makes the learners enjoy the EFAL lessons because as I teach the whole class, the student teacher will be assisting slow learners. All the learners battling with certain concepts will be assisted by the student teacher and vice-versa, if the student teacher is teaching the learning, I will attend to the slow learners, either individually or in included in one small group. T6

Songs

Many Grade 4 EFAL teachers in South Africa want to improve their instructional methods to increase Grade 4 EFAL learners' success, enjoyment and motivation for learning EFAL as a LoTL. To salvage the situation, Arts activities are often suggested as a way to support classroom learning, and it has been argued that engagement in artistic activities can transfer to improvements in other areas, especially when learning an additional language (Winner, Goldstein and Vincent-Lancrin, 2013).

I try motivating my learners to learn EFAL by using songs as this helps in improving Grade 4 EFAL speaking and listening skills. Besides, singing is a 'groupie' thing, thus they will learn to work seamlessly with others in pairs or groups as they EFAL formal and informal tasks. T1

When learners sing during an EFAL lesson, it helps to draw their focus (attention); it makes them want to learn the additional language more than ever. T9

Parental Involvement

According to Nel (2011), teachers need to communicate with the parents of EFAL learners by means of handouts and personal meetings. Parents need to be informed about the progress and problems their children are facing and about the correct type of support they need to provide. Parents need to participate in the activities of the school like fun days and parents' day. Nel (2011) asserts that even the school's communication with parents in the form of letters, notifications and reports in the home language enhances the relationship between the parents and the school. Parents can also be involved by having representatives on parent committees to advise on cultural and linguistic issues, and in turn, they will inculcate in their children complementarity between EFAL and their home languages. This resonates with the following excerpts:

When I give learners homework in EFAL, I expect their parents to help them complete the work. It is their role to make their children aware that their home language goes hand in glove with the language of teaching and learning at school. Thus, these learners will be motivated to learn EFAL. T5

Every time I realize that my learner is struggling with EFAL, I ask the parent/s not to dump their home languages like Setswana and isiNdebele, in order to speak or use English only at home. Parents are important in letting their children, my Grade 4 EFAL learners, know that their home language and an additional language complement each other. T2

Heritage Day

Heritage Day is a South African public holiday celebrated on 24 September yearly. On this day, South Africans celebrate their culture and the diversity of their beliefs and traditions in the wider context of a Republic that belongs to all its people. Thus, in line with this cultural day, it is important that during EFAL lessons, the Grade 4 EFAL teacher inculcates in learners the significance of embracing cultural diversity. In line with this, the respondents shared that:

I teach my learners about the importance of having different cultures, and different languages as my EFAL class comprises learners with different backgrounds. T4

As I prepare my learners for the Heritage Day celebrations we hold at our school yearly, I choose learners who will make presentations before the whole school, in the school hall. I encourage them to say or share their stories in their home languages and English. This way, they will appreciate our language differences. T7

Oral Development as a Priority

When beginning to learn a new language, additional language learners hope to achieve advanced speaking abilities. This is most obviously the case in English as an additional language, where extensive interactions in English are not readily available to many learners (Galante and Thomson, 2017). Besides, despite their importance, English additional language fluency and pronunciation are often neglected in language classrooms. This is in part because many teachers do not understand how best to promote their development (Foote, Holtby and Derwing, 2011). Furthermore, teachers' reliance on commercial materials is unhelpful because classroom texts typically give inadequate attention to these aspects of oral proficiency (Galante and Thomson, 2017).

Coincidentally, the curriculum requires learners to do oral tasks, hence, they will become the most confident speakers of English by the time we reach the fourth term. I do oral tasks with them; it's just time that is limited to give each learner enough time for presentation, especially with the large class I had last year. T3

I give my learners some oral presentation tips like the importance of eye contact or the use of home language when one is stuck just to gain confidence. T8

Discussion

The study has shown that cooperative language learning, which shares some characteristics with communicative language teaching helps learners develop a great liking of EFAL. They both highlight the interaction and communication between learners and learners and teachers, take the teachers' role as guide, facilitator, and negotiator, and stress the autonomy and centrality of the learners in Grade 4 EFAL classroom. They both help Grade 4 EFAL learners consider healthy relationships with other classmates more conducive to learning and respect the integrity of other EFAL learners, allowing for personal growth and responsibility. Besides, this communicative function of language which also finds its way in cooperative language learning allows learners more chances to produce language functionally, thus, the Grade 4 EFAL learners will develop a liking for a LoTL. Besides, unlike in traditional

classrooms, discourse is usually initiated by the teacher in an artificial setting, but cooperative learning can be used to mimic real-life social settings in which language is normally used, as in their homes when they use their home.

Another finding dwells on translanguaging. 'Pedagogical translanguaging', by contrast, centers around the transfer. Whereas transfer is traditionally seen as unintentional 'interference', pedagogical translanguaging considers it a phenomenon that learners can use intentionally and creatively, and which teachers could promote by raising learners' awareness of similarities between their languages (Fuster, 2022). It is about how learners use transfer intentionally i.e., on purpose, as a conscious strategy to solve gaps of knowledge to advance ideas about how learners may work with their multilingualism as a resource in the classroom to enhance target language (TL)1 acquisition. Likewise, in this study, the findings reveal that do not dissuade their Grade 4 EFAL learners from using their home languages to explain a given concept because no language should suffer from an inferiority complex. Rather, languages should be used complementarily.

Also, another finding is about the importance of honoring codeswitching in a Grade 4 EFAL setting. As reported by MacSwan (2017), codeswitching is an illustration of the special ways in which bilinguals exhibit their linguistic talents. If Grade 4 EFAL teachers recognize that codeswitching is richly structured and evidence of linguistic talent, as research has shown, then children's bilingual ability is more likely to be viewed as a resource rather than a deficit in educational settings. Codeswitching becomes a necessity in a Grade 4 EFAL context because it boosts the learners' confidence and it is an escape route even if they cannot find English words to express themselves meaningfully.

Equally important is translation in the Grade 4 EFAL learning environment. Even Cummins (2017) encourages newcomer learners to read and/or tell stories in their home languages, both as a means of expanding their home language and additional language knowledge into literate spheres and also expanding their knowledge of the world. For example, Grade 4 learners can express their ideas and insights through poetry in both EFAL language and home languages. As Cummins (2017) claims, poetry allows additional language learners to express profound meanings in relatively few words. Another way is to ask Grade 4 EFAL learners to write first in EFAL or their home language, depending on their comfort level in each language. Then, they could translate from one language to another, possibly working with other Grade 4 EFAL learners from the same language background.

Besides, the findings revealed that Grade 4 EFAL teachers understand that oral language development is a critical component of later reading success; it develops listening and speaking skills as well. They ensure that they expose the learners to the oral speaking clues they need to be good speakers of EFAL. However, while the Grade 4 EFAL teachers acknowledge the need for using some approaches to support oral language development, it can be challenging to provide targeted attention to each child since some of them have unbelievably large classes.

CONCLUSION

The study has served to show that a plethora of strategies are employed by Grade 4 EFAL teachers to introduce learners to EFAL as a subject and a LoTL as well. These approaches are unlimited to cooperative activities, translanguaging, codeswitching, and translation. The other strategies used by Grade 4 EFAL teachers include oral development, the use of songs, greeting learners in their home languages, and Heritage Day, to mention a few. The researcher says that under correction, both bilingual and monolingual teachers can carry out these strategies if they consider the bilingualism/multilingualism of their learners a resource for teaching and learning Grade 4 EFAL. All that is needed is a bit of goodwill, a willingness to let go of an 'unlearning' and inflexible teacher, and the taking up of the position of an 'experimental learner'. Besides, the researcher believes that these approaches can be carried out

by all Grade 4 EFAL teachers, although their use might differ as strategies are adapted to the type of Grade 4 EFAL they teach and their strengths. Thus, it is imperative to note that these strategies are not a one-size-fits-all, but it is envisaged that if implemented meticulously, they can bring the desired results when introducing EFAL to a Grade 4 classroom in South Africa, the context of the study.

REFERENCES

- Baker, C. (2006). *Foundations of bilingual Education and Bilingualism*. Clevedon.
- Benson, C. (2013). Towards Adopting a Multilingual Habitus in Educational Development. In *Language Issues in Comparative Education*, edited by C. Benson and K. Kosonen, 283-299. Rotterdam: Sense.
- Busch, B. (2010). School language profiles: valorizing linguistic resources in heteroglossic situations in South Africa. *Language and Education*, 24(4), July 2010, 283–294.
- Cenoz, J. & Gorter, D. (2021). *Pedagogical translanguaging*. Cambridge: Cambridge University Press.
- Cenoz, J. (2017) Translanguaging in school contexts: international perspectives. *Journal of Language, Identity and Education* 16(4), 193-8.
- Constitution of the Republic of South Africa (1996) viewed 11 August 2023.
- Corina, I. (2021). Definition of Translation, Translation Strategy, Translation Procedure, Translation Method, Translation Technique, Translation Transformation. Editor Coordinator, 473.
- Coyle, Y. & Gracia, G.R. (2014). Using songs to enhance L2 vocabulary acquisition in preschool children. *Elt Journal*, 68(3), 276-285.
- Creese, A. & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94(i), 103-115.
<https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Cummins, J. (2017). "Teaching for Transfer in Multilingual School Contexts." In *Bilingual Education: Encyclopedia of Language and Education*. Vol. 5, edited by O. García, A. Lin, and S. May, 103–115. New York: Springer.
- Department of Arts and Culture. (2009). National policy on South African living heritage: First Draft. Retrieved 10 July, 2023, from http://www.dac.gov.za/policies/Draft%20National%20Policy%20on%20South%20African%20Living%20Heritage%20_ICH_.pdf
- Department of Education (DoE) (1997). *Language in education policy*, Department of Education, Pretoria, viewed 01 July 2023.
- Foote, J.A., Holtby, A.K. & Derwing, T.M. (2011). Survey of the teaching of pronunciation in adult ESL programs in Canada, 2010. *TESL Canada Journal*, 1-22.
- Fru, N., Wassermann, J. & Maposa, M. (2013). The contested nature of heritage in Grade 10 South African History textbooks: A case study. *Yesterday and Today*, (10), 77-100.
- Galante, A. & Thomson, R.I. (2017). The effectiveness of drama as an instructional approach for the development of second language oral fluency, comprehensibility, and accentedness. *Tesol Quarterly*, 51(1), 115-142.
- García, O. & Leiva, C. (2014). "Theorizing and Enacting Translanguaging for Social Justice." In *Heteroglossia as Practice and Pedagogy*, edited by A. Blackledge, and A. Creese, 199–216. New York, NY: Springer.
- García, O. & Li, W. (2014). *Translanguaging: Language, Bilingualism and Education*. London: Palgrave Macmillan.

- García, O. & Sylvan, C.E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95, 385-400. doi: 10.1111/j.1540-4781.2011.01208.x
- García, O. (2009). *Bilingual Education in the 21st Century: A Global Perspective*. Malden/Oxford: Wiley/Blackwell.
- Kruger, D. & Yorke, C. (2010). Collaborative co-teaching of numeracy and literacy as a key to inclusion in an independent school. *South African Journal of Education*, 30(2), 293-306.
- Lipski, J.M. (2014). Spanish-English code-switching among low-fluency bilinguals: Towards an expanded typology. *Sociolinguistic Studies*, 8(1), 23-55. doi:10.1558/sols.v8i1.23.
- MacSwan, J. (2013). Code-switching and linguistic theory. In T. K. Bhatia & W. Ritchie (Eds.), *Handbook of bilingualism and multilingualism* (2nd ed., pp. 223–350). Oxford, UK: Blackwell.
- MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *American Educational Research Journal* February, 54(1), 167-201.
- MacSwan, J. (Ed.). (2014). *Grammatical theory and bilingual codeswitching*. Cambridge, MA: MIT Press.
- Manby, B. (2009). *Struggles for Citizenship in Africa*. London: Zed Books.
- Manyike, T.V. & Lemmer, E.M. (2014). Research in Language Education in South Africa: Problems & Prospects. *Mediterranean Journal of Social Sciences*, 5(8), 251-258.
- Mart, C.T. (2013). The Direct-Method: A good start to teach oral language. *International Journal of Academic Research in Business and Social Sciences*, 3(11), 182.
- Mondahl, M. & Razmerita, L. (2014). Social media, Collaboration and Social Learning – a case study of Foreign Language Learning. *The Electronic Journal of e-Learning*, 12(4), 339-352. available online at www.ejel.org
- Nel, N. (2011). Second language difficulties in a South African context', in E. Landsberg, D. Kruger & E. Swart (eds.), *Addressing barriers to learning: A South African perspective*, pp. 167–185, Van Schaik, Pretoria.
- Plüddemann, P. (2015) Unlocking the grid: language-in-education policy realisation in post-apartheid South Africa. *Language and Education*, 29(3), 186-199, DOI: 10.1080/09500782.2014.994523
- Ritchie, W. & Bhatia, T.K. (2013). Social and psychological factors in language mixing. In T. K. Bhatia & W. Ritchie (Eds.), *Handbook of bilingualism* (pp. 375–390). Oxford, UK: Blackwell.
- Saito, K. (2015). Variables affecting the effects of recasts on L2 pronunciation development. *Language Teaching Research*, 19(3), 276-300.
- Stibbard, R. (2010). The Use of Translation in Foreign Language Teaching. *Perspectives Studies in Translatology*, 2(1), 9-18. DOI: 10.1080/0907676X.1994.9961218.
- Tse, L. (1996). Language brokering in linguistic minority communities: The case of Chinese- and Vietnamese-American students. *Bilingual Research Journal*, 20(3/4), 485-498. doi: 10.1080/15235882.1996.10668640.
- UNESCO. (2014). *Education for All Global Monitoring Report 2013/4*. Paris: Author.
- Vogel, S. & Garcia, O. (2017). Translanguaging. In G. Noblit & L. Moll, eds., *Oxford Research Encyclopedia of Education*. Oxford: Oxford University Press.
- Vygotsky, L.S. (1978). *Mind in Society: the Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Walton, J. (2022). *Motivating Students to Participate in the German as a Foreign Language Classroom*. Honors Theses, University of Nebraska-Lincoln. 479.
- Wei, Li. & Ho, W.Y. (2018). Language Learning Sans Frontiers: A Translanguaging View. *Annual Review of Applied Linguistics*, 38(2018), 33-59.

- Wigglesworth, G. & Storch, N. (2012). What role for collaboration in writing and writing feedback? *Journal of Second Language Writing*, 21(4), 364-374.
- Winner, E., Goldstein, T. & Vincent-Lancrin, S. (2013). *Art for art's sake? The impact of arts education*. Centre for Educational Research and Innovation, Paris: OECD Publishing. DOI: 10.1787/9789264180789-en.
- Zano, K. (2020a). Reading Comprehension Strategies of the EFAL Learners in the FET Phase: Teacher Perspectives.” *eBangi Journal of Social Sciences and Humanities*, 17(7), 1-12.
- Zano, K. (2020b). For Children Without the Language of Feedback: Multilingualism in Promoting Peer and Teacher Feedback. *Gender & Behaviour*, 18 (2), 15541-15550.
- Zano, K. (2020c). High School English Foreign Language Teachers' Perceptions Related To Multilingualism In A Classroom: A Case Study. *Ponte Journal*, 76 (5/1), 116–131. doi: <http://doi.org/10.21506/j.ponte.2020.5.9>
- Zano, K. (2020d). We Speak English in Sesotho: Multilingualism at Centre Stage in an English First Additional Language Classroom. *Ponte Journal*, 76 (8/1), 113-135. doi: <http://doi.org/10.21506/j.ponte.2020.8.9>
- Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research*, 1(1), 81-83.