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#### **6.3.4 Areas of Complementation of Translanguaging Strategies**

With regards to the fourth objective, results indicate that there is still an existing gap in UWC's language policy which is not too surprising or uncommon with previous scholarly findings. Nevertheless, the study findings have demonstrated that there are areas and logical reasons for the complement of the translanguaging practice of students at UWC, specifically first year undergraduate level into the university language policy. The study findings have revealed that most bilingual student mentioned that translanguaging space was the main hinderance to their use of translanguaging as coping learning strategies. As have I experienced in the free common areas where students interact, a reasonable number of bilingual students communicate in their mother language, not English. This suggests to me that learning for bilingual students in their common language alongside the English language will prove more resourceful and yield academic progression. It may seem expensive and in some respects impracticable to complement translanguaging as an official language resource at UWC, but the consideration of my recommendations below and the implications of neglecting the linguistic repertoires of students' (see Chapter five ) may engender the policy makers at UWC to add this language to its policy.

## 6.4 Summary of Thesis Chapters

In order to present a sociolinguistically attuned analysis of the Translanguaging Strategies of bilingual first year students at University of the Western Cape (UWC), the previous chapters have dealt with the following discussions:

In the first chapter my readership has been introduced to the general importance of language and language for teaching and learning. An overview of the South African Language Policy on Higher Education (2002) and the University of the Western Cape Language Policy (2003) was presented. Also, I explained my problem statement that prompted investigation into the area. The chapter too presents the study aim, objectives and research questions, all of which serve as a basis for this research. Next, I highlighted the theoretical and conceptual framework to be used in the study. I related my assumptions and defined key terms to be used in the thesis. I concluded the chapter by outlining the other chapters of the thesis.

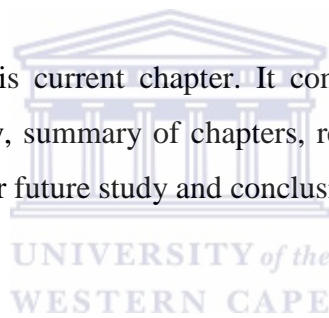
I reviewed relevant literature in Chapter two. I started the chapter by reviewing relevant literature that relates to translanguaging as the adopted learning strategies of bilingual students in an educational setting. Afterward, I critically review literature on operational concepts such as bilingual education, learning strategies, language policy, academic collaboration and translanguaging. I have then discussed the scholarly view of translanguaging strategies/ skills and their implication for bilingual education. Pursuant to this, I reviewed related literature on the patterns of use of translanguaging in the academic collaboration of bilingual students. Finally, I gave a detailed account of the Attribution theory of motivation and the relevance of its application to my investigation.

Chapter three is a presentation of the methodological approach that I used in my study. I stated the research methods used and the reasons for use of the method and also why I chose the method over the other research methods. Also, I related my sample space, size and time and my reasons for my choice of sample. However, I discuss the data collection and ethical procedures that were followed.

In Chapter four of the study, the collected data were presented and analyzed according to manual thematic codes that were based on and the same that underpinned my research questions. The sub themes which emerged from data were collected and grouped into main themes. In addition, I deliberately divided this chapter into two parts. The first part is the numeric or table like form and the reasons for the result. The second part is the narratives of the triangulated data gathered.

The fifth Chapter is the discussion on data findings in chapter four, adding to the presentation of the implications of the findings. The discussion chapter was fundamentally based on my literature review chapter and other academic readings. Most important of all, the concept of learning strategies and the theory of translanguaging and attribution of motivation were applied in the discussion.

The sixth and last chapter is this current chapter. It consists of a revisit of the research objectives, overview of the study, summary of chapters, relevance of the study, limitations, recommendations, suggestions for future study and conclusion.



## **6.5 Limitations of Study**

I have to point out that during the process of data gathering, presentation and analysis; I faced some challenges and problems before the conclusion of my thesis. The following challenges and problems are mentioned below:

As a result of lack of time and the scope of research, my research space was limited to three classroom tutorials and thirty participants. Moreover, the thirty participants were purposively selected during data gathering using various data techniques. Therefore, I cannot say with certainty that the outcome of my study is valid. The reason for this is that the number of my participants and tutorial groups is comparatively small. Therefore, there is a need to investigate the verifiability of the same findings using a major study and a wider scope of research.

I did not consider the need to use a focus group during data collection. As a result, it was challenging for me to clearly record the spoken discourse of a few of the Afrikaans and English bilingual students during the tutorials. I was only able to observe their gestures and mood alongside which languages were used by the identified bilingual students. Not having a focus group limited students' use of their linguistic resources. Therefore, I do not want to generalize that translanguaging is not an effective coping learning strategy for the language related difficulty of first year bilingual undergraduate students. Moreover, the number of research participants and observed tutorial groups is incomparable to the total number of first year undergraduate tutorial groups.

The classroom participation of the Isi-Xhosa first language bilingual students was not encouraging, even though during my interviews with them it was better. Yet if they had participated freely like their Afrikaans first language bilingual peer students, data findings would have been different. As I pointed out in Chapter three, I believe they were not motivated to use their languages and were timid due to their incompetency in English. If they had an average level of bi-literacy then translanguaging may have been considered during tutorials.

I found it difficult to analyze my research question three which is on how do the different translanguaging strategies used by UWC's first year bilingual students help them cope with the challenges of learning in English? This question became difficult for me because the data gathered indicated minimal use of translanguaging and more use of other suitable metacognitive coping learning strategies such as familiarizing self with the accent and pronunciation of others, more communication in English (the incompetent language) and more academic reading. I was hesitant to add these strategies to the two identified translanguaging strategies outside the classroom but did so for academic collaboration. I think that if I would have focused on the particular translanguaging strategies of the first year bilingual students in the same research space, my findings would have been more accurate.

The language of tutors whose tutorial classes from where I used to collect my data is another limitation to my study. This refers back to the limitation of the focus group. If the tutor's languages were the same languages as my participants, translanguaging may have been effective coping learning strategies for the struggling bilingual students. Also, there is possibility of teacher support in any or both languages.

Based on some of the challenges that I encountered during data collection and data findings in Chapter five of my study, I will proceed to suggest ways to encourage the complementation of the language practice of translanguaging at UWC, particularly for first year bilingual undergraduate students who may be struggling with learning in English.

## **6.6 Recommendations**

This section of the chapter is based on literature that was earlier reviewed in Chapter two and the major study findings. My study therefore proposes the following recommendations:

1. UWC's language policy (2003) should be reviewed as the data findings confirm a gap between the actual classroom practices and the stipulations of the policy. It will yield a positive outcome for both teaching and the learning process should the University put into practice the conditional clauses that are stated in its policy.

2. After the review of UWC's language policy, there should be flexibility in implementation, so that the policy can benefit both the lecturers and students. In my own view, I say that had lecturers and tutors been flexible in their use of students linguistic repertoires during classroom discourse, students would have been encouraged to follow the trend.

3. Based on the previous suggestions, UWC should use students' linguistic repertoires officially during the process of teaching and learning. The data under theme two and three in the discussion chapter shows that most bilingual students view that the use of any other

language apart from English is inappropriate. Therefore, I would recommend that the University should begin the process of transformation using a focus group of students, for example, all the first year bilingual students. This will in turn encourage the use of translanguaging, most importantly, when students are receiving academic instructions. By the same token, it will improve the academic learning of bilingual students.

4. Unlike the avoided conditional clauses in UWC's current language policy (2003), the University language policy makers/reviewers should introduce translanguaging practice as a mandatory complementary strategy. To reduce the seemingly side effect(s) of translanguaging in a multilingual educational setting such as UWC, I recommend that classroom translanguaging should be practiced in two more official languages that are common to the Western province in which the university is located. These languages are Afrikaans and Isi-Xhosa; these will be simultaneously used with English, the language of instruction. And realistically, these aforementioned languages are commonly used by students in the school catchment areas.

5. It is apparent that the process of transformation does not accrue easily. For this reason, the University should begin the complementation of translanguaging during teaching and learning of first year undergraduate levels and across all its faculties. I believe that the first year students are more challenged when learning in academic English and facing increased academic knowledge and tasks.

6. Still on the pros and cons of the process of transformation, it is an extra cost and more resources are needed to initiate students' linguistic repertoires but as discussed in Chapter two of the thesis, it is more rewarding in the long run. Therefore, the university should begin the process by speaking and listening in/via students' and instructors' preferred languages. More importantly, the UWC language policy makers can consider Translanguaging in terms of speaking and listening skills during academic communication. This can save the cost of producing academic materials in Afrikaans and Isi-Xhosa.

7. It is evident that there are tutorial programmes in place at UWC to assist and encourage students learning. It will result in the same situation when the language of instruction is a problem. For this reason, the university, through its faculties and departments, should divide new first year students into tutorial groups according to their competent language of instruction (English, Afrikaans or Isi-Xhosa), although, main lectures will be given in English and the lecturer's language. These groupings will assist the students who may be challenged with the English medium of Instruction to ask and understand better the difficult aspects of the task or lesson. Moreover, students will not have to be over dependent on peer students to understand academic content and perform tasks.

8. Based on the literatures that I reviewed in Chapter two, there is no doubt that translanguaging yields good results. These include bi-literacy, academic learning success, students' self-esteem and motivation to learn. I believe that the struggling students must have benefited from their classroom translanguaging in the first academic year. Accordingly the university should integrate all previous first year students into the English medium of instruction in their second year of study. Yet, there should be departmental provision to monitor the academic progress of the students who had participated in classroom translanguaging. This will assist the department in determining the coping level of students when there is only English as the medium of instruction. This follow-up process should be intensified by delegated staff members of the departments.

9. The University of the Western Cape should provide an academic forum in which first year students are oriented on how to deal with academic work despite their challenge of learning in a low competency language. At this forum, the facilitators should educate newly admitted students on the types and benefits of using learning strategies, focusing on translanguaging. Based on this knowledge, students can develop an interest in adopting a translanguaging strategy that can/will help them cope with their learning difficulties during their first year study at the university.

10. Each faculty at UWC should be charged with the responsibility of conducting formative assessments before or after admitting students, according to their capability in using English for academic learning at university level. This will provide useful information for the faculty and the university as regards to the administration and provision of learning resources for different groups of students' English proficiency. Generally, for effective learning to occur, students ought to first understand lesson content, then the student can proceed with other academic tasks. Hence, there is a need to be able to identify students that are willing to acquire a university degree but who may be discouraged because of the language of instruction.

11. As revealed in Table 4.4 and Table 4.6, (in Chapter 4) the data established the significance of lecturers and tutors who are the same bilingual speakers as the students. It thus encourages teacher support to students. The university should encourage postgraduate first language speakers of Afrikaans and Isi-Xhosa to participate in the tutoring programme. The prospective first language speakers of Afrikaans and Isi-Xhosa tutors can cater for the grouped struggling students in their first year. These tutors should also be trained on how to use their linguistic repertoires for maximum benefit of the struggling bilingual students. This should be emphasized to the tutors because the effectiveness of their translanguaging practice will be reflected in the coping level of the students they may have tutored, during their second year when English is the only medium of instruction.

## **6.7 Suggestions for future research**

This study proposes further research areas for augmenting our understanding of this domain of inquiry and its beneficial implications in our educational practices of language teaching. For instance, there is a need to determine the effect of translanguaging strategies on the academic learning of bilingual students, who are not competent enough in the language that is used as the medium of instruction, by studying a focus group. Another area of academic investigation is to investigate into the role of teacher language support in classroom translanguaging by looking at new first year English second language undergraduate students.



Also, further research is needed to comprehend the perceptions and attitudes of undergraduate bilingual students towards the use of classroom translanguaging. Another researchable area may be “the use of speaking and listening versus reading and writing (in) translanguaging how to cope with academic English instruction” particularly in undergraduate study. Or “can translanguaging be effectively used as an intervention tool for undergraduate students who are less competent in English?”

## **6.8 Conclusion**

In my study, it is apparent that most first year bilingual undergraduate students would have adapted translanguaging strategies in the classroom if there had been an official space for it. The focus of my study was on first year bilingual students during the first term at UWC. However, the benefits of translanguaging cannot be measured, but, it is evident in the academic collaboration of bilingual students outside of the classroom. From the data, I identified language related challenges of the bilingual participants which mainly relate to their proficiency in the English medium of instruction. The most common type of language challenge, if not given proper attention by the university and students themselves, is the difficulty in the use of academic English. It may be inevitable for all students, regardless of language proficiency, to be equipped with the use of academic English for literacy purposes. My study has shown that the most used translanguaging skill was speaking. It is obvious that bilingual students, when involved in speaking both their languages, must listen to one another. Although, data shows that Afrikaans first language students translanguage minimally in the classroom, the Isi-Xhosa first language students did not attempt to be involved in the language practice. Additionally, as indicated in the data, it is obvious that most Isi-Xhosa first language students translanguage in their selected academic group of peer students. For these Isi-Xhosa first language speakers, translanguaging has assisted them immensely to deal with the challenge of English medium of instruction. The data also verifiably show that other coping learning strategies include more communication in English, increasing one’s English vocabulary and the meaning, and familiarizing with the accent and pronunciation of other bilingual English speakers. In my study, translanguaging and the above mentioned strategies are all viewed and described as metacognitive learning strategies. The data indicate that

translanguaging contributed one way or the other to the academic learning success of first year bilingual undergraduate students. The data also revealed that the majority of the participants involved in translanguaging between their peer students, showed the effect of academic collaboration as a learning resource. In the context of my study, I argue that the motivation of first year undergraduate bilingual students to adapt coping learning strategies, should also motivate the recognized use of translanguaging in the classroom and lecture halls. Yet, it does not mean that the use of English as the medium of instruction should not maintain its hegemonic position, considering the global trend in the use of English. I argue for a balanced use of both linguistic repertoires of undergraduate students, at least for the sole aim of integrating them into advanced academic English during the first year at university.



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## APPENDICES

### APPENDIX A: INFORMATION SHEET

Researcher: Mrs Damilola .I. Joseph

Contact number: 0739323995

Email: 3371575@myuwc.ac.za

Institution: University of the Western Cape, Faculty of Education, Bellville, South Africa

Dear Sir/Madam,

My name is Damilola .I. Joseph. I am a Masters student in the Language Education Department, Faculty of Education at the University of the Western Cape. I am conducting research on translanguaging as a coping learning strategy used by some bilingual first students at University of the Western Cape (UWC), where the language of medium of instruction is students' low proficient language.

**Research Title:** A Sociolinguistic Analysis of the Translanguaging Strategies of some Bilingual first year Students at University of the Western Cape (UWC)

The specific objectives are:

- (i.) To determine the forms of challenge(s) faced by bilingual students learning in a less proficient language at UWC.
- (ii.) To investigate and analyze the translanguaging strategies that might assist bilingual students cope with learning in a less proficient language at UWC.
- (iii.) To examine the patterns of use of translanguaging strategies on academic collaboration of bilingual students' at UWC.
- (iv.) To find out areas in which the practice of translanguaging strategies differs to the stipulations of the UWC language policy.

The overriding aim of this study is to examine translanguaging and how its use is effective as coping learning strategies by some bilingual students at UWC. The aim is to demonstrate

how bilingual undergraduate students use translanguaging to deal with the difficulty of learning academic content in a less proficient language of MOI.

Notably, research participation is not mandatory. The research participants who are thirty (30) first year bilingual undergraduate students from an EDC 111 (Language and Literacy) module can decide not to participate at any given time of the data collection process. All information collected from the students will be kept strictly anonymous and will not interrupt participant's privacy.

In case there is need for further explanation on the study, kindly contact me on the above details.

THE RESEARCHER: ..... SIGNATURE: .....

DATE: -----



**APPENDIX B: PERMISSION LETTER TO EDC 111- Literacy and Numeracy Module LECTURER**

5, Mark Close,  
Kuilsriver, Cape Town.  
7580

The Lecturer of EDC 111 Module,  
University of the Western Cape,  
Faculty of Education,  
Bellville, Cape Town.

Dear Sir/Madam

**Permission to conduct research on EDC 111- Literacy and Numeracy Module**



My name is Damilola .I. Joseph. I am a Masters student in the Language Education Department, Faculty of Education at the University of the Western Cape. I am conducting research on translanguaging as a coping learning strategy used by some bilingual first students at University of the Western Cape (UWC), where the language of medium of instruction is students' low proficient language. My research title is: A Sociolinguistic Analysis of the Translanguaging Strategies of some Bilingual first year Students at University of the Western Cape (UWC).

The overriding aim of this study is to examine translanguaging and how its use is effective as coping learning strategies by some bilingual students at UWC. The aim is to demonstrate how bilingual undergraduate students use translanguaging to deal with the difficulty of learning academic content in a less proficient language of MOI.

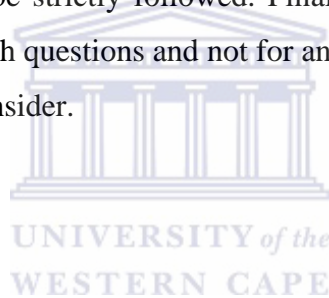
My participants and interviewees will be first year undergraduate bilingual students from the Faculty of Education, offering EDC 111 module. I would like to request your permission to

conduct research during your lecture periods and EDC 111 three tutorial group sessions in this term. I will closely observe two out of the three tutorial groups. The closed classroom observations are particularly meant to examine various translanguaging strategies of the bilingual student and the pattern of use of the mentioned strategies by the research participants during academic collaboration, in this case is the observed classroom. A number of the participants will be interviewed. My question guide for the interview through open-ended questions will be tailored towards the effectiveness and contribution of the translanguaging strategies towards their academic work. I will also look at the students' written work to achieve the goals of this study.

I assure you that the investigation will not disrupt your lecture periods and the tutorial classes will be judiciously used for data collection in a manner that there is no interference with teaching and learning. Similarly, all ethical principles in part: confidentiality, anonymity, accountability and privacy will be strictly followed. Finally, all data gathered will only be used in the analysis of my research questions and not for any other personal purpose.

I hope that my request will be consider.

Yours sincerely



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**Damilola .I. Joseph**

**Student Number: 3371575**

**Email: 3371575@myuwc.ac.za**

## **PERMISSION LETTER TO EDC 111- Literacy and Numeracy Module TUTOR**

5, Mark Close,  
Kuilsriver, Cape Town.  
7580.

The Tutor of EDC 111 Module (Group xx),  
University of the Western Cape,  
Faculty of Education,  
Bellville, Cape Town.

Dear Sir/Madam

### **Permission to conduct research on EDC 111- Literacy and Numeracy Module**

My name is Damilola .I. Joseph. I am a Masters student in the Language Education Department, Faculty of Education at the University of the Western Cape. I am conducting research on translanguaging as a coping learning strategy used by some bilingual first students at University of the Western Cape (UWC), where the language of medium of instruction is students' low proficient language. My research title is: A Sociolinguistic Analysis of the Translanguaging Strategies of some Bilingual first year Students at University of the Western Cape (UWC).

The overriding aim of this study is to examine translanguaging and how its use is effective as coping learning strategies by some bilingual students at UWC. The aim is to demonstrate how bilingual undergraduate students use translanguaging to deal with the difficulty of learning academic content in a less proficient language of MOI.

My participants and interviewees will be first year undergraduate bilingual students from the Faculty of Education, offering EDC 111 module. The module lecturer, Mr/Mrs ... has granted me permission to use any of the module tutorial groups for my research. I would also like to request your permission to conduct research during your tutorial classes this term. I

will closely the tutorial groups. The closed classroom observations are particularly meant to examine various translanguaging strategies of the bilingual student and the pattern of use of the mentioned strategies by the research participants during academic collaboration in this case is the observed classroom. I will also look at the students' written work to achieve the goals of this study.

I assure you that the investigation will not disrupt your tutorial classes and will cautiously collect my data. In such manner that it will not interfere with teaching and learning. Similarly, all ethical principles in part: confidentiality, anonymity, accountability and privacy will be strictly followed.

Finally, all data gathered will only be used in the analysis of my research questions and not for any other personal purpose.

I hope that my request will be considered.

Yours sincerely



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**Damilola .I. Joseph**

**Student Number: 3371575**

**Email: 3371575@myuwc.ac.za**

## **PERMISSION LETTER TO EDC 111- Literacy and Numeracy Module STUDENTS**

5, Mark Close,  
Kuilsriver, Cape Town.  
7580.

EDC 111 Students, (Group xx),  
University of the Western Cape,  
Faculty of Education,  
Bellville, Cape Town.

Dear Sir/Madam

### **Permission to conduct research on EDC 111- Literacy and Numeracy Module**

My name is Damilola .I. Joseph. I am a Masters student in the Language Education Department, Faculty of Education at the University of the Western Cape. I am conducting research on translanguaging as a coping learning strategy used by some bilingual first students at University of the Western Cape (UWC), where the language of medium of instruction is students' low proficient language. My research title is: A Sociolinguistic Analysis of the Translanguaging Strategies of some Bilingual first year Students at University of the Western Cape (UWC).

The overriding aim of this study is to examine translanguaging and how its use is effective as coping learning strategies by some bilingual students at UWC. The aim is to demonstrate how bilingual undergraduate students use translanguaging to deal with the difficulty of learning academic content in a less proficient language of MOI.

My participants and interviewees will be first year undergraduate bilingual students from the Faculty of Education, offering EDC 111 module. The module lecturer, Mr/Mrs ... has granted me permission to use any of the module tutorial groups for my research. I would also like to request your permission to conduct research during your tutorial classes this term. Depending on your willingness to participate in this research, participants will help complete

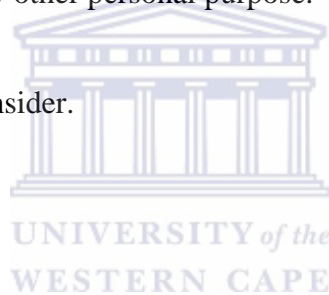


questionnaires. For those that voluntarily want to participate in the interview, my question guide for the interview through open-ended questions will be tailored towards the effectiveness and contribution of the translanguaging strategies towards their academic work. I will closely observe the tutorial groups. The closed classroom observations are particularly meant to examine various translanguaging strategies of the bilingual student and the pattern of use of the mentioned strategies by the research participants during academic collaboration in this case is the observed classroom. I will also look at your written work to achieve the goals of this study.

I assure you that the investigation will not disrupt your tutorial classes and I will cautiously collect my data in a manner that there is no interference with teaching and learning. Similarly, all ethical principles in part: confidentiality, anonymity, accountability and privacy will be strictly followed. Finally, all data gathered will only be used in the analysis of my research questions and not for any other personal purpose.

I hope that my request will be consider.

Yours sincerely



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**Damilola .I. Joseph**

**Student Number: 3371575**

**Email: 3371575@myuwc.ac.za**

**APPENDIX C: CONSENT LETTER FOR EDC 111 MODULE’S LECTURER**

Researcher: Mrs Damilola .I. Joseph

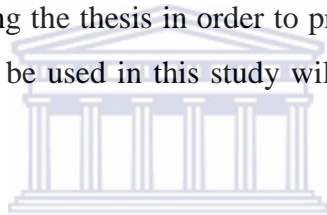
Contact number: 0739323995

Email: 3371575@myuwc.ac.za

Institution: University of the Western Cape, Faculty of Education, Bellville, South Africa

**Research Title:** A Sociolinguistic Analysis of the Translanguaging Strategies of some Bilingual first year Students at University of the Western Cape (UWC)

The study was explained to me clearly and I understand that the presence of the researcher will not disrupt or interfere with the functioning of the school. Participation in this study is voluntary and I have the right to withdraw at any stage of research. All information will be treated confidentially when writing the thesis in order to protect my identity. I promised that my permission to let the module be used in this study will not risk my personal image and that of the school.



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The Lecturer’s Name:

Signature: .....

Date: .....

## CONSENT LETTER FOR THE TUTOR

Researcher: Mrs Damilola .I. Joseph

Contact number: 0739323995

Email: 3371575@myuwc.ac.za

Institution: University of the Western Cape, Faculty of Education, Bellville, South Africa

**Research Title:** A Sociolinguistic Analysis of the Translanguaging Strategies of some Bilingual first year Students at University of the Western Cape (UWC)

I hereby give consent to the researcher to do observations in my tutorial class.

The study was explained to me clearly and I understand that the presence of the researcher will not disrupt or interfere with my daily classroom practices. Participation of my class in this study is voluntary and I have the right to withdraw at any stage of research. All information will be treated confidentially when writing the thesis in order to protect my identity. I promised that my classroom participation in this study will not risk my job and my personal image will not be damaged.

Tutor's Name: ..... (Group ....) Signature: .....

Date: .....

**University of the Western Cape, Bellville, Cape Town.**

**Participants' Consent Form for Thesis Title:**

A SOCIOLINGUISTIC ANALYSIS OF THE TRANSLANGUAGING STRATEGIES OF SOME BILINGUAL FIRST YEAR STUDENTS AT UNIVERSITY OF THE WESTERN CAPE (UWC).

Researcher: Damilola .I. Joseph

Please initial box


1. I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.   
(If I wish to withdraw I may contact the lead researcher at any time)
3. I understand my responses and personal data will be kept strictly confidential. I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the reports or publications that result for the research.
4. I agree for the data collected from me to be used in future research.
5. I agree for to take part in the above research project.

\_\_\_\_\_  
\_\_\_\_\_  
Name of Participant                      Date                      Signature  
(or legal representative)

\_\_\_\_\_  
\_\_\_\_\_  
Name of person taking consent                      Date                      Signature  
(If different from lead researcher)

Damilola . I. Joseph

\_\_\_\_\_  
\_\_\_\_\_  
Lead Researcher                      Date                      Signature  
(To be signed and dated in presence of the participant)

The logo of the University of the Western Cape, featuring a classical building with columns and a pediment, with the text "UNIVERSITY of the WESTERN CAPE" below it.

Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only.

**APPENDIX D**  
**ACADEMIC TASKS OF BILINGUAL STUDENTS**



## THE TRANSITION FROM HIGH SCHOOL TO UNIVERSITY

The transition from high school to university might be a bit easier on some than it is for others. In the following essay I will be speaking about just that, considering the highs and lows that some students might have had to deal with and also about what the change in the environment does to them.

Many people consider high school as "difficult". Saying that it's all sweat and tears, especially in your Grade 11 and Grade 12 years. But me? Right now I would say that I had the time of my life in high school, compared to the academic life I got introduced to this year. In other words, let us just say that high school was more like a humongous five year party. Assignments needn't be handed in on set out dates as teachers would nag learners until they've completed it. The school would come up with ways to create "extra credit" in the form of mini-class tests or little "catch up" assignments just to ensure that your final grades went up in order for you to progress to the next term or grade.

Group work was suffice to all those lazy learners as they would force themselves into groups with hardworking, nerdy-looking peers, knowing that those are the learners who are dedicated and hardworking, leaving them as lazy peers to just sit back and relax while reaping the rewards when the final marks were given.

Oh, and do not forget the most important part, that for some or other reason, high school kids always had some amount of money in there pockets!

Now compare all those things to the life of a university student.

Real sweat and tears, as you get floundered with tasks, assignments and tutorials that has to be done in a very specific manner with very precise due dates.

And do not even dream of submitting assignments after its prescribed due date. Immediate 10% deduction for everyday late!

Did I also mention that no one really cares about you or what you are doing?

Lecture halls are so big that no one even notices if you are attending class or not.

as both an opportunity and a challenge as now you will be finding who you really are. Adjusting to what other students see as a fragment and isolated learning is such a big challenge on its own as you become a "nobody but just a number" you are really insignificant, there are no consequences and no help in university but at a later stage you get to see that there are a lot of consequences as you fail if you do not adapt quickly even though you hardly get any help from anyone.

Who watches you? Who notices you at university? Parker (2006) asked learners at school, and they said "you are used to being someone, being noticed and being watched in here though there is just structure everywhere, whereas at school teachers would help you with everything and guide you through the year so that you can do well in your exams". University modules at first do not really give a sign or something that gives you a hint on what to expect on that particular course you are taking, it's all on to you to know what you want to do.

if you were lucky or you are to know get to know the varsity life quick enough, then you get to see that there is some kind of help of which you get and it is extremely helpful as it will take you from a point of not knowing anything or one can say from a point where you do not understand much of the work to a point where you can actually feel comfortable, as stated by Hoyles (2001) this then help comes as form of a tutoring system, of which one never really had at school but if you were in a family that could afford to get you one then you were lucky because now this wouldn't be any harder to them.

At this point the process of getting in the university vibe or mode then becomes a bit easier and nicer as now the lecturers also offer to give you some individual time with them to discuss whatever was unclear to you in class and as you get to know them they are easily approachable as one would not have imagined it to be. For me this experience has been something that has taught me a lot as it was difficult at first and also the point of isolation also got to me at some stage but that was just for a little time. The transition has not been smooth but I guess to me it was not as bad because before I could attend university I gained a little experience on how to be independent.

According to Parker (2004), as time goes by you get to know the campus even though, at first it was one of those nightmares. As some students are not so much on the talking side. It becomes quite a challenge now to suddenly approach someone and asking for direction, for instance if you are someone who is new in a place and getting lost all the time. People at first find it really hard to adjust, As they get to struggle a lot but when they get motivated and finally get to know the campus, they then start to see everything fall in place now. It turns out to look like they have been there for a long time, as they get to know where to find help when they need it and where to go when something is not clear maybe in a lecture or in the textbooks they can just consult their tutors for the help. To some extent it has been proven that it is not an easy time for the students to cope with all the pressure especially if they were not used to the resources that one finds at this level.

The transition though is not easy as the records have shown in the past it takes a well motivated person and someone who is eager to learn in order for you to have what it takes to last in university. Not everyone makes it to this point so the freedom you get when you must know how to utilise it in order for you to succeed in university.









**APPENDIX E: QUESTIONNAIRE FOR THESIS TITLE**

A SOCIOLINGUISTIC ANALYSIS OF THE TRANSLANGUAGING STRATEGIES OF SOME BILINGUAL FIRST YEAR STUDENTS AT UNIVERSITY OF THE WESTERN CAPE (UWC)

**SECTION A: Please tick your options.**

Demographic / Background information

- 1. Gender: Male  Female
- 2. Home/first language: English  Afrikaans  Xhosa  Other \_\_\_\_\_  
(Mention)
- 3. Second language: English  Afrikaans  Xhosa  Other \_\_\_\_\_  
(Mention)
- 4. Department in Education Faculty: Life Science  Mathematics & Science   
Language & Literacy  Psychology  Comparative Studies

**SECTION B: Please write in detail your answer to the following questions.**

5. Where do you use your first language? .....

.....

6. When do you use your first language?

.....

.....

.....

7. Where do you use your second language?

.....

.....

8. When do you use your second language?

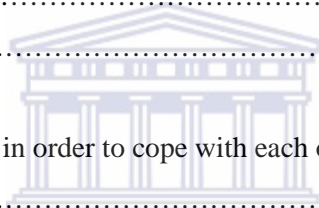
.....  
.....

9. In which of the two languages are you more competent (your first/second language)?

.....  
.....

10. What language related challenges do you face/experience during tutorials or sessions with peer students?

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



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10.1. Explain the strategies you use in order to cope with each of the challenges listed above?

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

11. Are there occasions where you simultaneously use both your first and second languages during tutorials?

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

11.1. Please explain the reason why you simultaneously use both languages?

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

12. Do you ever use your first language during tutorials?

.....  
.....

12.1 If yes, is it with your group members?

.....  
.....

12.2 If yes, is it with your tutor?

.....  
.....

12.3. If yes, is it with your group members and tutor?

.....  
.....

13. Why do you use this language?



13.1. With your group members

.....  
.....

13.2. With your tutor

.....  
.....

13.2. With your group members and tutor

.....  
.....