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THE ROLE OF INDIGENOUS LANGUAGES FOR IMPROVING ACADEMIC PERFORMANCE IN AN EAP COURSE AT AN AFRICAN UNIVERSITY

By

Rhodes Simasiku Muyunda

Thesis submitted in fulfilment of the requirements for

the degree of

Doctor of Philosophy in Applied Language and Literacy Studies

in the

School of Education, Faculty of Humanities

at the

University of the Witwatersrand

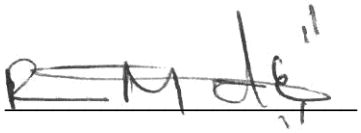
Johannesburg, South Africa

Supervisor: Professor Leketi Makalela

June 2025

DECLARATION

I, the undersigned, declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy in Applied Language and Literacy Studies at the University of the Witwatersrand, Johannesburg, South Africa. It has not been submitted for any degree or examination at any other University.



Date: 06 June 2025

Rhodes Simasiku Muyunda

DEDICATION

This thesis is dedicated to my dad, Mr. Henry Muyunda Muyunda, and my late mum, Ms. Mary Mpule Masule. It is also dedicated to my whole extended family and friends who have always motivated me to realize my goals at all costs.

ABSTRACT

The aim of this study was to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. The study was conducted at the University of Namibia and included students registered in the English for Academic Purposes module at the university, at the time of the study, as well as lecturers of English for Academic Purposes course at the university. The study employed a mixed research approach. Data for the study came from participant-generated essays, interviews, and a survey. Qualitative data for the study were analyzed following the thematic analysis procedure where patterns or themes within qualitative data were identified. As for the quantitative data, the study applied descriptive statistics (measures of central tendencies through MEANS and measures of dispersion through Standard Deviations). Inferential statistics relevant for the data were pitched at an alpha value of 0.05. The main conclusion of the study is that interventions that are carried through translanguaging are effective in fostering the acquisition of academic literacy skills in that translanguaging helps students to access deeper understanding, to better understand difficult concepts, to better identify terminology, to feel confident, and to feel more motivated to learn. It is therefore recommended that lecturers in universities should consider translanguaging as a formal pedagogy for learning and teaching academic literacy in English for Academic Purposes courses. There is therefore a need to expand the field of translanguaging through more research in other comparable contexts.

ABBREVIATIONS

EAP:	English for Academic Purposes
ESP:	English for Specific Purposes
UNAM:	University of Namibia
L1:	First Language
L2:	Second Language
FL:	Foreign Language
SL:	Second Language
EFL:	English as a Foreign Language
ESL:	English as a Second Language
PTOTP:	Personal Theory of Teaching Practice
LEA 3519:	English for Academic Purposes Module at the University of Namibia
MB:	Monolingual bias
FoK:	Funds of Knowledge
FoI:	Funds of Identity
DLD:	Department of Language Development
LC:	Language Center
WHO:	World Health Organization
EST:	English for Science and Technology
SPSS:	Statistical Package for Social Sciences
ANOVA:	Analysis of variance
MANOVA:	Multivariate Analysis of Variance
EMI:	English as a Medium of Instruction
MCQ:	Multilingual Classroom Questionnaire

UK:	United Kingdom
US:	United States
HUMEL:	Hub for Multilingual Education and Literacies

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CHAPTER ONE

1. INTRODUCTION

1.1. Background to the study

Academic literacy is pivotal for academic success at university (Kuiken & Vedder, 2020; Taylor, Stickney & DeMarr, 2021). Literature records indicate that as way back as the 1870s, student tertiary writing has been a major concern for academics (Russell, 1991). In an attempt to address the situation, many universities worldwide have developed English for Academic Purposes (EAP) courses (Bruce, 2017). EAP evolved from English for Specific Purposes (ESP) courses, which emerged in the mid-1960s and early 1970s (Benesch, 2001; Bruce, 2017). These are courses where the needs of the learner determine the content and the aims of the teaching, and they were initially developed for engineers and scientists who were employed in the oil industry in the Middle East and North Africa during that period (Benesch, 2001; Bruce, 2017). They were known as English for Science and Technology (EST) courses (Benesch, 2001). Most of the early ESP courses were "post-experience" courses for professionals who had already studied their discipline in their first language contexts (Robinson, 1980). In other words, they were taking ESP courses in order to transfer their prior knowledge and expertise within English-medium settings.

The second stage of EAP, during the 1970s, was more rhetorical in focus. Instead of just listing and describing linguistic qualities of scientific English, researchers in this phase investigated the correlation between grammatical choices and rhetorical purpose (Benesch, 2001). However, increased attention to how students acquire English in academic settings redirected the focus from linguistic and rhetorical forms to study skills and strategies (Benesch, 2001). Coinciding with this development was the emergence of needs analyses delineating the types of tasks, skills, and behaviors needed of students in current and future target situations (Jordan, 1997).

Thereafter, a genre analysis approach to teaching EAP followed. Genre analysis reviews ESP/EAP's traditional attention to linguistic qualities of texts, their rhetorical purposes, and pedagogical implementation (Benesch, 2001). Here, the argument is that genres are not merely texts to be studied for their discoursal and grammatical qualities, but rather, they are social activities of a distinctive and identifiable kind in a community, which is discerned in language (Mauranen, 1993, 2001). That is, genres transcend text to take social purposes into

consideration, including how common rhetorical purposes guide members of discourse communities when they speak and write (Berkenkotter & Huckin, 1995).

However, due to the spread of English globally, studies in academic literacy shifted their focus to bi/multilingualism. Some researchers began to interrogate the merit of the monolingual outlook to teaching academic writing (Brooks-Lewis, 2009; Hall & Cook, 2012; Wang, 2016). They argued that a monolingual approach may hinder the ability of students to exploit their own linguistic resources in learning a new language in contrast to a bi/multilingual approach (Lin, 2015). One such bi/multilingual approach to teaching academic writing is "translanguaging." This approach posits that, instead of being in possession of two or more independent language systems, bilingual and multilingual speakers choose and utilize specific traits from a homogenous linguistic repertoire to make meaning and to negotiate specific communicative contexts (Vogel & Garcia, 2017).

Lately, there appears to be an increased appetite among researchers in conducting studies that focus on using indigenous languages to teach academic literacy (Akello, Timmerman & Namusisi, 2015; Butzkamm, 2003; Caffery, Coronado & Hodge, 2016; Du Plessis, 2021; Kese, 2020; Makhanya & Zibane, 2020; Sibanda, 2019; Ugwuanyi, 2019).

It is against this background that I sought to carry out a study of this nature to determine the role of indigenous African languages in the enhancement of general academic literacy at an African university.

1.2 Statement of the problem

The pursuit of enhancing student academic achievement in higher education is more critical than ever before. Despite a decade of research highlighting the academic struggles faced by university students globally, particularly in environments where English dominates as the medium of instruction, there remains a significant gap in effectively addressing these challenges (Ata & Ertürk, 2019; Evans, 2019; Lakin & Wai, 2020). Students frequently face a spectrum of academic literacy hurdles, encompassing issues of epistemology, identity, and pedagogy.

While English for Academic Purposes (EAP) courses have been widely implemented in universities worldwide, including those in Southern Africa, as a strategy to bolster students' academic success, their impact remains underwhelming (Bruce, 2017; Fedorova, 2021;

Royani, 2023). The predominant focus on Western-centric educational models within these courses often overlooks the cultural and linguistic diversity of the student population, particularly sidelining African languages and epistemologies (Makalela, 2018a).

Acknowledging this educational oversight, a body of scholarly work has proposed alternative academic literacy frameworks that embrace a more inclusive, dialogic approach, encouraging the use of indigenous African languages (Makalela, 2018a; Mgijima & Makalela, 2021; Motlhaka & Makalela, 2016; Pfeiffer & Van der Walt, 2016; Pfeiffer, 2018). Despite these developments, research exploring students' Funds of Knowledge (FoK), especially within the context of the Global South, is scarce.

Funds of Knowledge (FoK) refers to a collection of knowledge that students bring with them into academic literacy classes which may offer panoramic alternative ways of engaging on the matter of academic success. Initially coined by Wolf (1966) to refer to knowledge and resources that communities employ to make ends meet in the household economy, the FoK framework challenges deficit views of students, particularly those from working-class and marginalized communities, by recognizing their home and community experiences as valuable intellectual resources. FoK emphasizes that students' knowledge is historically and culturally accumulated through family, work, and social networks, and can serve as a powerful foundation for classroom learning when leveraged intentionally (Moll, Amanti, Neff, & González, 1992).

In more recent years, scholars such as Esteban-Guitart and Moll (2014) have expanded this framework into what they term "Funds of Identity" (FoI). This concept shifts the focus from the collective household knowledge that FoK emphasizes to the personal, meaningful, and identity-forming experiences that students draw upon to make sense of their world. FoI acknowledges the dynamic and evolving nature of identity and emphasizes that learning is not just about acquiring new knowledge but also about reaffirming one's sense of self through engagement with that knowledge. FoI offers a useful lens for designing pedagogical practices that are both academically rigorous and personally transformative, especially in culturally and linguistically diverse classrooms (Esteban-Guitart and Moll, 2017).

This study aims to fill this gap by examining the potential of African languages to enrich EAP pedagogy and, consequently, enhance academic achievement across university curricula. By investigating the integration of students' linguistic repertoires into academic literacy, this study

not only seeks to provide insights into alternative EAP methodologies but also to pave the way for future inquiries in the burgeoning field of multilingual education.

1.3 Research aim

The aim of this study is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university.

1.4 Objectives

1.4.1 Ascertain students' attitudes towards the use of indigenous languages in the EAP classroom;

1.4.2 Assess the impact of using indigenous languages on the EAP course and related courses at the university;

1.4.3 Compare and contrast rhetorical moves in selected Namibian languages and English from the students' essays;

1.4.4 Assess students' sense of self or stance, prior and after the use of indigenous languages in the EAP course; and

1.4.5 Determine lecturers' beliefs, perceptions, and practices regarding academic literacy teaching.

1.5 Research questions

1.5.1 What are students' attitudes towards the use of home language in the EAP classroom?

1.5.2 What is the impact of using indigenous languages on the EAP course and related courses at the university?

1.5.3 What are the differences in the students' rhetorical moves between indigenous Namibian languages and English?

1.5.4 How do students take stances in their writing of essays?

1.5.5 What are lecturers' beliefs, perceptions, and practices with regard to academic literacy teaching?

1.6 Rationale

At the time of conducting this research, I was serving as a lecturer and coordinator at the University of Namibia's Southern Campus, in the Department of Language Development (DLD), formerly known as the Language Centre (LC). In this role, I was deeply involved in teaching English for Academic Purposes (EAP), mentoring students, and overseeing curriculum implementation. Through daily interactions with students, classroom observations, and assessment of their academic writing, I consistently observed a troubling pattern: many students were unable to express their ideas effectively in academic English, even after completing EAP modules designed to prepare them for academic success.

These observations, based on my lived experience as a practitioner within the institution, provided a firsthand understanding of the academic literacy challenges students face. Despite the support structures in place, including EAP courses, students continued to struggle with issues related to understanding disciplinary knowledge, expressing their academic identities, and adapting to academic conventions, challenges well-documented in the literature (Alharbi, 2019; Kamaşak, Sahan, & Rose, 2021; MacMillan & MacKenzie, 2012).

What became increasingly evident to me over time was that these struggles were not solely due to students' lack of effort or academic ability. Instead, the dominant pedagogical approaches often ignored the cultural and linguistic backgrounds that students brought into the classroom. Many of my students, for example, were more confident and articulate when using their home languages to explain complex ideas, but this knowledge was rarely acknowledged or utilized within the academic literacy classroom.

This disconnect between students' lived linguistic realities and the expectations of academic English led me to question the effectiveness of our current EAP practices (Fedorova, 2021; Keefe & Shi, 2017). While alternative frameworks for understanding academic literacy have been proposed (Mgijima & Makalela, 2021; Motlhaka & Makalela, 2016; Pfeiffer & Van der Walt, 2016), few have directly addressed how students' Funds of Knowledge can be integrated into the teaching of academic writing.

My personal experiences as both an educator and a curriculum coordinator, therefore, have not only exposed me to the persistent challenges students face, but have also motivated this study. This research therefore seeks to explore how the use of African languages in EAP pedagogy can offer more inclusive and effective ways of supporting students' academic success, by valuing their identities, languages, and ways of knowing (Makalela, 2018a).

1.7 Significance of the study

The significance of this study lies in its potential to influence both theoretical understanding and practical application in the fields of multilingualism, academic literacy, and higher education pedagogy. By exploring alternative ways of using students' discursive resources to improve academic performance, the study contributes meaningfully to current debates around language use in education. It challenges traditional monolingual teaching practices and reinforces the value of multilingual approaches, particularly in post-colonial and linguistically diverse contexts such as Namibia.

At the University of Namibia (UNAM), the findings offer practical implications for English for Academic Purposes (EAP) educators and students. By presenting alternative teaching and learning strategies that draw on students' existing linguistic repertoires, the study provides a foundation for more inclusive and effective academic literacy instruction. These strategies have the potential to make academic content more accessible to students, enhancing both their engagement and their academic outcomes.

Furthermore, the study encourages educators at UNAM to critically reflect on their Personal Theories of Teaching Practice (PTOTP). This critical reflection may lead to pedagogical adjustments that better align with students' linguistic realities and academic needs, ultimately fostering a more supportive and empowering learning environment.

Beyond UNAM, the findings have relevance for educators and institutions in similarly multilingual contexts worldwide. As universities across the globe continue to navigate how best to support diverse student populations, the insights from this study may offer valuable guidance. By promoting pedagogical flexibility and encouraging a shift away from rigid, monolingual models of instruction, the study highlights the importance of recognizing and valuing students' linguistic identities within academic spaces.

In addition to pedagogical implications, the study may also impact language policy and curriculum design. At the institutional level, it can inform decisions around curriculum development, particularly the integration of translanguaging practices and the recognition of indigenous languages alongside English. Policymakers and curriculum designers at UNAM, and in other institutions with similar linguistic landscapes, may find the study useful when drafting or revising educational policies to ensure they are inclusive and responsive to the needs of multilingual learners.

On a broader scale, the study holds the potential to influence national and regional language policies beyond the University of Namibia. Many higher education institutions across Africa and the Global South face similar challenges related to language inequality, access, and academic performance. This research advocates for context-sensitive language planning and calls for a rethinking of policies that marginalize students' home languages in favor of dominant ones. By foregrounding the academic value of students' existing linguistic resources, the study supports a more equitable and socially just approach to education.

In essence, the study's significance extends well beyond the boundaries of a single institution. It not only enriches academic discourse but also offers practical, policy-relevant insights that can drive meaningful change in the way language is understood and used in higher education, both in Namibia and across the multilingual world.

1.8 Definition of terms

1.8.1 Translanguaging

Translanguaging can be defined both as a bilingual pedagogy for teaching and learning, and as an act of bilingual performance (García & Wei, 2014). The term, which was coined in the 1980s (Williams, 1996) as a reaction to changing linguistic landscapes in schools and communities (Baker, 2001, 2006), has in recent years attained relevance in discussions pertaining to multilingualism, particularly in educational contexts (Baker, 2011; Blackledge & Creese, 2010; Creese & Blackledge 2011; García, 2009; Wei, 2011). For García and Wei (2014), translanguaging involves the flexible use of linguistic resources by bilingual speakers as they make sense of their worlds. In this study, translanguaging will be used to refer to the use of English and local Namibian languages.

1.8.2 Bi/Multilingualism

Bilingualism refers to the use of two languages while multilingualism refers to the use of three or more languages (De Groot, 2011). In this study, the terms multilingualism and bilingualism will be used interchangeably to refer to students' ability to engage in more than one language.

1.8.3 Monolingual bias

Monolingual bias (MB) refers to the viewpoint that people who only speak one language are the norm and that those who speak more than one language are exceptions to that norm (Barratt,

2018). That is, the prototypical human is regarded as monolingual (Barratt, 2018). In this study, the phrase monolingual bias will be used as defined.

1.8.4 Indigenous language

Broadly defined, an Indigenous language is any language that is "native" to a particular area (Walsh, 2005). In this study, the term Indigenous language will be used interchangeably with the terms 'home language', 'mother tongue', 'first language', and 'native language' to refer to languages that are native to Namibia.

1.8.5 Funds of knowledge

The term 'Funds of Knowledge' has its roots in anthropology; the term was initially coined by Wolf (1966) to refer to knowledge and resources that communities employ to make ends meet in the household economy. These include replacement funds, funds for rent, ceremonial funds, caloric funds, and social funds, among others (Wolf, 1966). In this study, Funds of Knowledge will be used to refer to a collection of knowledge that students bring with them into academic literacy classes which may offer panoramic alternative ways of engaging on the matter of academic success.

1.8.6 Academic literacy

This refers to a culturally actuated series of linguistic and discourse conventions, guided by written forms that are suitable mainly in academic establishments (Leibowitz, 2001). In this study, the phrase academic literacy will be used as defined.

1.8.7 Academic writing

This is writing undertaken to accomplish a requisite of tertiary institution, and it is also utilized for publications that are read by lecturers and scholars or presented at conferences (Mukoroli, 2016). In this study, the phrase academic writing will be used as defined.

1.8.8 English for Academic Purposes

English for Academic Purposes (EAP) is concerned with English communication skills which are needed for study purposes in formal tertiary education for academic purposes (Jordan, 1997). In this study, the phrase English for Academic Purposes will be used as defined.

1.8.9 Student

Someone who is enrolled in an educational institution (Merriam-Webster's collegiate dictionary, 1993). In this study, the term student will be used as defined and will also be used interchangeably with the term learner.

1.8.10 Rhetorical moves

In genre analysis, a move refers to a "discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (Swales, 1990, 2004). In this study, the phrase rhetorical moves will be used as defined.

1.8.11 Linguistic repertoires

This refers to a fluid collection of language resources that affiliates of an ethic group may utilize from time to time as they lead their ethnic identities (Benor, 2011). It entails linguistic resources at all levels of language, including discourse, phonology, prosody, morphosyntax, and lexicon, as well as, among bilinguals, code switching (Benor, 2011). In this study, the phrase linguistic repertoires will be used to refer to the use of more than one language.

1.8.12 Identity

The concept identity refers to the writer's textual identities, "discoursal self" or self-expression in the text rather than to the writer as an individual (Fernsten, 2008). Furthermore, it also refers to the decision according to which a person's language choice is influenced by that person's identity and willingness to be associated with certain groups and social identities (Fernsten, 2008). In this study, the concept identity will be used as defined.

1.8.13 University

An educational institution that is approved as an institution of higher learning by a competent state agency where all kinds of training or education for research at the post-secondary phase are offered (Japan International Corporation Agency, 2002). In this study, the term university will be used as defined.

1.8.14 Test

A test is a series of questions that must be answered or actions that must be performed in order to show how much one knows about a subject or how well one is able to do something

(Merriam-Webster's collegiate dictionary, 1993). In this study, the term test will be used as defined and will also be used interchangeably with assignment.

1.9 Overview of the chapters

1.9.1 Chapter 1

Chapter 1 provided an overview of the whole study which deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of English for Academic Purposes (EAP) at university level. The chapter began by providing some background to the study which highlighted how academic literacy pedagogy has evolved over the years since the mid-1960s and early 1970s. Thereafter, the chapter dealt with the statement of the problem which highlighted that there is a paucity of research done on alternative ways of understanding academic literacy, especially in the Global South, and particularly in Namibia, where researchers have extensively looked at Funds of Knowledge. Chapter 1 also addressed the aim of the study, which is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. Moreover, the chapter dealt with objectives of the study and research questions which centered around the issue of academic writing at an African university. This chapter also looked at the rationale or reasons for the study. It also looked at the significance of the study which include, among others, implications for theory and pedagogy. The chapter also addressed the definition of concepts that are used in the study by providing their standard definitions, and where necessary, their operational definitions too. The chapter concluded by providing an overview of the chapters which make up this study.

1.9.2 Chapter 2

This chapter provided an overview of the literature that deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of EAP at university level. The chapter began by outlining the theoretical framework underpinning this study, a merger of four theories, born of an interface between heteroglossia, translanguaging, contrastive rhetoric, and academic literacies theories. Thereafter, the chapter provided a review of some literature relevant to the study that deals with the interface between English and home languages. The chapter specifically reviewed literature on the impact of using L1 in L2 classrooms; the moves that students make when they write academic texts;

learner identities in academic writing; student attitudes towards L1 use in the L2 classroom; and teacher perceptions, beliefs, and practices regarding the teaching of academic literacy.

1.9.3 Chapter 3

The chapter provided an overview of the research methodology that was used in undertaking this study which deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of English for Academic Purposes (EAP) at university level. The chapter first outlined the research design of the study, a mixed research approach. The chapter also extrapolated the sampling and population relevant for the study, which was the group of students, who at the time of the study, were enrolled for the EAP course at the University of Namibia's Windhoek Campus, as well as their lecturers. Moreover, the chapter addressed the data collection methods that were used for the study which included student-generated essays, a survey, and semi-structured interviews. Furthermore, the chapter outlined the data analysis methods that the study adopted. The analysis methods included the categorical and chronological organization of the quantitative data and repeated reviewing of the data as well as continuous coding of the data. It also involved the analysis of the qualitative data following the thematic analysis procedure where themes or patterns within qualitative data were identified. The chapter also addressed some issues related to validity and reliability in the study in order to ensure that the findings of the study are accurate and consistent. Lastly, the chapter addressed ethical considerations pertaining to the study, in line with research ethics or moral principles guiding research.

1.9.4 Chapter 4

Chapter 4 presented the results of the quantitative data of the study which sought to assess student attitudes towards the use of indigenous languages in the EAP classroom as well as the impact of using indigenous languages on the EAP course and related courses at the University of Namibia. The chapter presented both descriptive statistics (measures of central tendencies through MEANS and measures of dispersion through Standard Deviations) and inferential statistics relevant for the data (pitched at an alpha value of 0.05). The chapter is divided into two sections. The first section presented descriptive and inferential analyses of the data on student attitudes towards the use of Indigenous languages in the EAP classroom. The second section, on the other hand, presented descriptive and inferential analyses of the data on the impact of using Indigenous languages on the EAP course and related courses at the university.

1.9.5 Chapter 5

This chapter presented qualitative data results of the study. The chapter is divided into three sections, according to the themes. The first section of the chapter outlined the rhetorical moves in selected Namibian languages and English that students use. The second section of the chapter looked at students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course. The third and final section of the chapter outlined lecturers' beliefs, perceptions, and practices regarding academic literacy teaching.

1.9.6 Chapter 6

This chapter provided a summary of the study, conclusions and recommendations that were generated from the study on the need or desirability of using African languages in an English for Academic Purposes (EAP) course and across the curriculum at a Namibian university. This aim is underpinned by the general aim of the study which is to investigate how the use of African languages can contribute to develop alternative hypotheses around the pedagogy of teaching EAP for enhancing academic success across the curriculum at university level. The chapter commenced with a summary of the study. Thereafter, it extrapolated the major conclusions of the study before outlining recommendations for both research and practice. Lastly, the chapter provided a brief conclusion to the study.

1.10 Conclusion

This chapter of the study provided an overview of the study about the role of Indigenous languages for improving academic performance in an EAP course at an African University. The chapter commenced with an outline of the background of the study by proving a brief history about the teaching of academic literacy and the theories that have influenced the field of academic literacy over the years since the mid-1960s. The chapter further outlined the statement of the problem which is that very little research has been done on alternative ways of understanding academic literacy, especially in the Global South, and particularly in Namibia, where researchers have extensively looked at Funds of Knowledge. Furthermore, the chapter stated the main aim of the study which is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. The chapter also stated the objectives of the study which underpinned the aim of the study mentioned above. Furthermore, the chapter provided the research questions that were developed from the objectives of the study. Thereafter, the chapter outlined the rationale or reasons for the study such as its need to assist lecturers at university

to take practical steps in helping students with their academic writing without sidelining their languages and ways of knowing, being, and acting. The chapter also looked at the significance of the study which include, among others, implications for theory and pedagogy. Moreover, it provided the definition of concepts that are used in the study by providing their standard definitions, and where necessary, their operational definitions too. The chapter then concluded with an overview of the chapters that constitute the study

The previous chapter provided an overview of the study about the role of indigenous languages for improving academic performance in an EAP course at an African University. The next chapter reviews literature relevant for the study.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

The aim of this study is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. This chapter aims to provide an overview of the literature that deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of EAP at university level. The chapter commences by delineating the theoretical framework that informs the study, situated at the confluence of heteroglossia, translanguaging, contrastive rhetoric, and academic literacies. Thereafter, the chapter provides a review of some literature relevant to the study that deals with the interface between English and home languages. The chapter specifically reviews literature on the impact of using L1 in L2 classrooms; the moves that student make when they write academic texts; learner identities in academic writing; student attitudes towards L1 use in the L2 classroom; and teacher perceptions, beliefs, and practices regarding the teaching of academic literacy.

2.2 Theoretical framework

This study is underpinned by a theoretical framework conceived from the intersection of Mikhail Bakhtin's theory of heteroglossia (1981), Robert Kaplan's contrastive rhetoric (1966), academic literacies theory as developed by Lea and Street (1998), and the concept of translanguaging, particularly as articulated by García and Wei (2014). Together, these frameworks provide a multidimensional lens through which to explore academic literacy practices and the role of indigenous African languages within them. Figure 1 below provides a visual representation of the theoretical framework for the study.

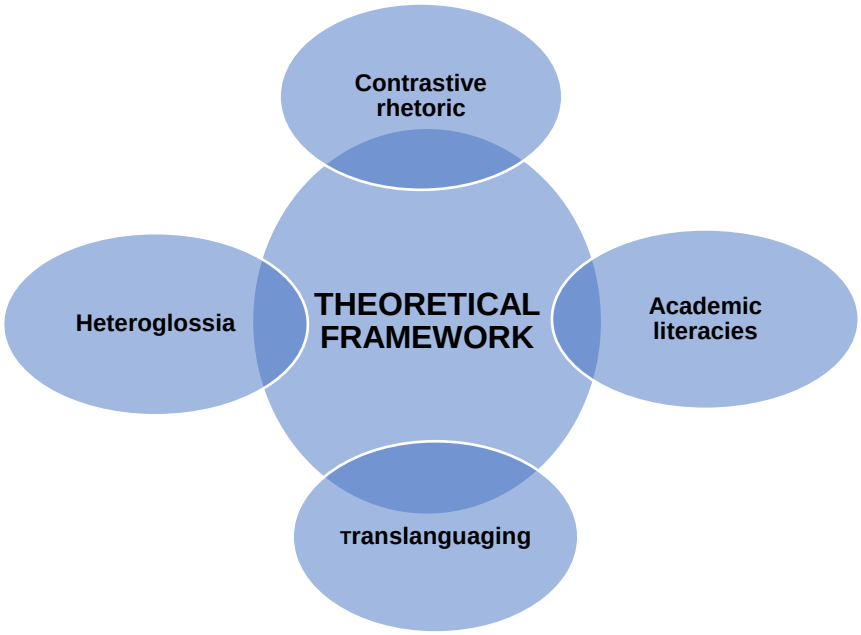


Fig.1: Theoretical framework

Figure 1 above provides a visual representation of the theoretical framework for this study. Heteroglossia and translanguaging frame the literature on the impact of using L1 in L2 classrooms, learner identities in academic writing, and student attitudes towards L1 use in the L2 classroom. Contrastive rhetoric theory, on the other hand, frames the literature on rhetorical moves in student writings, while academic literacies theory frames the literature on teacher perceptions, beliefs, and practices regarding the teaching of academic writing.

2.2.1 Heteroglossia

Heteroglossia, a concept introduced by Mikhail Bakhtin, delves into the diverse and dynamic nature of language, highlighting the simultaneous use of different linguistic forms and the inherent social tensions and conflicts within language, shaped by their socio-historical contexts (Bailey, 2012). This framework accentuates not just the linguistic variety but the deep-seated social, political, and historical dimensions embedded within linguistic practices.

Bakhtin's exploration of heteroglossia was a critique of the then-dominant structuralist model by Saussure, which isolated language into a system of signs composed of the "signifier" and "signified." Bakhtin argued that this model overlooked the richness of language, reducing it to a mere collection of neutral signifier-signified pairs devoid of the socio-historical essence that gives language its true meaning (Bailey, 2012; Chatterjee-Padmanabhan, 2014).

In contrast to formalist views, heteroglossia embraces the notion that language is inseparable from its social and historical milieu, asserting that words acquire meanings not from an abstract, universal pool, but through their contextualized use in specific socio-historical settings. This perspective aligns with the understanding that language is a living, evolving medium, reflecting and shaped by the ongoing social struggles, movements, and transformations (Bailey, 2012).

2.2.2 Translanguaging

Translanguaging, originally derived from the Welsh term ‘trawsieithu,’ refers to a pedagogical practice in bilingual classrooms where educators and learners intentionally alternate languages of input and output, fostering a dynamic, fluid knowledge-creation process (Williams, 1994). It is characterized by the flexible deployment of multilingual resources, transcending conventional linguistic boundaries to enable a deeper, more nuanced engagement with content (García & Wei, 2014; Tai & Wei, 2021; Wei, 2018). This approach empowers multilingual individuals to employ a range of linguistic and semiotic resources, challenging traditional norms and fostering innovative meaning-making and sense-making (Tai, 2023).

Translanguaging pedagogy is transformative, creating spaces where sociocultural, cognitive, and linguistic assets converge, thereby supporting equity and social justice in multilingual classrooms (García, Johnson, & Seltzer, 2017). Educators are encouraged to adopt a translanguaging stance, design, and shifts, which collectively promote a collaborative, responsive, and critically engaged learning environment, recognizing and valuing the linguistic diversity of students as legitimate cognitive and communicative resources (Tai, 2023).

Ubuntu Translanguaging: A Humanistic Approach

Ubuntu translanguaging, as advanced by Makalela (2016, 2018a, 2022), offers a uniquely African contribution to the field of multilingual education, one that challenges and reconfigures dominant Western paradigms of language use in pedagogy. The uniqueness of Ubuntu translanguaging lies in its grounding in African epistemologies, particularly the philosophy of Ubuntu, which holds that “I am because we are.” This relational worldview provides a powerful alternative to the individualistic, monolingual assumptions that undergird much of the global education system. Unlike most translanguaging frameworks, which often focus on pragmatic language mixing or strategic classroom practices, Ubuntu translanguaging positions multilingualism as a philosophical and cultural necessity, and not just a pedagogical choice (Makalela, 2022).

This approach addresses critical gaps in the existing literature in at least three significant ways. First, while much of the translanguaging scholarship has emerged from contexts in the global North, particularly North America and Europe, it often fails to fully engage with the lived multilingual realities and ontologies of the global South. Ubuntu translanguaging responds to this oversight by centring African ways of knowing, communicating, and learning. It asserts that African languages and cultural logics are not peripheral, but central to the theory and practice of effective education in multilingual settings (Makalela, 2016).

Second, Ubuntu translanguaging introduces the novel concepts of vertical and horizontal multilingualism as a way of understanding the tension between socially codified languages and the fluid, real-time language practices of speakers (Makalela, 2018a). While other models may acknowledge linguistic hybridity, they seldom offer such a nuanced framework for understanding how speakers navigate the formal and informal, the institutional and the organic, in their daily language use. This theoretical innovation enables a deeper analysis of how learners negotiate their linguistic identities and knowledge construction across contexts.

Third, and perhaps most crucially, Ubuntu translanguaging integrates the African rhetorical tradition of reader-responsibility, contrasting with the writer-responsibility ethos of West-Germanic languages that dominate academic writing norms (Makalela, 2019). This insight fills a major gap in discussions about language and academic literacy, where the dominance of Eurocentric standards often marginalizes non-Western ways of meaning-making. By highlighting this difference, Ubuntu translanguaging invites a rethinking of academic writing itself, not merely as a technical skill, but as a culturally situated practice that must be open to transformation.

In summary, translanguaging pedagogy not only perceives language as a diverse and dynamic entity but also as a crucial pedagogical tool. It challenges monolingual educational policies, promotes language equity, and fosters full participation in learning through innovative and critical uses of all available linguistic resources. The inclusion of Ubuntu translanguaging expands this perspective, incorporating a holistic, culturally responsive approach that acknowledges the deep-seated interconnectedness of languages and cultures in the educational process. While the benefits of translanguaging are widely recognized, its specific impact on students' academic writing, particularly in diverse linguistic settings, invites further exploration.

2.2.3 Contrastive rhetoric

The notion of contrastive rhetoric, originally proposed by American linguist Robert Kaplan and subsequently expanded upon by scholars such as Connor, offers a compelling framework for understanding the cultural and linguistic intricacies inherent in written communication across languages. Kaplan (1995) posits that the organization of written text reflects culturally specific logics, implying that individuals speaking different languages structure their expressions of reality in distinct ways. This perspective underscores the significance of native language influence on second language writing, suggesting that ESL or FL learners may unconsciously draw upon the rhetorical and linguistic patterns of their first language when composing texts in a second language (Brown, 1994).

Connor (2002) outlines the relevance of contrastive rhetoric by emphasizing its examination of both similarities and differences in writing across various linguistic and cultural contexts. Within this framework, texts are not merely static products but dynamic components shaped by cultural nuances and rhetorical conventions. The concept of interference, wherein rhetorical conventions and linguistic patterns from the native language are transferred to second language writing, emerges as a central concern (Connor, 2002).

Understanding the rhetorical moves employed by ESL/EFL students in their writing is crucial in light of these theoretical foundations. Such insights not only illuminate the challenges students face but also inform pedagogical approaches aimed at enhancing their writing proficiency. By acknowledging the role of native language influence in shaping second language writing, educators can develop more nuanced instructional strategies tailored to the diverse linguistic backgrounds of their students.

2.2.4 Academic literacies

The theoretical framework of academic literacies posits that literacy within academic contexts is not a singular, static skill, but rather a dynamic set of social practices influenced by cultural, contextual, and genre-specific factors (Barton & Hamilton, 1998; Street, 1984; 1995). Within this framework, literacy practices are viewed as diverse social phenomena shaped by the unique characteristics of each academic discipline and institutional discourse (Street, 1984).

Moreover, academic literacies extend beyond subject-specific skills to encompass broader institutional discourses and genres, highlighting the intricate interplay between literacy, identity, and epistemology in student writing and learning (Lea & Street, 2006). This

perspective underscores the importance of students' ability to navigate and adapt their writing styles and genres across different academic contexts, while also managing the social meanings and identities associated with each (Lea & Street, 2006).

Central to the academic literacies' framework is the recognition that students' engagement with academic culture is far more complex than mere acculturation into established practices (Lea, 2004). Rather, it acknowledges the nuanced and multifaceted nature of students' relationships with academic literacy practices, challenging conventional assumptions about the process of student learning (Lea, 2004). In brief, this framework foregrounds issues of meaning-making, power dynamics, and the institutional nature of knowledge production within academic settings, offering a rich theoretical lens through which to understand literacy in higher education.

The theoretical framework outlined above explains the nature of this study which is to look at the role of indigenous African languages in the teaching/learning process. The study integrates the concepts of translanguaging, heteroglossia, contrastive rhetoric, and academic literacies to investigate the transformative potential of using indigenous languages in academic settings, particularly in EAP courses. By embracing translanguaging, this research explores the dynamic, creative potential of multilingual resources in academic literacy, while heteroglossia provides a lens to understand the complex, multifaceted nature of language as it is imbued with socio-historical significance. Moreover, academic literacies theory explains the nuanced and multifaceted nature of students' relationships with academic literacy practices, challenging conventional assumptions about the process of student learning. Lastly, contrastive rhetoric theory provides a rubric for the examination of both similarities and differences in writing across various linguistic and cultural contexts. Conjointly, the theories offer a better model of understanding EAP in multilingual contexts.

Through this integrative theoretical lens, the study aims to illuminate the ways in which local languages can revolutionize and enrich the teaching and learning processes in higher education, particularly within the context of EAP courses, thereby contributing to a more inclusive, responsive, and culturally resonant academic environment.

The literature that follows is underpinned by the above-discussed theoretical framework.

2.3 Review of literature

The literature that follows addresses the domain of academic literacy pedagogy, with a specific focus on the interplay between English and indigenous African languages in the instruction of English for Academic Purposes (EAP) at tertiary education institutions. Its primary inquiry revolves around several focal points: first, the examination of student attitudes towards the utilization of their native language (L1) within English as a second language (L2) classrooms; second, the assessment of the ramifications stemming from the integration of L1 within L2 instructional contexts; third, the scrutinization of the cognitive and linguistic maneuvers employed by students during the process of composing academic discourse.

Moreover, it undertakes an examination of the multifaceted nature of learner identities within the sphere of academic writing, elucidating how students' sociocultural, linguistic, and academic backgrounds converge to delineate their writing practices and identities within academic discourse communities. Additionally, it explores educators' perceptions, convictions, and instructional methodologies concerning academic literacy pedagogy.

By exploring these thematic contours, the literature enriches scholarly comprehension regarding the intricate dynamics intrinsic to academic literacy pedagogy, particularly within the purview of linguistic diversity and the coalescence of English and indigenous African languages within academic milieus.

2.3.1 Student attitudes towards L1 use in the L2 classroom

Over the years, there has been substantial debate over whether the use of L1 inhibits L2 or FL learning or it has a facilitative role for students to acquire competence in L2 (Nawal & Mountassar-Billah, 2023; Özdemir & Çiftçi, 2021).

Several studies have reported students' inclination for using L2 more than their L1 in the L2 or FL classroom (Almusharraf, 2021; Alsied, 2018; Aly, 2020; Alzahrani, 2019a; Franzese & Youngsang, 2022; Wangdi & Shimray, 2022). For example, Alsied's study (2018) explored the use of first language (Arabic) in the English Foreign Language classrooms in Libya as well as the attitudes of learners and teachers towards using it. To this end, 143 Libyan EFL undergraduate students and five Libyan EFL teachers from Sebha University's English department participated in the study. The study found that the Libyan EFL students had positive attitudes towards using their L1 in the classroom to some extent; however, they were in favor of using English more than L1. The study also revealed that the students used their L1 regularly

to translate words from English into their L1. On the strength of that, Alsied concluded that using students' first language can be an instrument to assist the students to acquire a foreign language in a useful and effective manner.

Similarly, Alzahrani (2019a) investigated perceptions of students with regard to the use of their first language to facilitate their writing in the second language (English) and assess its effect on the quality of their writing. For this study, seven students in university from various social sciences majors volunteered to take part in a survey and semi-structured interviews. The researcher analyzed the students' writing samples collected from the participants. The study found that most participants believe that the use of L1 has a negative effect on the L2 (English) improvement. However, four of the participants, who indicated that they normally employ their L1 at the composing stage, had a contrasting viewpoint; they perceived their first language as a supportive element to writing in second language. In the end, the study concluded that the use of the L1 is a useful approach that assists students engender ideas, grasp the content, and get deeper in a topic. The study also concluded that the use of L2 does not weaken the quality of the students' writing in most instances.

Several factors may be attributed to the negative attitudes by some students towards the use of L1 in the second language classroom (Aly, 2020; Chavez, 2016; Debreli & Oyman, 2016; De La Campa & Nassaji, 2009; Lehti-Eklund, 2012; Thompson & Harrison, 2014). For example, Debreli and Oyman (2016) investigated the effects of demographic background and second language learners' level of proficiency on their perceptions of the use of Turkish in English classrooms. The participants were 303 Turkish students of EFL at English Preparatory School of European University of Lefke in Cyprus. Analysis of the data indicated that students with lower proficiency levels in L2 had more positive opinions regarding L1 use in contrast to those at higher proficiency levels. Debreli and Oyman thus recommend that, the English-only policies employed must be re-assessed in terms of the degree to which they take into consideration student needs as well as to re-interrogate their validity. This finding is consistent with findings of other studies which also investigated the effect of students' proficiency levels in L2 on their fondness of first language use in L2 classrooms (Aly, 2020; Carson & Kashihara, 2012; Moore, 2013).

In another study, Thompson and Harrison (2014) analyzed the frequency of and reasons for students' and teachers' use of English or Spanish at university by using video recordings of 40 class sessions taught by Spanish teachers. The study found that teacher-initiated code-switches

had the most effect on students' subsequent language choice and that teachers code-switched more frequently, although students utilized a higher overall percentage of the L1. In addition, there was a strong positive correlation between the overall use of Spanish and English during instruction and the number of code-switches.

In contrast, there is also a body of research which has reported students' preference for using L1 more than their L2 in the L2 or FL classroom (Agustin, 2015; Ahsan, Nasir, & Younus, 2021; Anindya et al., 2022; Alshayban & Alghammas, 2020; Bozorgian & Fallahpour, 2015; Chiou, 2014; Imani & Farahian, 2016; Liu & Zeng, 2015; Ma, 2019; Macaro & Lee, 2013; Nugrahaeni, 2022**;** Shuchi & Islam, 2016; Tajgozari, 2017; Wangdi & Shimray, 2022). More specifically, Chiou (2014) conducted a survey with 966 university students from Taiwan, who were divided into four groups according to their proficiency levels. The study found that students of all proficiency levels favored use of first language, and the lowest L2-proficiency groups showed the strongest preference for using first language in L2 classes. Similarly, Macaro and Lee (2013) did a study with 311 university students and 487 children who were in their last year of primary school. Their findings suggest that adults and children both agreed that L1 had a valuable role in FL classrooms. However, adults felt more at ease with second language-only instruction than the children, which the authors indicated might be as a result of the adults' greater experience in language learning and higher second language proficiency.

Moreover, in a recent study, Ahsan, Nasir, and Younus (2021) did a study with 577 students who were learning English at graduate level in various public sector colleges and universities of the Southern Punjab, Pakistan. To this end, the researchers used a questionnaire to collect their data. An SPSS (Statistical Package for Social Sciences) version 23 was used to analyze data. The researchers analyzed the data using descriptive analysis, analysis of variance (ANOVA), T-Test and Cronbach's alpha. The findings of the research revealed that the students exhibited very positive and constructive perceptions regarding the use of the national language (Urdu) in the L2 classroom.

Another study (Wangdi & Shimray, 2022) was conducted in schools in Southern Thailand on both male and female learners from various schools in the area. All participants in the study were Thai natives who were learning English as a foreign language. The data were collected via an online platform using Google forms and QR codes from the respective classes at different schools as it fell during the peak of the covid pandemic. The study adopted a mixed-method design since data collection involved both quantitative and qualitative phases. The

results of the study revealed that Thai EFL students, in general, perceive the use of L1 (Thai) in English classrooms as useful for students. The study concluded that, altogether, Thai EFL students believe that L1 should be used in the classroom.

The multifaceted nature of these findings underscores the need for a nuanced pedagogical approach to language instruction. While judicious integration of L1 may prove beneficial for certain learners, others may thrive within immersive L2 environments. Educators are thus tasked with discerningly addressing individual learner proclivities, proficiency levels, cultural backgrounds, and instructional objectives when deliberating the role of L1 within L2 or FL instructional paradigms. Additionally, ongoing scholarly inquiry and discourse within the field are pivotal in informing pedagogical best practices and engendering a more nuanced understanding of L1-L2 interplay within language learning contexts.

While previous studies on L1 use in L2 classrooms provide valuable insights, they are constrained by several limitations. Many studies, such as those by Alsied (2018) and Alzahrani (2019a), rely heavily on quantitative methods, which often fail to capture the complexity of learners' experiences. These studies also tend to focus narrowly on specific language skills, such as writing, rather than addressing the broader process of language acquisition. Moreover, much of the existing research centers on teacher practices, particularly code-switching, while paying insufficient attention to students' perspectives and attitudes toward L1 use. To address these gaps, the present study adopts a mixed-methods approach, offering a more comprehensive and nuanced understanding of how L1 influences L2 learning across various skills and learner experiences.

2.3.2 The impact of using L1 in L2 classrooms

The incorporation of first languages (L1) in second language (L2) classrooms is broadly recognized within the sphere of multilingual education, yet the intricacies of how these languages interact, particularly in linguistically diverse contexts, are not fully understood. Extensive research underscores the benefits of utilizing multiple languages, including the L1 of bi/multilingual learners, in educational settings, offering them significant cognitive and social advantages (García, 2018; Hungwe, 2019; Makalela, 2014; Makalela, 2015; Mgijima & Makalela, 2016; Nyimbili & Mwanza, 2020; Yuzlu & Dikilitas, 2022).

For instance, in one of Makalela's (2015) case studies, an investigation was conducted with 24 university students in South Africa enrolled in a Sepedi language course. This study highlighted

the beneficial dynamics of fluid language usage, demonstrating that such flexibility served as a valuable asset in both language and cultural education, transforming students' attitudes towards African languages positively and fostering a natural acceptance of multilingualism as integral to their identity formation.

Further examination into a South African rural primary school revealed that translanguaging strategies significantly boosted students' reading comprehension, suggesting the pivotal role of language fluidity in educational settings. These findings champion the idea that the merging of language boundaries in translanguaging classrooms is crucial, reflecting the African Ubuntu philosophy, which values communal unity and interconnectedness.

Additional research highlights the authentic representation and inclusivity that L1 usage facilitates in classrooms (Kiramba, 2017; Velasco & García, 2014). Kiramba's empirical study within a Kenyan multilingual fourth-grade class illustrated how translanguaging in writing could challenge the traditional hierarchies and norms in academic writing, advocating for the acknowledgment of multilingual resources as valid and enriching educational tools.

Yuzlu and Dikilitas (2022) also explored translanguaging's impact on enhancing the four key language skills: reading, writing, listening, and speaking, over a 10-week study involving students in a Turkish high school. Their findings reinforced the superior outcomes of translanguaging pedagogy over conventional grammar-translation methods, showcasing its effectiveness across all language skills.

Although prior research demonstrates the cognitive, social, and educational advantages of incorporating L1 in L2 classrooms, several notable gaps persist. Much of the literature overlooks how translanguaging functions between typologically diverse language pairs, which restricts the generalizability of findings beyond specific linguistic contexts. Additionally, many studies rely heavily on qualitative methods, offering limited insight into the measurable impact of L1 use on learners' academic outcomes. The absence of diverse methodological approaches constrains a more comprehensive understanding of how translanguaging influences language development. This study contributes to the field by exploring the dynamic interplay between L1 and L2 in multilingual classrooms, offering a nuanced perspective on how language practices shape learning experiences.

2.3.3 Moves in student writings

The concept of “moves” in genre analysis, defined as cohesive communicative units within discourse, is essential for understanding student writing, especially among English as a Foreign Language (EFL, herafter) and English as a second language (ESL, hereafter) learner (Swales, 2004). Each move, with its distinct communicative function, contributes to the overall purpose of a text (Pho, 2009). Recognizing that these moves occur in a sequence is crucial as they form the backbone of text structure (Fazilatfar & Naseri, 2014).

Empirical studies have extensively examined the rhetorical moves of EFL/ESL students globally, revealing their writing patterns (Cho, 2020; Jwa, 2020; Makalela, 2018b; Motlhaka & Makalela, 2016; Putri, Hermawan, & Muniroh, 2020). For instance, Jwa (2020) compared the writing of Korean EFL students in their native language and English, highlighting differences in move construction between the two languages, which suggest the influence of cultural and linguistic backgrounds on writing practices.

Makalela’s (2018b) investigation into indigenous African epistemologies reveals unique rhetorical moves and communication styles distinct from Western norms. African narratives, for example, often present ideas without hierarchical structures, relying on readers to extract main details themselves. Makalela’s findings advocate for incorporating indigenous perspectives into literacy methodologies and promoting a more inclusive educational approach.

These studies collectively highlight the complex interplay between language, culture, and writing practices among second language learners. While existing studies on rhetorical moves in student writing have significantly contributed to the understanding of discourse structures in EFL and ESL contexts, several limitations remain. Much of this research has centered on learners operating within Western academic conventions and focuses predominantly on global languages, with limited attention to how students’ rhetorical practices are shaped by indigenous knowledge systems and non-Western epistemologies. Additionally, many studies emphasize comparative analyses across languages without critically examining how these rhetorical moves are influenced by sociocultural values embedded in local communicative norms. As a result, there is a lack of research exploring how multilingual students, particularly those in the Global South, navigate and negotiate rhetorical expectations across languages and academic settings. This study addresses these gaps by examining the rhetorical moves present in student writing that incorporates African languages and epistemologies within English for Academic

Purposes (EAP) pedagogy. By foregrounding students' linguistic and cultural repertoires, the research seeks to expand current genre-based writing frameworks and offer a more inclusive and context-sensitive understanding of academic literacy practices.

2.3.4 Learner identities in academic writing

Writing is not merely about transferring information; rather, it is an undertaking of self-representation (Hyland, 2002a; Li, 2007). It is an undertaking of identity in which people produce, reproduce, or confront dominant practices, beliefs, ideologies and express what is distinctive to them (Ivanic, 1998). However, academic writing challenges language learners because they are expected to organize their views in ways which comply with the discourse community's norms in which they are participating (Kaivanpanah, 2016). It is therefore paramount for the matter of self-representation in academic writing to be addressed in EAP classrooms because the ways in which writers organize their texts have profound reverberations for how their writing is received and judged by their readers (Tang, 2006). The challenge, however, lies in striking a balance by determining how to safeguard students' cultural and social identities while concurrently teaching the conventions of English-language writing (Brown, 2007).

Many students approach their tasks with a blurry belief of academic writing as some rigid system, comprising dry, complex, isolated, and impersonal prose that should be acquired in order to obtain membership into the "academic discourse community" (Tang & John, 1999). However, research (Hyland, 2002a; Ivanic & Simpson,1992; Ivanic, 1994, 1995, 1998; Tang & John, 1999) suggests a migration away from writing that is impersonal towards the one which reflects writers' presence. Hence, it is of utmost importance to study the ways EFL students communicate their identities or take a stance to decide what they need to learn so as to express themselves more constructively in the language they have not yet mastered (Kaivanpanah, 2016). It is equally salient to address the challenges EFL writers encounter in communicating their ideas since knowledge of these challenges can assist writing teachers to familiarize L2 writers with alternatives they have in expressing their views in writing (Kaivanpanah, 2016).

Numerous empirical studies have investigated learner identities in the context of academic writing (García-Pastor, 2018; Hyland, 2002b; Huda et al., 2017; Lee, 2018; Li, 2007; McKena, 2004; Takouda & Koutsogiannis, 2020; Thunborg, Bron & Edström, 2013). For example, Lee

(2018) did an investigation of how a Korean international student negotiated her writer identity in the United States. The study found that the participant's writer identity was dynamic, multiple, and transitional over time and context-based on her life history in an academic community. In addition, she negotiated her writer identity based on social interaction with an ESL instructor in written communication. Finally, an alternative way of writing practice outside the classroom was found to contribute to constructing a confident writer identity. On that basis, Lee concluded that L2 writing learning is highly influenced by L2 writers' anxiety and motivation.

In brief, such findings highlight the complex nature of identity negotiation within multilingual academic contexts, emphasizing the significance of anxiety and motivation in L2 writing acquisition.

The literature presented above demonstrates a discernible trend towards the incorporation of languages other than English in English for Academic Purposes (EAP) teaching. This trend encompasses various dimensions, including the exploration of learner identities, attitudes towards the use of L1 in L2 classrooms, rhetorical strategies employed by students in EAP courses worldwide, and the perceptions and instructional practices of teachers concerning writing instruction. Notably, these investigations illuminate a range of pedagogical approaches and their implications for improving academic performance in higher education, particularly within regions of the Global South. However, despite the breadth of existing literature, there remains a conspicuous gap in understanding the intersectionality of indigenous African languages and English within EAP pedagogies. Specifically, scant attention has been directed towards the concept of Funds of Knowledge, a framework emphasizing the cultural wealth and expertise inherent within communities, as a means to inform and enrich EAP instruction. This gap is particularly evident in contexts such as Namibia, where unique linguistic and cultural landscapes necessitate a nuanced approach to language instruction and academic preparation.

Namibia is home to over 30 distinct languages and dialects, including Oshiwambo, Khoekhoegowab, Otjiherero, Silozi, and Rukwangali, among others (Legère, 2001). While English is the official language and the medium of instruction from upper primary onwards, it is often not the first or even second language of the majority of students (Brock-Utne & Holmarsdottir, 2004). Most Namibian learners acquire English as a foreign language in a context where their home languages are systematically devalued in formal education

(Alexander, 2005). This linguistic disconnect can hinder students' ability to express complex ideas and engage critically with academic discourse in English.

Moreover, the historical legacies of colonialism and apartheid have contributed to a linguistic hierarchy that privileges English, often at the expense of indigenous knowledge systems and communicative practices (Pennycook, 1998; Heugh, 2021). In such a context, EAP instruction that fails to acknowledge and integrate students' linguistic repertoires risks reinforcing epistemic exclusion (Smitherman, 2000; Makalela, 2014). Yet, the cultural and linguistic wealth inherent in Namibian communities remains an underutilized resource in academic language instruction.

Addressing this gap holds significant potential for advancing pedagogical practices aimed at improving academic outcomes in universities across the Global South, including Namibia. By exploring the synergies between indigenous African languages and English within EAP contexts and leveraging the rich Funds of Knowledge embedded within local communities, educators can devise more inclusive, culturally responsive, and effective instructional strategies. Such an endeavor not only fosters linguistic diversity and cultural preservation but also empowers learners by capitalizing on their existing knowledge and experiences, thereby fostering academic success and meaningful engagement in higher education.

2.3.5 Teacher perceptions, beliefs, and practices regarding the teaching of academic literacy

The acquisition of writing skills in a second or foreign language (L2/FL) poses significant challenges for language learners within academic settings (Negari, 2011). The same difficulty arises in teaching writing, and as such**,** writing is difficult for teachers to teach too (Aika, 2020; Rovikasari, Suparno, & Supriyadi, 2019). It is for that reason that there exist different principles, theories, approaches, perceptions and beliefs on how to effectively teach writing. Hence, every teacher has their own principles and steps of teaching writing, depending on personal beliefs (Ferris, 2007). Teacher belief is defined as "teachers' knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspective about teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities, and self" (Borg, 2003). Such belief would then have an influence on the practices that the teacher adopts regarding the teaching of writing (Rovikasari, Suparno, & Supriyadi, 2019).

Research shows that there is a close relationship between teachers' beliefs and practices in teaching writing (Karabassova & San Isidro, 2023; Li, 2013; Noe, 2004; Salimi, Safarzadeh &

Monfared, 2016; Uddin, 2014; Zheng & Davidson, 2008). That is, teachers normally rely on their contextually formulated beliefs, such as those beliefs acquired through their own school learning experiences (Zhang, 2017). Moreover, teachers' perceptions have an influence on their performance in teaching (Jashari & Fojkar, 2019). However, some studies have also shown that EFL teaching practices are further conditioned by the teaching context, resulting in a potential conflict between beliefs and practices (Lee, 2008, 2009).

Furthermore, teacher belief is associated with teacher perception that teachers are active, thinking decision-makers who make instructional choices by making use of complex, practically oriented, personalized, and context-sensitive networks of knowledge thoughts, and beliefs (Borg, 2003). Because of that, belief can play a significant role in the teaching aspects (Borg, 2003). The manner in which language teachers make instructional decisions, select materials, choose particular methods or instructional practices can also be influenced by teacher beliefs (Utami, 2016). Moreover, what teachers do reflect their beliefs, and it can be in the form of classroom practices such as the materials, methods, interactions, procedures, and instruction (Richards & Lockhart, 2007). Beliefs of teachers can also have an influence on their goals, materials, procedures, their roles, classroom interaction patterns, their students, and the schools they work in (Rovikasari, Suparno, & Supriyadi, 2019).

Several empirical studies have examined EFL/ESL teachers' beliefs about teaching writing and their practices (Bui & Huong, 2023; Ene, 2016; Ferede, Melese, & Tefera, 2012; Fu & Matoush, 2012; Hoa & Ho, 2017; Irwansyah, 2018; Kartchava et al., 2020; Khanalizadeh & Allami, 2012; Melketo, 2012; Teng, 2016; Yang & Gao, 2013; Yang, 2016; Yu, Xu, Jiang, & Chan, 2020). For example, Ene (2016) investigated EFL writing teacher training, beliefs, and practices in Romania. The study was conducted at a medium-sized university in central Romania. The study discovered that teachers thought that their students, as English foreign language writers, should be able to present content and structures from basic to complex. In this context, teachers expressed the belief that greater emphasis should be placed on functional writing (such as business letters, various paragraph types, and job application documents) when instructing students. In their EFL writing instruction, teachers primarily focused on grammatical accuracy and provided comments related to the structural organization of students' texts. In the end, the researcher recommends that teachers must adapt to the constraints of students' cultural, institutional, and even personal context.

There are also studies which have investigated EFL/ESL teachers' beliefs and practices about teaching academic literacy while using home languages (Breeze & Roothooft, 2021; Hansen-Thomas et al., 2021; Iswati & Hadimulyono, 2018; Knudsen et al., 2020; Lewis, Jones, & Baker, 2012; Ylva & Lindqvist, 2022). Although some recent studies suggest that teacher attitudes towards L1 in English Medium Instruction (EMI) classrooms are changing and that multilingualism in the classroom is accepted or even positively embraced (Aly, 2020; Inal & Turhanlı, 2019; Kantzou & Vasileiadi, 2021; Bane & Kitila, 2022; Latif, 2021), there are other studies which suggest that this trend is not universal (Breeze & Roothooft, 2021; Knudsen et al., 2020; Mayni & Paramasivam, 2021; Tong, 2021). For example, Knudsen et al. (2020) did a study in which they examined Danish data regarding teachers' behaviors, beliefs, and attitudes about multilingualism. Data were collected using the Multilingual Classroom Questionnaire (MCQ) devised by the European Literacy Network. Sixty-one participants participated in the study. The study found that, the teachers who completed the questionnaire had a positive attitude towards multilingualism, the value of maintaining and supporting students' L1, and the importance of proficiency in first language for developing language and literacy in students' L2. On the contrary, Breeze and Roothooft (2021), in their study of 60 EMI lecturers at five universities in northern Spain, used evidence from narrative frames to investigate their attitudes to first language use. The study found that around half believed that first language use was not acceptable, while most of the others only allowed the first language in extremely circumscribed conditions (for example, to foster empathy outside the classroom, to repair breakdowns in communication, or to refer to local phenomena).

In summary, the literature reviewed underscores the complex interplay between teachers' beliefs and instructional practices in writing pedagogy, highlighting the multifaceted nature of language education and the evolving landscape of multilingual instruction. However, several limitations persist across these studies. Many fail to account for how sociocultural and institutional contexts shape the formation and enactment of teacher beliefs, often assuming a direct alignment between belief and practice. Furthermore, much of the existing research is situated in the Global North or in well-resourced contexts, leaving educational settings in the Global South underexplored. This study addresses these gaps by investigating how teachers' beliefs about language and literacy interact with the realities of multilingual classrooms in the Global South. Specifically, it examines the potential of African languages to enrich EAP pedagogy and support academic success across university curricula. By exploring how students' full linguistic repertoires are perceived and potentially integrated into academic

literacy practices, the study offers context-sensitive insights into writing instruction and contributes to a more inclusive understanding of teacher beliefs in multilingual education.

2.4 Conclusion

This chapter discussed the theoretical framework that underpinned this study that deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of English for Academic Purposes at university level. The framework for the study was conceived of a combination of four theories: heteroglossia, contrastive rhetoric, academic literacies, and translanguaging. The four theories together provide a framework that explains and shapes the direction of this study. The chapter also reviewed some literature relevant for the study that addressed the impact of using L1 in L2 classrooms; the moves that students make when they write academic texts; learner identities in academic writing; student attitudes towards L1 use in the L2 classroom; and teacher perceptions, beliefs, and practices regarding the teaching of academic literacy. However, there is still a scarcity of studies that have addressed the intersectionality of English and indigenous African languages as it pertains to the teaching of academic literacy. Therefore, there is a need for this study which addresses the role of indigenous African languages in the undertaking of an EAP course at an African university.

The previous chapter provided a review of the literature relevant for the study. The next chapter outlines the research methodology used for the study.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

In tandem with the aim of the study, which is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university, this chapter aims to provide an overview of the research methodology that was used in undertaking this study which deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of English for Academic Purposes at university level. The chapter begins by outlining the research design of the study, a mixed methods approach. It then provides the rationale behind the chosen methodologies. The chapter further details the target population and sampling strategies employed. Finally, it discusses the procedures for data collection and the methods used for data analysis.

3.2 Research design

This study employed a mixed-methods approach, integrating both quantitative and qualitative methodologies. While mixed-methods research is by no means new, what distinguishes this study is the deliberate and layered combination of multiple research designs, each carefully aligned with a specific dimension of the research problem. This integrative strategy was guided by the understanding that collecting different types of data provides a more complete and nuanced understanding of complex issues (Creswell, 2003).

The novelty of the study lies in the way it moved beyond a simple parallel use of qualitative and quantitative methods to construct a deeply interwoven methodological framework. Four distinct, yet complementary research designs, were incorporated within this framework. Firstly, a pre- and post-test quasi-experimental design was employed to investigate the impact of a translanguaging intervention on students' academic performance. This approach is rarely applied in studies of this kind, particularly within multilingual academic contexts, making its use here both timely and distinctive.

In addition, a descriptive design was used to explore students' attitudes toward the use of indigenous languages in the English for Academic Purposes (EAP) classroom. This component introduced a sociolinguistic perspective to the study, providing insights into students'

perceptions and ideological stances on language use within academic contexts.To further enrich the investigation, a phenomenological research design was employed to explore lecturers' beliefs, perceptions, and practices concerning academic literacy instruction. By utilizing interviews as the primary data collection method, this approach enabled a nuanced examination of the lived experiences of educators operating at the nexus of language policy, pedagogy, and student diversity.

Perhaps most uniquely, the study incorporated case study research to compare and contrast rhetorical moves, and stance-taking in essays written in selected Namibian languages and in English. This comparative element allowed for a detailed examination of how students' academic voice and sense of self evolved through the use of indigenous languages in an academic context. Such an approach is seldomly seen in EAP research and adds a novel rhetorical and identity-based dimension to the study.

By thoughtfully integrating these diverse, yet interconnected research designs, the study offers a rich, multi-perspective understanding of translanguaging in higher education. The methodological framework is thus unique not only in its complexity and comprehensiveness but also in its intentional alignment of design choices with the specific research questions at hand. This coherence and depth position the study as a methodologically innovative contribution to the field of applied linguistics and academic literacy research.

3.3 Sampling and population

Sampling refers to the way of selecting a sample (Kumar, 2011). In the context of this study, it is the group of students and lecturers who actually participated in the study. On the other hand, population is the broader group of students and lecturers to whom the researcher intended to generalize the results of the study (Kumar, 2011). The sample was selected from the population.

The participant pool consisted of lecturers teaching the EAP course at the time of the study, as well as first-year university students enrolled in the EAP course, designed to bridge the literacy gap encountered during their transition to higher education, at the University of Namibia (UNAM). For representation purposes, the study was conducted at the Windhoek Campus. The Windhoek Campus had approximately 400 students who were enrolled in the EAP course at the time of the study. There were about 13 tutorial groups, with an average of 30 students in each tutorial group, which were taught by different lecturers. Therefore, for this study, the

researcher needed approximately 40 students. In the end, 45 students agreed to participate in the study. With regard to the lecturers, there were 11 lecturers teaching the EAP course at UNAM Windhoek Campus. Four of those lecturers participated in the study.

The students, ranging in age from 17 to 25 years, embody a diverse multilingual background, having undergone 12 years of education with English as a core subject, and at least nine years of instruction through English, starting from grade 4. Despite their extensive exposure to English, their academic literacy skills, particularly in areas such as paragraph construction, often remain rudimentary, posing significant challenges in their university adaptation.

Moreover, the majority of these students, primarily from low to middle-income backgrounds, are conversant in at least three languages, including English and various indigenous Namibian languages such as Otjiherero, Khoekhoegowab, Oshiwambo, Silozi, Rukwangali, and others. This linguistic diversity, coupled with the challenges of transitioning to the academic discourse of the university, underscores the importance of exploring pedagogical strategies that leverage their multilingual capabilities. The EAP course, a mandatory first-year module offered across two semesters, serves as a critical juncture for these students, aiming to equip them with the necessary academic literacy skills to thrive in an English-medium university setting.

In short, for the quantitative part of the study, sampling was done randomly. For the qualitative part, on the other hand, sampling was done purposively. For the quantitative component, the participants were divided into 13 tutorial groups, each consisting of around 30 students. To ensure randomness, the researcher obtained class lists from the EAP course coordinators and assigned each student a number. A simple random sampling technique was then applied using a random number generator to select 45 students across different tutorial groups. This ensured that the selected students represented a broad cross-section of the course population, enhancing the representativeness of the quantitative findings.

For the qualitative component, purposive sampling was used, for example, to select lecturers who had direct experience teaching the EAP course. Out of the 11 lecturers teaching the course at the Windhoek Campus, four were selected based on their availability, willingness to participate, and experience in teaching academic literacy. These lecturers were chosen specifically because their insights were considered critical for understanding the pedagogical strategies, challenges, and perceptions related to academic literacy instruction in a multilingual university context. The selection was guided by the need to gather rich, relevant data that aligned with the phenomenological design of the study.

This dual approach to sampling allowed the study to gather both broad, generalizable student data and in-depth, context-specific lecturer perspectives, providing a more comprehensive understanding of academic literacy development within the EAP course.

3.4 Data collection and Intervention Program Details

Data collection protocols and the translanguaging intervention program are explained in the following subsections:

3.4.1 Intervention Program Overview

In order to address the central research question concerning the impact of translanguaging on the academic performance of university students, a translanguaging intervention program was designed. The intervention program was meticulously designed to enhance the bilingual and translanguaging competencies of students in the experimental group. The participants in this group were given a unique opportunity to engage with the essay topic, whether COVID-19 vaccinations should be mandatory, using both their indigenous languages and English. This approach was not merely about translating content but about enabling students to think, reflect, and articulate their arguments utilizing the full spectrum of their linguistic repertoires.

The intervention included a series of structured tasks where students could write sequentially and simultaneously in their native languages and English, encompassing annotations, pair work, process writing, note-taking, and group discussions. This multilingual engagement aimed to foster a deeper understanding and more nuanced expression in their subsequent English essay writing. The program spanned approximately three weeks, during which students were encouraged to leverage their linguistic resources fully, thereby potentially enhancing the quality and depth of their English essay outputs.

3.4.2 Data Collection Process

Data for the study came from participant-generated essays, a survey, and interviews.

3.4.2.1 Essays

The participants were tasked with writing two monolingual argumentative essays on the same topic, whether COVID-19 vaccinations should be mandatory, using both their indigenous languages and English. The essays were written two weeks apart, with an hour and a half allotted for each session to ensure sufficient time for argument development. The participants

wrote the essays in one sitting without any aids to ensure authenticity. The essays were typed in a university-provided computer lab. The decision to have essays typed in a controlled, university-provided computer lab ensured consistency, legibility, and equitable conditions for all the participants, important measures to maintain internal validity (Cohen, Manion, & Morrison, 2018). All the participants wrote both essays simultaneously to prevent any unfair advantages.

Those essays were used to assess the impact of using indigenous languages on the EAP course and related courses at the university. The essays were also used to compare and contrast students' rhetorical moves in selected Namibian languages and English. They were also used to assess students' sense of self or stance prior and after the use of indigenous languages in the EAP course.

Participant-generated essays were chosen as a core data collection method because they provide direct, authentic evidence of students' academic writing practices and rhetorical strategies in both English and indigenous languages. This method aligns with the principles of naturalistic inquiry, which emphasize context and authenticity (Lincoln & Guba, 1985). Unlike surveys or interviews, essays allow for the natural expression of argumentation, stance, and voice, key elements in evaluating academic literacy development. By requiring essays in both English and indigenous languages on the same topic, the study facilitated a cross-linguistic analysis of rhetorical practices and identity construction, as encouraged in comparative writing research (Canagarajah, 2013).

3.4.2.2 Survey

In order to ascertain students' attitudes towards the use of indigenous languages in the EAP classroom, a survey using a Likert scale was conducted.

A Likert-scale survey was administered to quantitatively assess students' attitudes toward the use of indigenous languages in the EAP classroom. Likert scales are widely used in educational research for measuring perceptions and attitudes because they offer a simple, standardized method for capturing degrees of agreement or disagreement (Boone & Boone, 2012).

Using a Likert scale allowed for standardized responses, facilitating the application of descriptive and inferential statistical analyses. This method added a quantitative dimension to the study, enabling triangulation with the qualitative findings and thereby enhancing the validity and reliability of the overall results.

3.4.2.3 Interviews

In order to determine lecturers' beliefs, perceptions and practices regarding academic literacy teaching, semi-structured interviews were conducted. These interviews with lecturers were used to elicit in-depth information on their beliefs, perceptions, and teaching practices related to academic literacy. This format allowed for flexibility in probing emerging issues while maintaining a consistent line of questioning across interviews (Merriam & Tisdell, 2016). The open-ended nature of the interviews made it possible to uncover nuanced insights into institutional and pedagogical orientations toward language use in higher education, which would not have been accessible through surveys alone. Interview data were transcribed and analyzed verbatim to preserve the authenticity and integrity of participants' perspectives, a practice recommended in qualitative research for ensuring trustworthiness (Braun & Clarke, 2006).

3.5 Data analysis

For this study, the quantitative data were organized categorically and chronologically, reviewed repeatedly, and continually coded. As for the qualitative data, a list of major ideas that surfaced were chronicled (as suggested by Merriam, 1988) whereas taped interviews were transcribed and analyzed verbatim. In brief, qualitative data for this study were analyzed following the thematic analysis procedure where patterns or themes within qualitative data were identified (Maguire & Delahunt, 2017). As for the quantitative data, and with the aid of a Statistical Package for Social Sciences (SPSS) instrument, the study applied descriptive statistics (measures of central tendencies through MEANS and measures of dispersion through Standard Deviations). Moreover, inferential statistics relevant for the data were pitched at an alpha value of 0.05.

The use of both thematic analysis for qualitative data and statistical analysis for quantitative data was purposefully chosen to provide a holistic view of the research problem. Thematic analysis enabled an inductive exploration of patterns across narrative data, allowing the researcher to remain open to insights grounded directly in participants' experiences (Maguire & Delahunt, 2017).

Quantitative data, analysed using SPSS, supported a more generalizable understanding of trends and relationships among variables. Descriptive statistics (means and standard deviations) offered summaries of student responses, while inferential statistics (using an alpha

value of 0.05) helped determine the statistical significance of observed patterns. The use of SPSS ensured reliability and precision in handling numerical data (Pallant, 2020).

By combining qualitative depth with quantitative breadth, this mixed-methods design enhanced the study's methodological rigor and credibility. Triangulating findings across different data sources also strengthened the internal validity of the study by cross-verifying results through multiple lenses (Denzin, 2012).

3.6 Validity and reliability

Validity means that the researcher inspects the accuracy of the findings by employing certain procedures, whereas reliability indicates that the researcher's approach is consistent (Gibbs, 2007).

In ensuring internal validity, the researcher employed several strategies (Creswell & Poth, 2018). The first strategy is triangulation of data where data were collected through multiple sources to include interviews, survey, and essay analyses. Long terms and repeated interviews also assisted to ensure internal validity. Here, the participants in the study, in this case lecturers, were re-interviewed where and when necessary. With regard to ensuring external validity on the other hand, the strategies that were utilized were the provision of rich, thick, and detailed descriptions so that anyone interested in transferability would have a solid framework for comparison (Merriam, 1988).

As for ensuring reliability, the researcher provided a detailed account of the focus of the study, the researcher's role, the informant's position and basis for selection, and the context from which data were gathered (Goetz & Compte,1984). Secondly, triangulation (or more than one method of data collection and analysis) was done, which strengthened reliability as well as internal validity (Merriam, 1988). Moreover, data collection and analysis strategies were reported in detail in order to provide a clear and accurate picture of the methods used in the study.

Finally, to enhance the credibility and dependability of the analysis, all phases of this study were scrutinized by an external auditor who is experienced in both quantitative and qualitative research methods. This auditor was not directly involved in the data collection process but was familiar with the content and context of the study. Their role was to examine the raw data, coding framework, and emerging themes to evaluate whether the findings were supported by the data. The auditor provided feedback on the interpretation of results, the coherence of the

coding process, and the consistency of analytical decisions across data sources. While formal interrater reliability (i.e., statistical measurement of coding agreement between raters) was not calculated, the auditor's review functioned as a form of peer debriefing and verification, supporting the trustworthiness of the coding process.

To reduce researcher bias, several strategies were employed. First, researcher reflexivity was maintained throughout the study by keeping a research journal to record assumptions, decisions, and reflections. Second, triangulation of data sources (interviews, surveys, and essay analyses) allowed for the cross-verification of findings. Third, member checking was used, when necessary, where the participants were consulted to confirm the accuracy of transcriptions and interpretations. Lastly, rich, thick descriptions were used to situate findings in context, allowing readers to assess the transferability of the results.

These measures contributed to a rigorous, transparent, and trustworthy analysis process.

3.7 Ethical considerations

Research ethics refers to the "moral principles guiding research, from its inception through to completion and publication of results and beyond" (Matthews & Ross, 2010; Vaitilingam, 2009). This means that the researcher had to adhere to the requirements associated with a research study of this nature in order to produce an ethically sound research study.

Prior to commencing the research, the researcher submitted a research proposal to both the University of Namibia (UNAM) Research Ethics Committee and the University of the Witwatersrand Research Ethics Committee, which are the institutions' review boards. The committees required the researcher to assess the potential risk to participants in the study, such as physical, psychological, social, economic, or legal harm (Sieber, 1998). Once that was done, the researcher conveyed and described the purpose of the study to the participants instead of deceiving them (Sarantakos, 2005). Respondents were given an ethics statement of informed consent containing details about the study, which they had to read and understand before they signed. The researcher clarified any matters raised by respondents before signing the ethics statement of informed consent document. After explaining all those details to the research participants, the researcher asked for their permission to proceed with the study. In other words, informed consent was sought, and no participant was persuaded or coerced to take part in the study.

Furthermore, since interviews were recorded and some lessons were videotaped; the researcher had explained the use of gadgets, assured the research participants of the confidentiality and assured them that the information would be used purely for academic purposes and nothing else. In addition, the researcher informed the research participants that no name or identity of any individual would be published.

In summary, the study's design and participant selection were strategically chosen to address the aim of the study, which is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. The methodological focus on a combination of both quantitative and qualitative designs (mixed designs), encompassing a pre- and post-test quasi-experimental research design, a descriptive research design, a phenomenological research design, and case studies, in a real-world educational setting provides a robust framework for assessing the potential benefits of integrating indigenous languages into university-level EAP instruction.

3.8 Conclusion

This chapter provided an overview of the research methodology that was used in undertaking this study which deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of English for Academic Purposes at university level. The chapter began by outlining the research design of the study, a mixed research approach. The study also outlined the sampling and population relevant for the study, which was the group of students, who at the time of the study, were enrolled for the EAP course at the University of Namibia's Windhoek Campus as well as their lecturers. Moreover, the study addressed the data collection methods that were used for the study which included student-generated essays, a survey, and semi-structured interviews. The study also provided an overview of the translanguaging intervention program that was used in helping to address the central research question concerning the impact of translanguaging on the academic performance of university students. Furthermore, the chapter outlined the data analysis method that the study adopted. The analysis method included the categorical and chronological organization of the quantitative data and repeated reviewing of the data as well as continuous coding of the data. It also involved the analysis of the qualitative data following the thematic analysis procedure where patterns or themes within qualitative data were identified. The chapter also addressed some issues related to validity and reliability in the study in order to ensure that the findings of the study are accurate and consistent. Lastly, the chapter addressed

ethical considerations pertaining to the study in line with research ethics or moral principles guiding research.

The preceding chapter provided an overview of the research methodology utilized in the study. The next chapter focuses on the presentation, analysis, and interpretation of the quantitative data.

CHAPTER FOUR

4. QUANTITATIVE DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

The aim of this chapter is to present the results of the quantitative data of the study which sought to assess student attitudes towards the use of indigenous languages in the EAP classroom as well as the impact of using indigenous languages on the EAP course and related courses at the University of Namibia. This aim of the chapter is underpinned by the major aim of the study which is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. The chapter presents both descriptive statistics (measures of central tendencies through MEANS and measures of dispersion through Standard Deviations) and inferential statistics relevant for the data (pitched at an alpha value of 0.05). The chapter is divided into two sections. The first section presents descriptive and inferential analyses of the data on student attitudes towards the use of Indigenous languages in the EAP classroom. The second section of the study, on the other hand, presents descriptive and inferential analyses of the data on the impact of using Indigenous languages on the EAP course and related courses at the university.

4.2 Section 1

This section presents descriptive and inferential analyses of the data on student attitudes towards the use of Indigenous languages in the EAP classroom.

4.2.1 Descriptive analysis of the data on student attitudes towards the use of Indigenous languages in the EAP classroom

In order to address the question about student attitudes towards the use of indigenous languages in the EAP classroom, the participants were asked to complete a survey. The sub-themes which emerged from the study are outlined below.

4.2.1.1 Use of home language(s) in the class by self

The participants were asked to rate their use of home language(s) in class. The results are summarized in **Table 1** below.

Table 1: Use of home language(s) in the class by self

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.4091	1.16775

Table 1 above shows that 44 (N) participants responded to the question on use of home language(s) in the class. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 2.4091 and Standard Deviation score of 1.16775 were attained, respectively. The mean score of 2.4091 translates into 48%. This implies that most participants do not use their home languages in the class. Moreover, the Standard Deviation of 1.6775 shows that the group response is homogenous, which means that there is no strong variation from the group. Therefore, that most participants do not use their home languages in the class found in the study, suggests that native African languages are not being sufficiently used in the EAP classes at the university. The results are consistent with findings of previous studies (e.g., Almohaimeed & Almurshed, 2018; Galali & Cinkara, 2017) which found that, in EAP classes globally, there is a persistent monolingual bias despite the multilingual possibilities that exist in classrooms. That means that the linguistic ecology of the institution as a whole appears to favor English at the expense of African languages. This study therefore adds to the body of knowledge about the negligence of using indigenous African languages in EAP classes.

4.2.1.2 Use of home language(s) in the class by others

The participants were asked to rate the use of home language(s) in class by their peers. The results are compiled in **Table 2** below.

Table 2: Use of home language(s) in the class by others

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.0455	1.19989

Table 2 indicates that 44 participants (N = 44) responded to the question regarding the use of home language(s) by others in the classroom. The responses ranged from a minimum of 1.00 to a maximum of 5.00, with a mean score of 3.0455 and a standard deviation of 1.19989 (see Appendix 9). The mean score, equivalent to approximately 61% on a five-point Likert scale, suggests that participants frequently hear their peers using their home languages during class sessions. The relatively low standard deviation (1.19989) indicates a homogenous set of

responses, showing that this practice is a shared experience among most participants. These findings are consistent with previous research highlighting the multilingual nature of classrooms in African higher education contexts (e.g., Garcia & Wei, 2014). However, second and foreign languages, such as English, continue to dominate educational settings across Africa. Despite the formal dominance of English in university settings, students often draw on their home languages as part of their learning strategies and peer interactions (Banda, 2018; Heugh, 2013). This aligns with the notion of translanguaging, where multilingual students fluidly shift between languages to make meaning and support comprehension (Garcia & Wei, 2014). However, while the classroom experience may reflect a multilingual reality, the broader institutional framework tends to maintain an English-dominant policy. This supports the observation that African languages are often marginalized in formal education despite their prevalence in informal contexts (Alexander, 2003). The data from this study reinforce the view that while multilingual practices exist at the ground level, the linguistic ecology of the university largely favors English, potentially undermining the cultural and educational value of African languages.

4.2.1.3 Language-based seating arrangement preference

The participants were asked to rate their language-based seating arrangement preference. The results are compiled in **Table 3** below.

Table 3: Language-based seating arrangement preference

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.0227	1.26654

Table 3 shows that 44 (N) participants responded to the question regarding their preference for classroom seating arrangements. The data reflects a minimum score of 1.00 and a maximum of 5.00 (see Appendix 9). The analysis yielded a mean score of 3.0227, corresponding to approximately 60%, and a standard deviation of 1.26654. The mean score suggests that a majority of participants prefer to sit next to classmates who speak their home language. The relatively low standard deviation indicates a homogenous response pattern, suggesting limited variability in participants' preferences. The findings align with previous research highlighting the importance of home language in facilitating peer interaction and learning. Learners often feel more confident and engaged when allowed to use their home language in educational settings, as it supports identity development and cognitive engagement (Cummins, 2001a;

García, 2009). Moreover, learners draw on their home languages as a resource for meaning negotiation in multilingual classrooms (Setati, Adler, Reed, & Bapoo, 2002). Therefore, the findings of this study reinforce the pedagogical value of home language use in promoting inclusive and effective learning environments.

4.2.1.4 Relationship between English and home language(s)

The participants were asked to rate the frequency with which they use their home language(s) in class in comparison to English. The results are summarized in **Table 4** below.

Table 4: Relationship between English and home language(s)

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	1.7045	.95429

Table 4 above shows that 44 (N) participants responded to the question on the relationship between English and home languages. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 1.7045 and Standard Deviation score of .95429 were attained, respectively. The mean score of 1.7045 translates into 34%. This implies that most participants do not use their home language(s) in class more than they use English. Moreover, the Standard Deviation of .95429 shows that the group response is homogenous, which means that there is no strong variation from the participants. The results show that there seems to be an exclusion of native African languages in EAP classrooms at the university. The results of the study therefore confirm the persistent negligence of using indigenous languages in EAP classes worldwide reported in several studies (e.g., Giannikas, 2011; Hlas, 2016; Izquierdo, Martínez, Pulido, & Zúñiga, 2016; Saburlu, 2019; Viakinnou-Brinson, Herron, Cole, & Haight, 2012; Vosoughi, 2012).

4.2.1.5 Individual choice on use of home language(s) in class

The participants were asked to rate their individual choices on use of home language(s) in class. The results are outlined in **Table 5** below.

Table 5: Individual choice on use of home language(s) in class

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.7273	1.18839

Table 5 above indicates that 44 participants responded to the question about using home languages in class, with a mean score of 2.7273 (55%) and a standard deviation of 1.18839. This suggests that most participants support the use of home languages in the classroom and that responses were relatively consistent. These findings align with previous studies (e.g., Cenoz & Gorter, 2015; Cummins, 2001b; García & Wei, 2014), which emphasized the benefits of incorporating home languages for academic success and identity. The low standard deviation here suggests that there is a general consensus among students about the value of home language use in education. Therefore, the results suggest that university students are generally open to incorporating home languages in classes, echoing broader trends in multilingual education research.

4.2.1.6 Value of home language in EAP

The participants were asked to rate the value of their home languages in EAP. The results are summarized in **Table 6** below.

Table 6: Value of home language in EAP

N	Minimum	Maximum	Mean	Std. Deviation
44	3.00	5.00	4.4318	.75937

Table 6 above shows that 44 (N) participants responded to the question on the value of their home languages in EAP. It also shows minimum and maximum scores of 3.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 4.4318 and Standard Deviation score of .75937 were attained. The mean score of 4.4318 translates into 89%. This implies that most participants believe that their home languages are important to them. Moreover, the Standard Deviation of .75937 shows that the group response is homogenous, which means that there is no strong variation from the participants. The findings in the study suggest that students at the university consider their home languages to be valuable to them. These findings align with previous studies (e.g., Humphries et al., 2024; Tran, 2024; Zhang & Lütge, 2023) which emphasized the significance of learners' first languages (L1s) in second language (L2) acquisition. The participants' positive perceptions in this study suggest that students at the university not only value their home languages but also perceive them as contributing positively to their academic success in EAP. Thus, this study contributes to the growing body of literature advocating for the inclusion and recognition of L1 in L2 classrooms.

4.2.1.7 Level of confidence when using home language(s)

The participants were asked to rate their level of confidence when using home language(s). The results are compiled in **Table 7** below.

Table 7: Level of confidence when using home language(s)

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.0909	1.15775

Table 7 above shows that 44 (N) participants responded to the question on their level of confidence when using home language(s). It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.0909 and Standard Deviation score of 1.15775 were attained, respectively. The mean score of 3.0909 translates into 62%. This implies that most participants feel confident when they use their home languages in class. Moreover, the Standard Deviation of 1.15775 shows that the group response is homogenous, and that means that there is no strong variation from the participants. These findings align with previous studies (e.g., Decristan et al., 2024; Kiramba & Charamba, 2023; Schoeman et al., 2023) which highlighted the positive impact of home language use on student confidence and participation. These studies underscore the importance of integrating students' home languages into the learning environment to foster a more inclusive and effective educational experience. Therefore, the confidence expressed by participants in using their home languages reinforces the notion that L1 serves as a valuable resource in L2/FL classrooms. This study adds to the growing body of research advocating for translanguaging practices, which recognize the dynamic and strategic use of learners' full linguistic repertoires to support academic development.

4.2.1.8 Motivation to learn through home language(s)

The participants were asked to rate their level of motivation to learn when they use their home languages in class. The results are outlined in **Table 8** below.

Table 8: Motivation to learn through home language(s)

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.6136	1.22410

Table 8 indicates that 44 (N) participants responded to the question regarding their motivation to learn when allowed to use their home languages in the classroom. The data show a minimum score of 1.00 and a maximum of 5.00 (see Appendix 9), with a mean score of 2.6136 and a standard deviation of 1.22410. The mean score translates to approximately 52% on a scale from 1 to 5, suggesting a moderate level of motivation among participants. This indicates that students were somewhat divided in their perceptions, though there is a slight inclination toward increased motivation when the use of home languages is permitted. Furthermore, the standard deviation of 1.22410 suggests a relatively homogenous set of responses, indicating minimal variability in participant views. The moderate motivation reported can be attributed to the affective role that the first language (L1) plays in classroom settings. The findings of this study align with previous research (e.g., Kiramba & Harris, 2023; Rodríguez-Mosquera & Leeman, 2022; Storch & Wigglesworth, 2003; Yenice, 2018) which has demonstrated that learners who are permitted to use their first language (L1) in second language (L2) classrooms report higher levels of motivation and experience a reduction in cognitive load. This study thus contributes to the growing body of literature affirming the pedagogical and affective value of L1 in L2 learning contexts.

4.2.1.9 Use of home language(s) to improve writing skills

The participants were asked to rate the effect of using home language(s) to improve writing skills. The results are summarized in **Table 9** below.

Table 9: Use of home language(s) to improve writing skills

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.4091	1.12721

Table 9 above shows that 44 (N) participants responded to the question on the effect of using home language(s) to improve writing skills. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 2.4091 and Standard Deviation score of 1.12721 were attained, respectively. The mean score of 2.4091 translates into 48%. This implies that most participants believe that using their home languages in class will not help them improve their writing skills. Moreover, the Standard Deviation of 1.12721 shows that the group response is homogenous, which means that there is no strong variation from the participants. The findings of this study, where participants were skeptical about the role of their home language(s) in improving writing skills, align with previous

research (e.g., Kern, 2020) that investigated the use of first language (L1) in second language (L2) acquisition. Although the use of L1 may support overall language development, its direct benefits for writing improvement are not always acknowledged by students. The results of this study contribute to ongoing discussions in the field, highlighting the complex and diverse perceptions of L1 use in academic contexts.

4.2.1.10 Use of home language(s) to improve academic performance

The participants were asked to rate the effect of using home language(s) on improvement of academic performance. The results are summarized in **Table 10** below.

Table 10: Use of home language(s) to improve academic performance

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.3636	1.16321

Table 10 above shows that 44 (N) participants responded to the question on the effect of using home language(s) to improve academic performance. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 2.3636 and Standard Deviation score of 1.16321 were attained, respectively. The mean score of 2.3636 translates into 47%. This implies that most participants do not believe that the use of home language(s) in the class will help them improve their academic performance. Moreover, the Standard Deviation of 1.16321 shows that the group response is homogenous, which means that there is no strong variation from the participants. The results of the study therefore allude to the persistent negligence of using indigenous African languages in academic settings. The findings concur with findings of other studies (e.g., Al-Ta'ani, 2019) which reported L2 students' negative attitudes towards use of L1 in conducting scholarly work. These findings further highlight the ongoing disregard for indigenous African languages in academic contexts. Despite growing recognition of the cognitive and educational benefits of bilingualism and/or multilingualism, students may still perceive their home language(s) as less relevant or even a hindrance to their academic success, especially in environments where the use of the second language (L2) is prioritized. This study thus contributes to the broader discussion on language attitudes, especially regarding the role of L1 in enhancing academic performance in multilingual settings.

4.2.1.11 Use of only English in the class

The participants were asked to rate their opinions on use of only English in the class. The results are compiled in **Table 11** below.

Table 11: Use of only English in the class

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.2273	1.19813

Table 11 above shows that 44 (N) participants responded to the question on their opinions about use of only English in the class. The table also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.2273 and Standard Deviation score of 1.19813 were attained, respectively. The mean score of 3.2273 translates into 65%. This implies that most participants think that only English should be used in the class. Moreover, the Standard Deviation of 1.19813 shows that the group response is homogenous, which means that there is no strong variation from the participants. Therefore, the finding in the study that most participants think that only English should be used in the class seems to reveal that students at the university value English more than they value their L1s. These findings align with previous studies (e.g., Ngidi & Mncwango, 2022a) that highlighted a preference for English in academic settings, often attributed to its perceived status and utility. The findings of the study thus contribute to the growing body of literature on language use in education by offering contemporary insights into student attitudes toward English-only policies in multilingual university settings. Moreover, the study highlights the enduring gap between multilingual language policies and actual classroom practices.

4.2.1.12 Use of home language(s) to help learn English

The participants were asked to rate the effect of using home language(s) to help learn English. The results are summarized in **Table 12** below.

Table 12: Use of home language(s) to help learn English

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.0682	.99762

Table 12 above shows that 44 (N) participants responded to the question on the effect of using home language(s) to help learn English. It also shows minimum and maximum scores of 1.00

and 5.00, respectively (see Appendix 9). The results show that a mean score of 2.0682 and Standard Deviation score of .99762 were attained. The mean score of 2.0682 translates into 41%. This implies that most participants do not think that use of home language in class will help them learn English. Moreover, the Standard Deviation of .99762 shows that the group response is homogenous, which means that there is no strong variation from the participants. Therefore, from the findings in the study, it can be inferred that students at the university think that use of L1 in class impedes their learning of English. These findings are consistent with previous research (e.g., Macaro, 2001) which suggested that learners frequently perceive the use of the L1 as an impediment to L2 acquisition, primarily due to concerns about reduced exposure to the target language. However, some studies (e.g., Cummins, 2007; Liu & Yeung, 2023; Swain & Lapkin, 2000) suggest that the L1 can play a supportive role in L2 learning, particularly when learners are engaging with complex tasks. While many participants in the current study perceive the L1 as a hindrance, these findings contribute to the ongoing academic debate by highlighting the nuanced role of the L1 in second language acquisition. As such, the study adds to the growing body of research challenging the misconception that L1 use in the classroom inherently impedes L2 development.

4.2.1.13 Need for home language to better understand difficult concepts

The participants were asked to rate the need for home language to better understand difficult concepts. The results are reported in **Table 13** below.

Table 13: Need for home language to better understand difficult concepts

N	Minimum	Maximum	Mean	Std. Deviation
44	2.00	5.00	3.8409	.96311

Table 13 above shows that 44 (N) participants responded to the question on the need for home language to better understand difficult concepts. It also shows minimum and maximum scores of 2.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.8409 and Standard Deviation score of .96311 were attained, respectively. The mean score of 3.8409 translates into 77%. This implies that most participants think that home language is necessary to better understand difficult concepts. Moreover, the Standard Deviation of .96311 shows that the group response is homogenous, which means that there is no strong variation from the participants. The fact that the majority of the participants indicated that they regard home language as necessary to better understand difficult concepts, therefore, suggests that students

at the university would prefer their lecturers to use L1 to explain concepts they do not understand. The findings from the survey align with past research (e.g., Cummins, 2000; García & Wei, 2014; Garrison-Fletcher et al., 2019; Vygotsky,1978) that emphasizes the importance of home language in learning. These studies collectively reinforce the current findings, which suggest that students prefer using their home language to understand challenging academic content, as it enhances comprehension and reduces cognitive load. The current study reinforces the idea that home language use is not just a preference but a critical pedagogical resource for improving academic comprehension and learning effectiveness.

4.2.1.14 Need for home language to better identify terminology

The participants were asked to rate the need for home language to better identify terminology. The results are summarized in **Table 14** below.

Table 14: Need for home language to better identify terminology

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.4091	1.16775

Table 14 above shows that 44 (N) participants responded to the question on the need for home language to better identify terminology. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.4091 and Standard Deviation score of 1.16775 were attained. The mean score of 3.4091 translates into 68%. This implies that most participants think that home language is necessary to better identify meanings of terminology. Moreover, the Standard Deviation of 1.16775 shows that the group response is homogenous, which means that there is no strong variation from the participants. The results of the present study suggest that students at the university may be using their L1 as a strategy to enhance their understanding of English vocabulary, confirming the role of L1 as a legitimate tool in the L2 learning process. These findings align with past research (e.g., Cook, 2001; Cummins, 2000; Jee, 2020; Macaro, 2018a; Pica, 2012) on the role of L1 in L2 learning which highlighted the positive influence of L1 on L2 vocabulary acquisition. Overall, the findings of this study reinforce the growing body of evidence supporting the use of L1 in L2 vocabulary learning, especially when learners encounter unfamiliar terminology. This study augments the ongoing dialogue on how L1 can aid the comprehension of L2 terms, further emphasizing the necessity of integrating home language in second language pedagogy.

4.2.1.15 Speaking home language(s) in class when necessary

The participants were asked to rate the need for speaking home language(s) in class. The results are outlined in **Table 15** below.

Table 15: Speaking home language(s) in class when necessary

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.0682	1.24635

Table 15 above shows that 44 (N) participants responded to the question on the need for speaking home language(s) in class. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.0682 and Standard Deviation score of 1.24635 were attained, respectively. The mean score of 3.0682 translates into 61%. This implies that most participants want to be able to speak their home languages in class when they feel they need to. Moreover, the Standard Deviation of 1.24635 shows that the group response is homogenous, which means that there is no strong variation from the participants. The study's findings therefore reveal that students at the university may be inclined to use L1 when they feel that their L2 competence is not sufficient to complete a language task or to cope with anxiety-arousing situations. These findings align with previous research (e.g., Jee, 2020; Macaro, 2018b; Soler & Ferrer, 2020) that has investigated the role of L1 in L2 classrooms. The findings of the current study contribute to the body of knowledge in the field of multilingualism by reinforcing the understanding that strategic use of the home language in L2 classrooms can support learners' comprehension and reduce anxiety, especially when L2 proficiency is limited.

4.2.1.16 English-only instruction

The participants were asked to rate their opinions on English-only instruction. The results are summarized in **Table 16** below.

Table 16: English-only instruction

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	4.0000	1.05654

Table 16 above shows that 44 (N) participants responded to the question on their view regarding English-only instruction. It also shows minimum and maximum scores of 1.00 and

5.00, respectively (see Appendix 9). The results show that a mean score of 4.0000 and Standard Deviation score of 1.05654 were attained, respectively. The mean score of 4.0000 translates to 80%. This implies that most participants would prefer their lecturers to only use English when teaching. Moreover, the Standard Deviation of 1.05654 shows that the group response is homogenous, which means that there is no strong variation from the participants. Therefore, the participants' preference for their lecturers to use only English when lecturing suggests that students at the university place greater value on English than on their L1s. This strong preference for English-only instruction aligns with previous studies (e.g., Ngidi & Mncwango, 2022b; Norro, 2022) in multilingual educational contexts which have reported students' preference for English-only instruction. The findings of the current study therefore suggest that students' preferences for English-only instruction may be influenced by broader institutional and societal language ideologies, which often prioritize English over indigenous languages.

4.2.1.17 Use of home language(s) for deeper comprehension

The participants were asked to rate the value of home languages in fostering deeper comprehension. The results are compiled in **Table 17** below.

Table 17: Use of home language(s) for deeper comprehension

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.0682	1.24635

Table 17 above shows that 44 (N) participants responded to the question on the value of home languages in fostering deeper comprehension. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.0682 and Standard Deviation score of 1.24635 were attained, respectively. The mean score of 3.0682 translates into 61%. This implies that most participants think that the use of home language in class helps them to foster deeper comprehension of content or topic. Moreover, the Standard Deviation of 1.24635 shows that the group response is homogenous, which means that there is no strong variation from the participants. The finding in the study therefore alludes to the significance of home language use in class by students to better understand content. The findings are aligned with findings of previous studies (e.g., Alzahrani, 2019a) which reported on use of L1 in L2 classrooms for improved comprehension. Therefore, this study boosts the body of knowledge about the efficacy of L1 use to understand content.

4.2.1.18 Use of home language(s) in discussions when working in pairs or groups

The participants were asked to rate their desire for use of home language(s) in discussions when working in pairs or groups. The results are summarized in **Table 18** below.

Table 18: Use of home language(s) in discussions when working in pairs or groups

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.2727	1.28251

Table 18 above shows that 44 (N) participants responded to the question on their desire for use of home language(s) in discussions when working in pairs or groups. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.2727 and Standard Deviation score of 1.28251 were attained respectively. The mean score of 3.2727 translates into 65%. This implies that most participants feel that, as students, they should be allowed to use their home languages in discussions when working in pairs or groups. Moreover, the Standard Deviation of 1.28251 shows that the group response is homogenous, which means that there is no strong variation from the participants. Therefore, the participants' inclination for wanting to be permitted to use their home languages in discussions when working in pairs or groups revealed in the study suggests that, when they perform functions with their peers in class, students at the university prefer to use L1. This preference aligns with previous studies (e.g., Makgatho & Mbirimi-Hungwe, 2023; Mbirimi-Hungwe, 2023;) which emphasize the benefits of incorporating home languages in academic settings. The findings of the current study contribute to the body of knowledge in the field of multilingualism by highlighting the pedagogical value of using home languages in peer interactions, which can enhance comprehension and participation in multilingual classrooms.

4.2.1.19 Use of home language(s) for increased participation

The participants were asked to rate their desire for use of home language(s) to ask questions related to the lesson if they do not understand. The results are outlined in **Table 19** below.

Table 19: Use of home language(s) for increased participation

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	3.0227	1.30275

Table 19 above shows that 44 (N) participants responded to the question on their desire for use of home language(s) to ask questions related to the lesson if they do not understand. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 3.0227 and Standard Deviation score of 1.30275 were attained, respectively. The mean score of 3.0227 translates into 60%. This implies that most participants feel that, as students, they should be allowed to use their home languages to ask questions related to the lesson if they do not understand. Moreover, the Standard Deviation of 1.30275 shows that the group response is homogenous, which means that there is no strong variation from the participants. The finding in the study therefore reveals that students at the university would prefer using L1 to ask for clarification. That means that use of L1 in L2 classrooms may lead to increased participation from the students. The findings align with previous studies (e.g., Garcia & Wei, 2014; Miller, 2019) which reported on the benefits of using home languages in second-language (L2) classrooms. This study contributes to translanguaging research by showing that allowing home language use for clarification in L2 classrooms improves participation and comprehension.

4.2.1.20 Peer to peer conversations in home language(s)

The participants were asked to rate the degree to which they use their home languages with their peers in the classroom. The results are summarized in **Table 20** below.

Table 20: Peer to peer conversations in home language(s)

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.6364	1.08029

Table 20 above shows that 44 (N) participants responded to the question on the degree to which they use their home languages with their peers in the classroom. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 2.6364 and Standard Deviation score of 1.08029 were attained. The mean score of 2.6364 translates into 53%. This implies that most participants prefer to use their home languages with their classmates in the class. Moreover, the Standard Deviation of 1.08029 shows that the group response is homogenous, which means that there is no strong variation from the participants. Therefore, based on the findings in the study, it can be inferred that students at the university would favor using L1 for peer-to-peer conversations or interactions.

The current study's findings concur with previous studies (e.g., Nguyen & Hamid, 2020; Tian & Jiang, 2021; Zhu et al., 2024) that revealed students' preference for using their home language (L1) during peer interactions in the classroom. The findings of the current study reinforce the idea that L1 plays a crucial role in facilitating communication and social cohesion among students in L2 classrooms. This study therefore augments the body of research about the role of L1 in peer-to-peer engagements in L2 classrooms.

4.2.1.21 Mixed language use

The participants were asked to rate the extent to which they mix languages in class when they communicate. The results are summarized in **Table 21** below.

Table 21: Mixed language use

N	Minimum	Maximum	Mean	Std. Deviation
44	1.00	5.00	2.4318	1.10806

Table 21 above shows that 44 (N) participants responded to the question on mixed use of languages in class. It also shows minimum and maximum scores of 1.00 and 5.00, respectively (see Appendix 9). The results show that a mean score of 2.4318 and Standard Deviation score of 1.10806 were attained, respectively. The mean score of 2.4318 translates into 48%. This implies that, given the choice, most participants would not mix languages in class. Moreover, the Standard Deviation of 1.10806 shows that the group response is homogenous, which means that there is no strong variation from the participants. The supposed unwillingness by the participants to mix languages in class disclosed in the study connotes that students at the university perceive that mixing of languages would interfere with their L2 learning. The results are aligned with findings of previous studies (Carson & Kashihara, 2012; Öz & Karaazmak, 2019) which reported L2 students' perceptions about use of other languages in class, alongside the target language, as having a negative impact on acquisition of skills of that language.

The previous part of this section outlined the descriptive analysis of the data (measures of central tendencies through MEANS and measures of dispersion through Standard Deviations) on student attitudes towards the use of indigenous languages in the EAP classroom. The part that follows outlines the inferential analysis of the data (pitched at an alpha value of 0.05) on student attitudes towards the use of indigenous languages in the EAP classroom to determine

whether or not the differences in mean scores between the dependent variables are statistically significant.

4.2.2 Inferential analysis of the data on student attitudes towards the use of Indigenous languages in the EAP classroom

The descriptive statistics above, which are summarized in **Table 22** below and analyzed further, were subjected to a Multivariate Analysis of Variance (MANOVA) test. That is, mean differences between dependent variables on student attitudes towards the use of indigenous languages in the EAP classroom were evaluated to test if the differences were statistically significant. The MANOVA was deemed ideal for this aspect of the study since more than two dependent variables were analyzed.

Table 22: Summary of descriptive statistics

Dependent variables	N	Mean	Std. Deviation
1. Use of home language(s) in the class by self	44	2.4091	1.16775
2. Use of home language(s) in the class by others	44	3.0455	1.19989
3. Language-based seating arrangement preference	44	3.0227	1.26654
4. Relationship between English and home language(s)	44	1.7045	.95429
5. Individual choice on use of home language(s) in class	44	2.7273	1.18839
6. Value of home language in EAP	44	4.4318	.75937
7. Level of confidence when using home language(s)	44	3.0909	1.15775
8. Motivation to learn through home language(s)	44	2.6136	1.22410
9. Use of home language(s) to improve writing skills	44	2.4091	1.12721
10. Use of home language(s) to improve academic performance	44	2.3636	1.16321
11. Use of only English in the class	44	3.2273	1.19813
12. Use of home language(s) to help learn English	44	2.0682	.99762
13. Need for home language to better understand difficult concepts	44	3.8409	.96311
14. Need for home language to better identify terminology	44	3.4091	1.16775

15. Speaking home language(s) in class when necessary	44	3.0682	1.24635
16. English-only instruction	44	4.0000	1.05654
17. Use of home language(s) for deeper comprehension	44	3.0682	1.24635
18. Use of home language(s) in discussions when working in pairs or groups	44	3.2727	1.28251
19. Use of home language(s) for increased participation	44	3.0227	1.30275
20. Peer to peer conversations in home language(s)	44	2.6364	1.08029
21. Mixed language use	44	2.4318	1.10806

Table 22 above shows that there were 21 dependent variables which made up the survey on students' attitudes towards using home language in an English for Academic Purposes (EAP) class. This indicates that the survey consisted of 21 questions for the participants to answer. The table above also shows that 44 participants responded to each question. Moreover, the results in the table show the mean and standard deviation scores of all the 21 dependent variables.

For the mean scores, the results show that mean scores of less than 2.5 were obtained in six of the 21 variables. These variables include relationship between English and home languages (M: 1.7045), use of home language(s) to help learn English (M: 2.0682), use of home language(s) to improve academic performance (M: 2.3636), use of home language(s) to improve writing skills (M: 2.4091), use of home language(s) in the class by self (M: 2.4091), and mixed language use (M: 2.4318). This implies that most participants do not use their home language(s) in class more than they use English, they do not think that use of home language in class will help them learn English, they do not believe that the use of home language(s) in the class will help them improve their academic performance, they believe that using their home languages in class will not help them improve their writing skills, they do not use their home languages in the class, and that, given the choice, they would not mix languages in class. This, therefore, means that there is a persistent monolingual bias despite the multilingual possibilities that exist in the classroom at the university.

The mean scores of the rest of the other variables range between 2.6136 and 4.4318. The variables include motivation to learn through home language(s) (M: 2.6136), peer to peer conversations in home language(s) (M: 2.63640), individual choice on use of home language(s) in class (M: 2.7273), use of home language(s) in the class by others (M: 3.0455), language-based seating arrangement preference (M: 3.0227), use of home language(s) for increased

participation (M: 3.0227), speaking home language(s) in class when necessary (M: 3.0682), use of home language(s) for deeper comprehension (M: 3.0682), level of confidence when using home language(s) (M: 3.0909), use of only English in the class (M: 3.2273), use of home language(s) in discussions when working in pairs or groups (M: 3.2727), need for home language to better identify terminology (M: 3.4091), need for home language to better understand difficult concepts (M: 3.8409), English-only instruction (M: 4.0000), and value of home language in EAP (M: 4.4318). Although the results show some preference for use of L1 in EAP classes by the participants, quite a large number of them preferred English to be the only language used in the class (M: 3.2273, or 65 %). An overwhelming number of participants also preferred their lecturers to only use English when lecturing (M: 4.0000, or 80%). Therefore, their supposed preference for use of only English in the class and English-only instruction may be due to the linguistic ecology of the institution as a whole that has continued to favor English at the expense of African languages. That means that there is much more ideological preference for English. It can therefore be extrapolated that, overall, students in EAP classrooms at the university are split over their preference for English or home languages use in the classroom but seem to tilt more towards English.

In the previous discussion, an analysis of the descriptive statistical information summarized in Table 22 above was done by comparing the mean scores of all the dependent variables. The next discussion focuses on determining, through a Multivariate Analysis of Variance (MANOVA) test, whether the differences in the mean scores of the variables on student attitudes towards the use of indigenous languages in the EAP classroom are statistically significant. **Table 23** below shows a summary of results from a Multivariate Analysis of Variance (MANOVA) test that was conducted.

Table 23: Summary of results from a Multivariate Analysis of Variance (MANOVA) test

MANOVA for Equality of Means			
	F	Df	Sig.
Difference	175.066	21.000	.001

The MANOVA test results summarized in Table 23 above pertain to whether the differences in the mean scores of the variables on student attitudes towards the use of indigenous languages in the EAP classroom are statistically significant or not. The F value recorded at 175.0, coupled with 21 degrees of freedom, leads to a significance level of .001. This significance level, which is below the conventional alpha threshold of .05, indicates that the differences in mean scores

between the dependent variables regarding student attitudes toward the use of indigenous languages in the EAP classroom are statistically significant. Consequently, the null hypothesis, positing a significant difference in mean scores between the dependent variables on student attitudes towards the use of indigenous languages in the EAP classroom, is rejected.

The rejection of the null hypothesis in this context reveals that the observed disparities in mean scores between the dependent variables on student attitudes towards the use of indigenous languages in the EAP classroom are not attributable to chance but are rather meaningful.

The previous section presented descriptive and inferential analyses of the data on student attitudes towards the use of Indigenous languages in the EAP classroom. The section that follows presents descriptive and inferential analyses of the data on the impact of using indigenous languages on the EAP course and related courses at the university.

4.3 Section 2

This section elucidates the findings from a comprehensive evaluation examining the effects of integrating indigenous languages within English for Academic Purposes (EAP) courses and other related academic disciplines at the university. The investigation employed both descriptive and inferential statistics to analyze the data derived from the pre-test and post-test assessments conducted in both the experimental and control groups.

4.3.1 Baseline Academic Performance Prior to Translanguaging Intervention

This initial analysis was conducted to assess the comparability of the experimental and control groups, which aimed at establishing a baseline of their academic performance before the implementation of the mother tongue-based translanguaging intervention. The focus was to ensure a level playing field, thereby accurately gauging the subsequent impact of the intervention on their learning outcomes.

Table 24 below shows a summary of the descriptive statistics of the pre-test results for both experimental and control groups.

Table 24: Overview of baseline performance

Participants	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Group	45	12.00	22.00	15.4889	2.39907
Control Group	46	11.00	22.00	15.4783	2.57111
Valid N (listwise)	45				

Table 24 delineates the pre-test scores for both groups under study. It presents data from 45 participants in the experimental group and 46 in the control group, all of whom completed a monolingual English essay assignment. The experimental group's scores ranged from 12.00 to 22.00, with a mean of 15.4889 and a standard deviation of 2.39907. Conversely, the control group's scores spanned from 11.00 to 22.00, with a nearly identical mean of 15.4783 and a slightly higher standard deviation of 2.57111. The proximate mean values indicate a parallel performance level between the two groups prior to any translanguaging interventions, suggesting no significant initial advantage in either group's academic performance. The relatively low standard deviations signify a uniformity in responses, indicating minimal variance among participants' scores.

The findings imply that the initial academic competencies of students, regarding the monolingual English essay task, were comparably balanced across both groups. This baseline equivalence establishes a foundation for subsequent analyses on the impact of incorporating indigenous languages into the curriculum, aiming to discern any shifts in academic outcomes post-intervention.

This section presents an inferential statistical analysis comparing the mean scores of the experimental and control groups prior to the translanguaging intervention, utilizing an Independent Samples T-Test. The primary objective is to ascertain the statistical significance of the differences observed in the mean scores, thereby providing a deeper understanding of the intervention's effectiveness. This analysis is in **Table 25** below:

Table 25: Summary of pre-test results from an Independent Samples T Test

	t-test for Equality of Means					
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference (Lower)	(Upper)
Difference	.020	89	.984	.01063	-1.02571	1.04696

The T-Test results summarized in Table 25 pertain to the initial comparative analysis between the experimental and control groups, focusing on their pre-test performances. The t-value recorded at .020, coupled with 89 degrees of freedom, leads to a two-tailed significance level of .984. This significance level, substantially exceeding the conventional alpha threshold of .05, indicates a lack of statistical significance in the mean score differences between the two groups prior to the intervention.

The mean difference between the groups is minor (.01063), and the wide confidence interval (-1.02571 to 1.04696) further underscores the absence of a meaningful disparity in their initial performances. Consequently, the null hypothesis, positing no significant difference between the groups' mean scores, is retained. This outcome aligns with expectations, given that neither group had undergone the translanguaging intervention before the pre-test, thereby participating under comparable conditions.

The retention of the null hypothesis in this context reveals that the preliminary academic standings of both groups were statistically indistinguishable, thereby providing a balanced baseline for evaluating the post-intervention impacts. This foundational similarity ensures that any subsequent differences observed post-intervention can be more confidently attributed to the translanguaging strategies employed, rather than pre-existing disparities in group performance.

4.3.2 The Efficacy of Translanguaging Interventions in EAP Courses: Post-Test Analysis

This segment presents a detailed examination of the outcomes following the application of translanguaging strategies in English for Academic Purposes (EAP) courses, contrasting the performances of the experimental and control groups. This section is grounded in a descriptive statistical analysis of the post-test results, highlighting the effectiveness of incorporating indigenous languages in enhancing academic performance.

Refer to **Table 26** below for a summarized representation of the post-intervention data:

Table 26: Summary of Post-Test Results

Participants	N	Minimum	Maximum	Mean	Std. Deviation
Experimental Group	45	13.00	28.00	19.0444	2.76303
Control Group	46	10.00	23.00	15.4348	2.77010
Valid N (listwise)	45				

Table 26 articulates the post-test performances, depicting the experimental group's advancement with scores ranging from 13.00 to 28.00, achieving an average score of 19.0444, and a standard deviation of 2.76303. Conversely, the control group's scores were between 10.00 and 23.00, with an average of 15.4348 and a standard deviation of 2.77010. The elevated mean score of the experimental group signifies a notable improvement and superior performance compared to the control group's outcomes post-intervention.

The experimental group's superior performance can be effectively understood through the lens of Mikhail Bakhtin's concept of heteroglossia, the coexistence of multiple voices and perspectives within a single text, reflecting the diverse linguistic and cultural contexts that individuals bring to their communication. In this study, the experimental group's ability to write in both their native languages and English, coupled with their engagement in pair work and group discussions, aligns with Bakhtin's notion of heteroglossia. By drawing on their full linguistic repertoires, students were able to integrate different linguistic and cultural perspectives, resulting in essays with enhanced focus, originality, and organizational coherence.

The findings suggest that the experimental group performed better than the control group. The experimental group exhibited clearer thesis statements, better organization, and more effective support for their claims. These improvements can be attributed to their ability to utilize a variety of linguistic resources. Their essays reflected a more nuanced and multi-faceted development of ideas, supported by logical reasoning and explicit assumptions. The translanguaging practices, which allowed students to incorporate their native languages alongside English, facilitated deeper cognitive processing and reflection. This approach enabled them to articulate arguments more effectively and incorporate diverse perspectives, in line with Bakhtin's concept of dialogic interaction between different voices and viewpoints (Harris, 2020).

In contrast, the control group's reliance on a monolingual English approach limited their ability to engage with multiple linguistic and cultural perspectives. This limitation potentially constrained their performance in terms of focus, originality, and depth of reasoning. Therefore, the translanguaging approach not only enhanced language proficiency but also leveraged the theoretical concept of heteroglossia to improve overall academic performance, highlighting the value of integrating diverse linguistic resources in educational contexts.

The comparative analysis highlights a significant enhancement in the academic performance of the experimental group, which participated in the translanguaging intervention, as opposed to the control group, which adhered to conventional monolingual English instructional methods. The close standard deviation values for both groups indicate a consistency in performance within each group, suggesting that the observed differences in mean scores are indicative of the intervention's effectiveness rather than variations in group homogeneity.

The post-test results highlight the potential benefits of incorporating first language (L1) translanguaging practices into English for Academic Purposes (EAP) university courses. These findings suggest that such integration could significantly enhance students' academic performance by improving their writing skills, facilitating better understanding and engagement, and supporting overall language development within the EAP context. This analysis sets a foundation for advocating the inclusion of indigenous languages as a strategic pedagogical tool in higher education settings, particularly in courses designed to enhance academic English proficiency, develop critical thinking skills, enhance research capabilities, and refine academic writing, among other skills.

4.3.4 Statistical relevance of indigenous language use in EAP course: Post-intervention T-Test Analysis

This segment presents the inferential statistical examination conducted to evaluate the impact of indigenous language integration in English for Academic Purposes (EAP) courses, following a translanguaging intervention. The investigation involves an Independent Samples T-Test aimed at comparing the post-test mean scores of the experimental and control groups. The essence of this analysis is to determine the statistical significance of the observed differences, thereby elucidating the effectiveness of the translanguaging approach. **Table 27** below presents the post-test results of the Independent Samples T-Test.

Table 27: Summary of post-test results from an Independent Samples T-Test

	t-test for Equality of Means					
	T	Df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference (Lower)	(Upper)
Difference	6.223	89	.000	3.60966	2.45707	4.76225

As illustrated in table 27 above, the T-Test conducted on the post-test data yields a t-value of 6.223 with 89 degrees of freedom, pinpointing a highly significant two-tailed p-value of .000. This statistical significance, well below the standard alpha level of .05, strongly indicates a meaningful difference in the mean scores between the experimental and control groups following the intervention.

The observed mean difference of 3.60966 between the groups, coupled with a 95% confidence interval ranging from 2.45707 to 4.76225, substantiates the substantial impact of the translanguaging intervention. The statistical analysis decisively rejects the null hypothesis, affirming that the differences in mean scores are not attributable to random chance but are a direct consequence of the applied linguistic strategies.

The significance of these findings is profound, indicating that the experimental group, which underwent the translanguaging intervention, exhibited a marked improvement in their post-test performance compared to the control group. This advancement is reflected in the substantial elevation of the experimental group's mean score from the pre-test to the post-test. Conversely, the control group, which did not receive the translanguaging treatment, showed no similar improvement, thereby underscoring the effectiveness of the translanguaging approach in enhancing academic outcomes in EAP courses (See appendices 45 & 46). The results advocate for the pedagogical integration of indigenous languages as a potent tool in fostering academic excellence and optimizing learning experiences in university-level education.

4.4 Discussion

This chapter discussed student attitudes towards the use of indigenous languages in the EAP classroom as well as the impact of using indigenous languages on the EAP course and related courses at university level. The themes are discussed in detail below.

4.4.1 Student attitudes towards the use of indigenous languages in the EAP classroom

This study explored students' attitudes toward the use of indigenous languages in English for Academic Purposes (EAP) classrooms, drawing insights from a survey of forty-four participants. The findings revealed a division among students, with some favoring English and others expressing a preference for their native languages, albeit with a prevailing ideological inclination towards English. That is, there seems to be some reluctance among students to see value in using their home language(s) for academic purposes, including improving writing, learning English, and overall academic performance. That is despite research in bilingual education and second language acquisition suggesting otherwise (e.g., Cummins, 2007; García & Wei, 2014). This disparity underscores a potential lack of regard for African languages within EAP classrooms compared to English, aligning with existing literature (Almohaimeed & Almurshed, 2018; Al-Ta'ani, 2019; Saburlu, 2019).

Students' preference for English appears to be shaped more by social and institutional pressures than by pedagogical reasoning. In many African universities, English is not only the language of instruction but also a symbol of status, success, and global belonging (Bamgbose, 2000; Nyika, 2015). This institutional emphasis often leads students to internalize the idea that their home languages are less academic or even a hindrance (Probyn, 2009).

The belief that exclusive use of English improves learning reflects a persistent "English-only" myth. However, studies on translanguaging argue that leveraging all linguistic resources, including L1, supports deeper understanding and language development (Canagarajah, 2011; García & Wei, 2014). Despite this, institutional practices and traditional classroom norms continue to marginalize African languages, reinforcing linguistic hierarchies (Heugh, 2011).

These attitudes are not just about language but reflect issues of identity and power (Norton, 2013). Without institutional support, home languages are seen as irrelevant in academic spaces. Further research is needed on how language policies, educator beliefs, and inclusive practices might reshape these perceptions and create more equitable, multilingual learning environments.

However, the study also unveiled discrepancies between participants' attitudes and actual language practices, suggesting a more nuanced reality. Despite the perceived dominance of English, indigenous languages play a significant role in academic literacy pedagogy, as evidenced by students' recognition of the necessity of their home language for understanding

complex concepts and terminology (Alzahrani, 2019a; Wangdi & Shimray, 2022). This utilization of indigenous languages in the classroom, despite perceived negative attitudes towards them, highlights the complex dynamics of language use in educational settings.

The observed contradictions among participants' responses reflect potential unintended consequences of institutional language policies or pedagogical approaches. These may inadvertently elevate English to a superior position, leading students to perceive the use of their home languages as a form of resistance. As such, African languages may be viewed as oppressed entities engaged in a struggle against the dominance of English within the academic sphere.

While the study offers valuable insights into English for Academic Purposes (EAP) instruction within the University of Namibia, its generalizability is limited by several contextual and methodological factors. First and foremost, the research was conducted on a single campus within the broader University of Namibia system, which comprises multiple campuses spread across different geographic and socio-cultural regions. Each campus may have distinct student demographics, linguistic backgrounds, and instructional practices. As such, the findings may not fully reflect the experiences or needs of students at other campuses, particularly those in more rural or linguistically diverse settings.

Additionally, the sample size was relatively small, which further constrains the extent to which the results can be generalized beyond the immediate study population. The limited number of participants may not adequately represent the full range of language proficiency levels, academic disciplines, or socio-economic backgrounds present across the university. This is especially relevant in the Namibian context, where students often enter higher education with varied linguistic repertoires shaped by different regional languages and educational histories.

Moreover, the study focused primarily on one institutional setting without accounting for external factors that may influence EAP learning, such as access to resources, institutional support, or community language practices. These variables could significantly impact the transferability of the findings to other EAP contexts, both within Namibia and in other sub-Saharan African higher education institutions.

Therefore, while the study contributes meaningfully to the understanding of EAP practices at the University of Namibia, its findings should be interpreted with caution when considering their applicability to broader or differently situated academic environments. Future research

should aim to explore these dynamics across diverse settings to develop a comprehensive understanding of the role of indigenous languages in enhancing academic literacy pedagogy. Moreover, efforts to promote multilingualism and decolonize language practices in higher education should be grounded in a nuanced understanding of the power dynamics inherent in language ideologies within academic institutions.

4.4.2 The impact of using indigenous languages on the EAP course and related courses at university level

This study investigated the impact of utilizing indigenous languages in English for Academic Purposes (EAP) courses at the University of Namibia, employing a translingual intervention approach with an experimental group while maintaining conventional instruction for a control group. The experimental group engaged in multilingual tasks, including composing essays in an indigenous Namibian language before transitioning to monolingual English essays, while the control group solely completed monolingual English essays. The findings affirm the potential benefits of embedding African languages and translanguaging practices within university-level EAP instruction, resonating with Makalela's framework of Ubuntu translanguaging (Makalela 2016, 2022), which advocates for a symbiotic relationship between languages, suggesting that the inclusion of one enriches the understanding of the other.

The experimental group, which engaged with the translanguaging intervention, exhibited a marked improvement in their essay test performances, starkly outperforming the control group that underwent conventional instruction. This enhancement underscores the significance of melding students' linguistic diversity into educational practices, which can catalyze better academic achievements (Rafi & Morgan, 2023). The robustness of these outcomes is validated by inferential statistical analyses, indicating that the improvement was a direct consequence of the translingual strategies employed, rather than random variation.

Integrating translanguaging aligns with a humanistic and decolonial pedagogical ethos, challenging the traditional paradigms by promoting a dialogic engagement that transcends linguistic boundaries (García et al., 2021). It dismantles the raciolinguistic ideologies that have historically marginalized bilingual or multilingual individuals, advocating instead for a pedagogy that leverages their linguistic assets to foster academic excellence (Tai, 2022). Such an approach not only bridges the linguistic gap between home languages and the academic

English discourse but also contributes to decolonizing academic literacy by validating and incorporating indigenous languages into scholarly pursuits.

While the study's insights are illuminative, they are contextual and may not be universally applicable across all EAP settings. Moreover, the study was only conducted over a period of three weeks, necessitating further exploration into the longitudinal impact of such pedagogical interventions. Nevertheless, the implications for EAP pedagogy are profound, advocating for a paradigm shift that embraces linguistic diversity, enriches the learning ecosystem, and fosters inclusivity. This pedagogical shift is not only about enhancing academic performance but also about affirming the cultural and linguistic identities of students, thereby fostering a more equitable educational landscape that celebrates and utilizes the full spectrum of linguistic resources available to learners.

4.5. Conclusion

This chapter presented and discussed the results of the quantitative data of the study which deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of English for Academic Purposes at an African university. The chapter is divided into two sections. The first section presented descriptive and inferential analyses of the data on student attitudes towards the use of indigenous languages in the EAP classroom. The second section, on the other hand, presented descriptive and inferential analyses of the data on the impact of using indigenous languages on the EAP course and related courses at the university. With regard to student attitudes towards the use of indigenous African languages in the EAP classroom, findings revealed a division among students, with some favoring English and others expressing a preference for their native languages, albeit with a prevailing ideological inclination towards English. As for the impact of using indigenous languages on the EAP course and related courses at the university, on the other hand, the findings of the study affirmed the potential benefits of embedding African languages and translanguaging practices within university-level EAP instruction. Overall, this chapter contributes to understanding the dynamics of language use in EAP classrooms and highlights the significance of integrating indigenous African languages into academic instruction. By examining both student attitudes and the impact of language use on academic outcomes, this study highlights the complexities of navigating linguistic diversity within higher education contexts. These insights can inform pedagogical practices aimed at promoting inclusivity and fostering academic success among diverse student populations.

The preceding chapter provided an in-depth presentation, analysis, and interpretation of the quantitative data. The next chapter shifts focus to the presentation, analysis, and interpretation of the qualitative data.

CHAPTER FIVE

5. QUALITATIVE DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

5.1 Introduction

The aim of the study is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. This chapter, which is underpinned by the major aim of the study outlined above, presents qualitative data results of the study. The chapter is divided into three sections, according to themes. The first section of the chapter outlines rhetorical moves in selected Namibian languages and English that students use. The second section of the chapter looks at students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course. Finally, the third section of the chapter outlines lecturers' beliefs, perceptions, and practices regarding academic literacy teaching.

5.2 Section 1

This section presents the findings from an in-depth analysis of participant-composed essays, highlighting and comparing the diverse rhetorical techniques employed by students in both English and Namibian Indigenous languages.

5.2.1 Rhetorical moves in selected Namibian languages and English from the students' essays

Following the examination of the essays, several recurring sub-themes emerged, including curriculum-influenced homogeneity in essay structure; variance on thesis placement; use of discourse markers (also known as transition signals, or signposts); and cultural influences. The themes are summarized below.

5.2.1.1 Curriculum-influenced homogeneity in essay structure

The results of the study showed that the participants, when structuring their essays in both English and selected Namibian indigenous languages, followed a typical paper structure consisting of an introduction, body, and conclusion. This adherence to a common structure can be attributed to the versioning practices in the curriculum and assessment expectations, rather than a natural alignment of rhetorical moves across these languages. The excerpts below provide evidence of this homogeneity.

Excerpt 1 below shows a participant's essay written in Rukwangali language.

Excerpt 1

Wenda zo kambumburu ko Corona moNamibia

Etjangototo lyange kunahamene ko uvera wo kambumburu ko Corona moNamibia. Epangero lya kambadara kutura po nono veta dokulisiga siga omu nava vhura kukandana nokusesupika po uvera wokambumburu ko Corona moNamibia mudima.

Somuhowo, epangero kwanongonona asi wenda zo kambumburu ko Corona moNamibia kuna hepa kuzi wenda vatungi navenye womoNamibia. Monzira zangesi, epangero kwamona asi uvera wokambumburu ko Corona moNamibia tauvhuru kusesupa. Zira zokufunda uvera wangesi ntudi vantu navenye womoNamibia vahepa kugwana Wenda zokambumbururu ko Corona.

Nampili ngoso, sinzi sovantu kapi vana zi hafere Wenda ezi zo Corona. Wenda zokambumburu ko Corona kuna ku monekera vantu asi, Wenda ezi kapi zina wapa, kukwama kweyi ayi horoka kovantu vamwe nsene vanagwana wenda. Vantu kugwagwa ntani kuzumbanesa nonkondo morutu pokumana kumuwenda wenda zomukisi go Corona. Kukwama nye yimpagwa eyi, vantu kuna kuva tjilisa ntani sinzi sovantu kapi vana zi heap wenda zangesi.

Mokugweda ko, wenda zokambumbururu ko Corona kuna kara nomulyo gomuneme morutu romuntu. Wenda kugava nonkondo morutu ntani azo kugava nonkondo kovakwaita womorutu romuntu mokurwanesa nokukandana po mauvera. Wenda zina kara mulyo mosirongo sa Namibia mudima morwa mauwa manzi vantu navavhura kugwana kowenda ezi zetintiko. Wenda zokambumburuko Corona kapi azi kandana po uvera wokamburu ko Corona kelike, nye azo kupameka morutu romuntu.

Mauwa manzi azi gava wenda zokambumburu ko Corona, nye nampili ngoso wenda ezi kapi zina hepa ku zi sininika vantu mosirongo saNamibia morwa, sinzi sovantu kukazumbanesa ukanguki wawo ndi asi kuka piyagana ano vamwe kukavera vera, ntani vamwe kukazumbanesa nomwenyo dawo morwa Wenda, nye epangero alyotalikauyunga asi, muntu kunadogoroka kouvera wokambumburu ko Corona kapisi wenda.

Mokuhagesa, wenda zokambumbururu ko Corona zina kara mulyo unene kovantu, nye kapi zina heap kukara hepero moNamibia morwa masivano gazo manzi.

Vantu kudunda maguro, kuzumbanesa nomwenyo ntani ukanguki womuntu kulitjindja.

[Approximate translation]:

Vaccination against the Corona virus in Namibia

My essay will talk about the Corona virus issue in Namibia. The government of Namibia has tried to put in place some mechanisms to try and curb the spread of the Corona virus.

One mechanism that the government has put in place is to introduce mandatory vaccination for all citizens of Namibia. In that way, there will be a reduction in Corona virus infections in Namibia. However, that can only be achieved if everyone would meet government halfway and get vaccinated against Covd-19.

However, the majority of people are not happy with the mandatory vaccination campaign that the government is spearheading. A lot of people believe that the COVID-19 vaccine has a lot of side effects. For example, there have been reports of some people suddenly feeling weak after vaccination against COVID-19. As a result of that, many people are reluctant to go for vaccinations because of the fears associated with the side effects of the vaccine.

Furthermore, COVID-19 injection has so many benefits for the body. The COVID-19 vaccine helps to boost the body's immune system, thus helping the body to fight against diseases. Covid-19 vaccines are also important for all citizens of Namibia because of the benefits associated with them. COVID-19 vaccines do not only help in preventing the spread of the Corona virus, but it also helps to strengthen the body's immune system.

Although the vaccination against COVID-19 has so many benefits, people should not be forced to get vaccinated because in cases where some people may get sick or die after being vaccinated from the virus there will be so much backlash towards the government irrespective of the actual cause of the sickness or death.

To conclude, although COVID-19 vaccination or immunization has so many benefits, it should not be imposed on people in Namibia because of many issues that have been

> raised against the vaccine. There have been reports of people experiencing swollen feet after vaccination, among other health issues, and even deaths in some cases.

In this excerpt, the participant discusses whether COVID-19 vaccinations should be made compulsory in Namibia, structuring the essay into six paragraphs: an introduction, four body paragraphs, and a conclusion. The introduction states the essay's purpose, addressing the COVID-19 issue in Namibia, and mentions mechanisms the government has implemented, such as mandatory vaccination. Paragraph 2 argues that mandatory vaccination will help reduce the spread of the virus, emphasizing the need for citizen cooperation.

In paragraph 3, the participant highlights public dissatisfaction with the mandatory vaccination policy, noting concerns about side effects like sudden body weakness, which deter many from getting vaccinated. Paragraph 4 lists the benefits of vaccination, such as boosting the immune system and preventing the spread of the disease. Paragraph 5 argues that despite these benefits, vaccination should not be forced, warning of potential backlash if adverse effects occur.

The conclusion summarizes the main points, reiterating that while vaccination has benefits, it should not be mandatory due to the associated risks and public concerns.

The study reveals that the structure of the essays reflects the curriculum and assessment expectations imposed by the educational system, rather than the natural rhetorical patterns of African languages. This structure mimics English logic, but does not naturally align with the rhetorical moves typical of African languages, which often differ significantly. The findings highlight a structural imposition of English norms, indicating an underlying hegemony that influences students to adopt and implement what they have been taught, rather than utilizing their indigenous rhetorical strategies (Maton, 2014). This mismatch underscores the need for more culturally responsive pedagogical approaches that recognize and incorporate the distinct logic of African languages.

5.2.1.2 Variance on thesis placement

The study found notable differences in the placement of thesis statements between essays written in English and those written in indigenous Namibian languages. When writing essays in English, participants showed a strong preference for placing their thesis statements in the introduction, specifically as the last sentence of the introductory paragraph. In contrast, when

writing in indigenous Namibian languages, participants tended to place their thesis statements elsewhere in the essay, such as in the body or conclusion.

Excerpt 2 below shows a participant's introductory paragraph extracted from an essay written in English.

> Excerpt 2
>
> *The concerns of transmittable diseases in this world are getting more serious by the day.*[1] *As a result, it is increasingly important for the World Health Organization and government to teach everyone ways they can prevent the spread of diseases and ways they can protect themselves from those diseases in the first place.*[2] *Have you ever seen an infected person refuse to protect themselves from getting reinfected or refusing ways in which he/she can prevent transmitting it to those around them?*[3] *That would be a stupid and irresponsible decision.*[4] ***One way we can prevent this from ever happening is if we make taking the vaccine mandatory, specifically the COVID-19 vaccine***.[5]

In excerpt 2 above, the participant addresses the growing concern over transmittable diseases and underscores the responsibility of the WHO and governments in educating citizens on prevention measures. The participant uses a rhetorical question to emphasize the irresponsibility of not adhering to protective measures and concludes the paragraph with the thesis statement advocating for mandatory COVID-19 vaccination.

This clear preference for placing the thesis statement in the introduction aligns with the Western academic writing convention, where the thesis is prominently positioned to guide the reader through the argument.

In contrast, essays written in indigenous Namibian languages showed a different pattern. Participants often placed their thesis statements within the body or conclusion of their essays, reflecting a different rhetorical logic that places the onus of understanding on the reader rather than explicitly guiding them from the outset. This divergence illustrates the distinct rhetorical traditions of African languages, which emphasize a more reader-responsible approach compared to the writer-responsible approach typical of English academic writing.

These findings highlight the structural imposition of English norms on academic writing in Namibia, where students are encouraged to mimic English rhetorical patterns due to curriculum

and assessment standards. This practice can obscure the natural rhetorical moves of African languages, suggesting a need for more culturally responsive pedagogical approaches that respect and integrate indigenous rhetorical traditions.

Excerpt 3 below, on the other hand, shows a participant's body paragraph extracted from an essay written in Oshindonga, a dialect of Oshiwambo language.

Excerpt 3

Ngele etuntilo olya dhengele aantu itaa indikwa nuupu okugongala.[1] *Omukithi otagu kala gu li pevi nepangelo itali kala tali patapata oosikola nokukaleka omaudhano moshilongo*[2]*. Shika otashi kwathele epangelo li longe nuupu shaashi itali kala tali longitha iimaliwa oyindji yokulanda omiti.*[3] *Otashi keelele wo oshilongo shaa mbangolote shaa ngele aantu otaa ehama oyendji pethimbo limwe, otaku landwa omiti niilongitho oyindji yokapanga linima mbika otayi pula iimaliwa oyindji.*[4] ***Onkee peha lyaantu ya tuntilwe uuna ya hala naa thiminikwe ya tuntilwe omuluuwanawa wawo***.[5] *Oshili oyo ndjo kutya niifudhidho yo yene ohayi kala yaa mo miipangelo gomaso taga lundu.*[6] *Aantu nee ohaa kandja uusama kepangelo, onkee epangelo nali kandule po omukundu nguka nomatuntilo taga dhengele.*[7]

[Approximate translation]:

If vaccination becomes compulsory, there will be no restrictions on gatherings. The spread of the disease will decrease, and the government will no longer have to close down schools; it will also allow sport activities in the country to held uninterrupted. This will also help the government to operate efficiently as it will no longer spend a lot of money on buying medication and health-related equipment. It will also prevent the country from getting bankrupt, because if many people are sick more medicine need to be bought, and it will be costly. **Therefore, instead of making this vaccine optional, people must be forced to take it because of their own benefits.** The truth is that, if many people remain unvaccinated, the state might run out of essential medication and equipment and that will lead to an increase in the number of deaths. People will then start blaming the government; so, government should find a solution to this issue and impose mandatory vaccination.

In this excerpt, the participant argues that if vaccination becomes compulsory, there will be no restrictions on gatherings. The participant continues, suggesting that the spread of the disease will decrease, and the government will no longer need to close down schools or interrupt sports activities. The participant further states that this measure would help the government operate more efficiently by reducing expenditures on medication and medical equipment. The participant also notes that mandatory COVID-19 vaccination would help prevent national insolvency by reducing healthcare costs. Moreover, the participant asserts that mandatory vaccination would benefit everyone, hinting that a lack of vaccination could lead to a critical shortage of essential medical supplies and increased deaths. Finally, the participant warns that people would start blaming the government if it fails to impose mandatory vaccination. Notably, the thesis statement, "*Onkee peha lyaantu ya tuntilwe uuna ya hala naa thiminikwe ya tuntilwe omuluuwanawa wawo*" [Therefore, instead of making this vaccine optional, people must be forced to take it because of their own benefits], is placed in the body of the essay, specifically in the middle of the paragraph.

The study's findings suggest a distinct difference in thesis placement between essays written in English and those written in indigenous Namibian languages. When writing in English, university students predominantly place their thesis statements in the introductory paragraph, reflecting a deductive style of writing common in UK and US academic conventions (Kubota, 1998). In contrast, when writing in their home languages, students tend to place their thesis statements in the body or conclusion of the essay, indicating an inductive style of writing.

English, as a writer-responsible language, emphasizes the initial placement of the thesis statement and the use of topic sentences throughout the essay (Motlhaka & Makalela, 2016). However, indigenous Namibian languages are more reader-responsible, where the responsibility for extracting the main point falls on the reader. This shift in thesis placement when students write in their home languages may reflect their natural rhetorical organization, contrasting with the English rhetorical structure they were taught.

This style of rhetorical organization is typical of many African languages and is part of the "Funds of Knowledge" (Ramos & Kiyama, 2021) that students bring into their second language (L2) classes. Therefore, the placement of thesis statements in the introductory paragraphs of English essays may indicate that university programs are based on Western paradigms, which may not align with local linguistic and cultural realities. These findings highlight the need for

more culturally responsive pedagogical approaches that recognize and integrate the rhetorical traditions of indigenous languages.

5.2.1.3 Use of discourse markers (also known as transition signals, or signposts)

The study revealed a correlation between the use of discourse markers in indigenous Namibian languages and English. This is illustrated by the following excerpts.

Excerpt 4 shows a sentence extracted from one of the body paragraphs of a participant's essay written in Silozi.

> Excerpt 4
>
> ***Ku zwa foo hape***, *ndonga ya COVID-19 seyibile ya mifutafuta; ha ku sa zibahala kapa kiyifi luli ye kona kuku tusa kwa silelezo luli.*
>
> [Approximate translation]:
>
> **Furthermore**, different varieties of COVID-19 vaccines have since emerged; it has therefore become extremely difficult to ascertain the most effective one among the different varieties.

In this excerpt, the participant states that distinct types of COVID-19 vaccines have been developed, making it difficult for people to decide on the most effective one. The participant uses the phrase "*ku zwa foo hape*'' [furthermore] to introduce additional information, indicating that new varieties of vaccines have emerged and complicating the decision-making process regarding their effectiveness.

Similarly, **Excerpt 5** demonstrates the use of a comparable discourse marker in an essay written in English.

> Excerpt 5
>
> ***Furthermore****, it is safe to have in mind just how deadly and highly contagious COVID-19 is.*

In this excerpt, the participant emphasizes the severity and contagious nature of COVID-19, using "*furthermore*" to add to the previously mentioned information. This mirrors the usage seen in the Silozi essay, where "*furthermore*" serves to introduce supplementary points. The

findings suggest that additive discourse markers are common to both indigenous Namibian languages and English. However, these are not the only types of discourse markers shared between these languages. For example, **Excerpt 6** below shows a sentence extracted from a concluding paragraph of an essay written in Rukwangali language.

Excerpt 6

***Mokuhagesa**, wenda zokambumbururu ko Corona zina kara mulyo unene kovantu, nye kapi zina heap kukara hepero moNamibia morwa masivano gazo manzi.*

[Approximate translation]:

To conclude, although COVID-19 immunization has so many benefits, it should not be imposed on people in Namibia because of many issues that have been raised against the vaccine.

In this excerpt, the participant uses "*Mokuhagesa*'' [to conclude] to signal the conclusion, summarizing that despite the benefits of COVID-19 vaccination, it should not be mandatory due to various concerns. This concluding marker effectively signals the end of the discussion and reinforces the final point.

Similarly, **Excerpt 7** from an essay written in English, shows the use of a concluding discourse marker.

Excerpt 7

***In the final analysis**, I believe that Covid-19 vaccines should not be compulsory, and that everyone should have freedom of choice whether they want to take the vaccine or not.*

In the excerpt above, the participant argues that COVID-19 vaccines should not be mandatory, emphasizing that individuals should have the freedom to decide whether to get vaccinated. As this excerpt is from the concluding paragraph of the essay, the participant uses the phrase "*In the final analysis*" as a concluding signal to reinforce their position that vaccination should remain a personal choice.

Another example of homogeneity between English and indigenous Namibian languages is presented in the following excerpts. **Excerpt 8** below shows an extract taken from an essay written in Oshikwanyama, another dialect of the Oshiwambo language.

Excerpt 8

Keshe efiku ohatu kundana moikundaneki nghene epangelo laNamibia tali tu omufindo opo keshe omuNamibia a vendwe ovenda oyo yoCovid19.[1] ***Nande*** *ovanhu vamwe ve udite kutya oshapumbiwa okuvendwa ovenda ei opo kuliamenwe mokukwatwa kombuto ei, onghee ngaa pena omipopyo dihapu odo dili omhinge novendwa ovenda yo tuu ei.*[2] *Ondi udite hano kutya ovanhu nava vendwe tashidi pahalo lavo.*[3]

[Approximate translation]:

Each and every day, the Namibian government continues to release statements via different platforms to urge everyone to get vaccinated against Covid19. **Even though** many people understand that it is important to get vaccinated against the virus, there are still some myths and misinformation against this vaccine that have been circulating. So, I feel people should get vaccinated according to how they feel and understand without being forced to.

In the first sentence of this excerpt, the participant states that the government of Namibia continues to release statements via different platforms daily to persuade citizens to get vaccinated against COVID-19. In the second sentence, the participant further states that although many people are aware of the benefits of getting vaccinated, there are persistent myths and misinformation about the vaccine. Lastly, in the final sentence, the participant mentions that they believe people should get vaccinated voluntarily rather than being forced. The use of the phrase "*nande*'' [even though] in line 2 of the excerpt shows the participant taking an adversative position, indicating that despite being aware of the benefits of vaccination, some people still believe the myths and misinformation circulating about the vaccine.

Similarly, **Excerpt 9** below shows an extract taken from an essay written in English.

Excerpt 9

Although *citizens argue that vaccinations against COVID-19 should not be made compulsory because of the side effects that might come with them, the question is, is it*

worth the risk of being infected by a virus that has so far wiped out 6.5 million people worldwide and still counting?

In this excerpt, the participant questions whether it is worth opposing mandatory COVID-19 vaccination, thereby risking infection by the virus. By using the rhetorical interrogative "*is it worth the risk?*" the participant highlights the severe consequences of the virus. Similar to the use of "*nande*" [even though] in the Oshikwanyama excerpt, the participant uses "*although*" to present an adversative position, juxtaposing the opposition to mandatory vaccination with the significant risks involved.

The findings suggest apparent similarities between indigenous Namibian languages and English discourse conventions, which can be explained by the long history of versioning African language rhetorical structures based on the logic of English. The versioning practice has had a detrimental effect, erasing the inherent rhetorical senescence of African languages. It is in this connection that these findings contrast with those of Motlhaka and Makalela (2016), whose study of Sesotho and English identified a mismatch in discourse conventions between the two languages. A plethora of previous studies (e.g., Aldafas, 2023; Drid, 2019) have commonly found that each language or culture has unique rhetorical conventions and that students' L1 rhetorical conventions may interface with their L2 writing. However, these studies have not extensively explored situations where the similarities in rhetorical conventions might appear artificially created due to colonial influence, particularly between English and indigenous African languages.

5.2.1.4 Cultural influences

The use of one's first language to develop ideas, organize text content, and manage tasks is pivotal to the cultural influence in L2 writing, as L2 writers often alternate between languages during the writing process (Swain & Lapkin, 2013). The results of the study demonstrated that cultural and linguistic backgrounds significantly impact writing style and approach. This section explores how circumlocution, a common rhetorical feature in African languages, influences L2 writing. Circumlocution involves indirect ways of conveying meaning, requiring readers to infer and construct coherence from the text (Makalela, 2018a).

The excerpts, extracted from an essay written in Silozi, which follow show evidence of the influence of culture on writing.

Excerpt 10

Kana kinto yende kuli ndonga ya COVID-19 ibe yabutokwa kuyi inga kapa cwani?

Inge linaha zenwi naha yaluna Namibia ibile nibumai bwa kuhapiwa kabutu bwa COVID-19.[1] *Kasamulaho ocwalo kubile nima kulelo nimafu amatuna ni bunata.*[2] *Kasamulao bazamayisi banaha batisize mihato ya pabalelo ni selelezo ya butuko bo bwa COVID-19, Kwa liselelezo balinaha zenutu ba yezize ndonga yaku itusisa kwa butuku boo kono ina nibunde nibu maswe bwayona kasamulao wakuba cwalo batu haba zibi hande kapa kintu yende kapa ye maswe ku unga ndonga yeo.*[3]

[Approximate translation]:

Just like other countries, Namibia was unlucky to have been colonized by COVID-19. As a result of that, there have been a sporadic increase in the number of infections and deaths. That prompted the government to put in place certain mechanisms to curb the further spread of the Corona virus. One of such mechanisms is the vaccine that was developed although no one knows whether it is safe, or it has some side effects.

In Excerpt 10, the participant provides background information on Namibia's situation regarding the COVID-19 pandemic. The participant describes the sharp increase in infections and deaths, which necessitated government intervention, including the provision of vaccines. The term "*kuhapiwa*" [to be colonized; to be conquered] is used metaphorically to describe Namibia's struggle against COVID-19, equating the pandemic's impact to an invasion. This poetic metaphor highlights the participant's use of indirect rhetorical moves, relying on cultural knowledge to convey the severity of the situation.

Excerpt 11

Inge lika kaufela ndonga ye inani bunde ni bumaswe.[1] *Yona ndonga kakuya kabatu baba ziba zama kete ikona kutusa kwa silelezo ya butuku bwa COVID-19 kono hayisika nitifazwa ahulu kuli ikona kukufa silelezo kaufela yoka tokwa kuli usike wakula kwa butuku bwa COVID-19 kakuli nihayikaba kuli utabilwe ndonga ya silelezo usakona kubufuma hape bona butuku bwa COVID-19 mi kasamulao usakona kukula ni kushwa kwa butuku onabo hape.*[2] *Kwalika zenwi ndonga ye itisa licinceho mwa mubili mi hape hayi swaneli kufiwa baba nani mulwalo kapa tu mbututu mi hape nibatu baba kula kale matuku amatuna.*[3] *Kuzwa foo hape ndonga ya COVID-19 seyibile ya mifuta futa hakusa*

zibahala kapa kiyifi luli yekona kuku tusa kwa silelezo luli mi kwa mifuta yeo kuna niyo swanezi kutabiwa halalu mi hape hoyi tabisisa ndonga ye uswanezi kuba ni pepa ye paka kuli kiniti notabilwe.[4]

[Approximate translation]:

Just like everything else, this vaccine has advantages and disadvantages. Although experts in the health industry claim that the vaccine protects us from COVID 19, it is not hundred percent effective because despite being vaccinated one can still get infected and actually die. Vaccines also bring some changes on one's body, and according to the law, it should not be administered on pregnant women, infants, or those who are already suffering from serious ailments. Furthermore, different varieties of COVID-19 vaccines have since emerged; it has therefore become extremely difficult to ascertain the most effective one among the different varieties.

Another instance of the impact of culture on writing can be discerned from the third sentence of Excerpt 11. The participant states that COVID-19 vaccines lead to body changes in some people and should not be administered to pregnant women, infants, and those with serious ailments. However, the participant uses the phrases "*ndonga ye itisa licinceho mwa mubili*" [this vaccine causes changes in the body], and "*baba kula matuku amatuna*" [those with terminal ailments, or directly translated as "those with big illnesses"]. In the first phrase, the participant states that COVID-19 leads to changes in the body but does not specify the kinds of changes. Similarly, in the second phrase, the participant refers to those with terminal illnesses without specifying the illnesses. The lack of specific details and the indirect nature of these statements reflect the circumlocutory style typical of African languages, where meaning is conveyed indirectly and the reader must infer the specifics.

The excerpts illustrate the influence of cultural and linguistic backgrounds on writing style. In Excerpt 10, the participant's use of metaphor and indirect language reflects the rhetorical style common in African languages, where meanings are often conveyed indirectly and require the reader to interpret and construct coherence. The term "*kuhapiwa*" is a metaphor that vividly captures the impact of COVID-19 on Namibia, likening it to colonization.

In contrast, Excerpt 11 demonstrates a more circumlocutory approach, typical of African languages. The participant's statements lack the explicitness and linear progression found in English academic writing. For example, the phrases "this *vaccine causes changes in the body*"

and "*those with terminal ailments*" are vague and indirect, requiring the reader to infer the specific changes and ailments being referred to. This style contrasts with the writer-responsible nature of English, where the responsibility for clarity lies with the writer and the main idea is explicitly presented and supported in a hierarchical order.

Textual cohesion in African languages is often external to the text, meaning that readers are expected to bring coherence internally (Makalela, 2018a). This reader-responsible approach contrasts with the writer/speaker-responsible conventions of West-Germanic languages like English, where the responsibility for clarity lies with the writer. In English, a linear and hierarchical ordering of ideas is typical, with the main idea presented first and supported sequentially throughout the paragraph. In contrast, African languages tend to present ideas in a circular manner, leaving it to the reader to extract the main points.

This rhetorical organization, typical of many African languages, aligns with the African value system of Ubuntu, which emphasizes interconnectedness and dialogue. As noted by Makalela and Motlhaka (2016), the participant's writing invites readers to engage with the text, reflecting the philosophy of "I am because you are." This approach contrasts with the Western paradigm of direct communication and hierarchical structuring of ideas.

The findings highlight the need to recognize and integrate the rhetorical conventions of indigenous languages into academic writing instruction. This integration can enhance the learning experience by respecting cultural nuances and promoting a more inclusive educational environment. Understanding the interplay between language, culture, and rhetorical strategies is crucial for developing effective pedagogical practices that support academic excellence in diverse linguistic contexts.

5.3 Section 2

This section examines the findings derived from an extensive analysis of students' sense of self, or stance, before and after the use of indigenous Namibian languages in the EAP course.

5.3.1 Students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course

The participants' monolingual English essays, one written before and the other one written after the use of African indigenous languages, were analyzed to assess students' sense of self or stance, prior and after the use of indigenous Namibian languages in the EAP course. In

academic writing, stance could simply be described as the writer's attitude towards the thesis, arguments or evidence that are described in the essay, such as whether the writer agrees or disagrees with a certain piece of information. After the analyses of the essays, the following sub-themes emerged: use of modal vocabulary, expression of subjectivity or objectivity, and use of hedging Language.

The first sub-theme that emerged from the study on students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course, is 'use of modal vocabulary' and it is summarized below.

5.3.1.1 Use of modal vocabulary

The results of the study showed that the participants used modal verbs to take a stance in their writing of essays both prior and after the use of African indigenous languages. The Excerpts which follow contain the required evidence.

Excerpt 12 below shows a sentence that was extracted from a participant's essay that was written prior to the use of African indigenous languages.

> Excerpt 12
>
> *Individuals **should** never be forced to do something that they do not agree with as that goes against their human right of personal liberty.*

In this Excerpt, the participant uses the modal verb "*should*'' (in bold) to show stance by stating that people must not be forced to do something against their will as that would infringe on their right to liberty. The modal verb "*should*'' is particularly useful for evaluating body-paragraph evidence and arguments, to show stance.

Similarly, **Excerpt 13** below shows an extract from a participant's essay that was written after the use of African indigenous languages.

> Excerpt 13
>
> *As the pandemic continues to spread widely, and worse to all corners of the country, more and more people continue to get sick or lose their lives. Therefore, the vaccines **should** be made compulsory.*

In this Excerpt, the participant says that the continuous spread of the COVID-19 pandemic worldwide continues to result in more people getting sick or losing their lives. The participant

then takes a stance by stating that the COVID-19 vaccines should be made compulsory. The participant, here too, uses the modal verb "*should*'' (in bold) to take her stance.

The findings in this study suggest that students at the university use modal vocabulary in their essays when they take stances irrespective of whether they are allowed to use African indigenous languages or not in class when being taught. However, the use of modal verbs such as "*should*'' by the participants in their essays may be a testimony to their reliance on English rhetoric that is being persistently inculcated in them in monolingual English classrooms at the university. Such kind of verbs are used to express direct engagements and are extremely rare in African languages which have contextual hedging. Therefore, the use of the verb "*should*'' by the participants may simply be a regurgitation of the literature they have been taught in English monolingual classes, which is a sign of absent voices and identity crisis caused by reliance on English rhetoric that is culturally biased and not in tandem with African languages and epistemologies. It is therefore a widespread practice for L2 writers in such cases to mimic academic writing without full command of the moves. Typically, the logic of African languages on the other hand tends to be more indirect**.** That is, ideas are not placed in a hierarchy of significance, but are left flat and circular for readers to make sense of by extracting the main details themselves. Makalela (2018b) referred to such kind of indirectness as circumlocution, where meanings are intentionally not conveyed directly in order to be effective to the audience.

The second sub-theme that emerged from the study on students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course, is "expression of subjectivity or objectivity'' and it is summarized below.

5.3.1.2 Expression of subjectivity or objectivity

Results from the study showed that, prior to using indigenous Namibian languages, the participants took stances by expression of subjectivity, while after use of indigenous languages, they took stances by expression of objectivity. Evidence is presented in the Excerpts which follow.

Excerpt 14 below shows a sentence that was extracted from a participant's essay that was written prior to the use of indigenous languages.

Excerpt 14

*On the other hand, **I believe** that the vaccine should not be compulsory.*

In this Excerpt, the participant states that she believes that vaccinations against COVID-19 must be mandatory. In the Excerpt, the participant uses the phrase "*I believe*'' (in bold) to show stance. The use of the "*I believe*'' by the participant shows the adoption of subjectivity when taking stance.

Excerpt 15 below, on the other hand, shows a sentence that was extracted from a participant's essay that was written after the use of indigenous languages.

Excerpt 15

*Therefore, **this essay** recommends that, individuals who want the vaccine should do so by personal will.*

In this Excerpt, the participant recommends that people should be vaccinated against COVID-19 willingly, rather than being coerced. In making the recommendation, the participant uses the phrase "*this essay*'' (in bold) in the sentence to take a stance, and that shows objectiveness.

The findings of the study suggest that, as opposed to essays written before the use of African languages, for some reason, the participants were trying to avoid using personal pronouns by all means in essays written after the use of indigenous languages. These findings align with previous research that has explored the influence of language on academic stance and identity in student writing (e.g., Haingura, 2020; Zheng & Drybrough, 2023a). The shift from subjective stance-taking (e.g., "*I believe*") to more objective formulations (e.g., "*this essay recommends*") observed in this study is consistent with Zhang and Zhang's (2023) work on stance and voice in academic writing, where distancing the authorial self is seen as a key feature of formal academic tone. Therefore, the findings in the study suggest that the participants' academic writing skills improved when indigenous languages were incorporated in the teaching-learning process. Furthermore, African languages are embedded in communal epistemologies that reflect collective ways of knowing, which contrasts with the individualistic tendencies often promoted through English-only instruction (Chikara, Landa, & Madoda, 2023). This supports the interpretation that the use of indigenous Namibian languages encouraged students to adopt a more collective, depersonalized stance in their academic writing, reflecting the African philosophy of *Ubuntu*. Thus, the present findings contribute to a growing body of research advocating for linguistic inclusivity in higher education, as multilingual pedagogies not only affirm students' cultural identities but also enhance their academic performance and writing competencies.

The third and final sub-theme that emerged from the study on students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course is "use of hedging Language'' and it is summarized below.

5.3.1.3 Use of hedging Language

The results of the study showed that, after use of indigenous languages, the participants tended to use more hedging language when taking a stance than prior to the use of indigenous languages, when the participants were more assertive. The evidence is presented in the Excerpts which follow.

Excerpt 16 below shows a sentence that was extracted from a participant's essay that was written prior to the use of indigenous languages.

Excerpt 16

The vaccine helps stop other variants from emerging.

In this Excerpt, the participant states that the COVID-19 vaccine helps in stopping other variants of the diseases from emerging. Moreover, in the Excerpt, the participant does not use any hedging language in the sentence when taking a stance. That shows that he was being assertive rather than being tentative. That is, the participant seemed to be very sure of themselves and may have made wild generalizations or drew conclusions from insufficient evidence.

Excerpt 17 below, on the other hand, shows a sentence that was extracted from a participant's essay that was written after the use of indigenous languages.

Excerpt 17

It is believed by many that Covid-19 vaccine can make people become disabled.

In this Excerpt, the participant states that there is a belief that one can become disabled after being vaccinated against COVID-19. The participant uses the phrase "*it is believed*'' in the sentence and that shows that the participant used hedging language (i.e., language that is tentative) when taking a stance. That is, the participant here was cautious about making very definite or categorical statements or arriving at conclusions too hastily. Such language not only shows degrees of certainty but also works to protect the writer from errors or inconsistencies in their opinions or judgements. Therefore, in African communities, ideas are left flat and

circular for readers to make sense of by extracting the main details themselves (Makalela, 2018b).

The study's findings indicate that integrating indigenous languages into academic writing instruction led to improvements in participants' writing skills. Consequently, there's a call to establish a multilingual environment in English for Academic Purposes (EAP) classrooms at university. The observed shift in participants' use of hedging language, showing more tentativeness after exposure to indigenous languages, underscores the potential benefits of incorporating African indigenous languages into academic literacy education. This inclusion could enhance students' academic writing abilities, considering that tentative language usage is a crucial aspect of academic discourse.

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5.4 Section 3

This section examines the findings derived from an extensive analysis of lecturers' beliefs, perceptions, and practices regarding academic literacy teaching.

5.4.1 Lecturers' beliefs, perceptions, and practices regarding academic literacy teaching

Following the analysis of the data, the following recurring sub-themes emerged: focusing on writing forms, provision of corrective feedback, using indigenous languages in the classroom, and lecturers as facilitators in the writing classroom.

The first sub-theme that emerged from the study on lecturers' beliefs, perceptions, and practices regarding academic literacy teaching is "focusing on writing forms'' and it is summarized below.

5.4.1.1 Focusing on writing forms

The results of the study showed that the participants, in their teaching of writing, showed a high regard for a writing approach that focuses on writing forms. That is, when they teach writing, they look at basic language structures or elements such as punctuation, tense, sentence organization, parts of speech and so on, instead of adopting a meaning-based approach to teaching writing such as composition. The evidence for the participants' approach is found in **Excerpts 18** and **19** below.

Excerpt 18

But form is also very important, whether it is structure or the whole text or whether it is structure of sentences and so on. We also address that one because it is very important; it contributes to how the readers will understand what is being written. In fact, in academia, there are specific structures for different genres. For example, if you take a research project or a thesis and so on, you don't necessarily have to exercise your creativity to say, okay for me, I will structure mine differently; I won't start with an introduction; I will instead start with the methodology. These structures are already there, and students need to be made aware of them and be taught how to follow those structures. Even different structures of sentences, for example, different types of sentences like simple, complex, and so on, students also need to be exposed to them so that they can know how to use a variety of sentence types.

In this Excerpt, the participant claims that when they teach writing in their course, they drill students to understand writing forms. That is, they teach them basic language structures or elements such as punctuation, tense, sentence organization (including basic sentence structures such as simple, compound, and complex), parts of speech and so on. The participant believes that when this is repeated many times, students would develop a better understanding of what they write and eventually improve their writing. As seen in this phrase, "*the structures are already there*'', the participant prefers that students come to class with their prescribed textbooks and notes.

Excerpt 19

Honestly, we spend a lot of time on structure-things like introduction, thesis statement, how to transition between paragraphs. If students don't get these basics, they struggle later with more advanced tasks. You can't just jump to composition when students still confuse tenses or can't form a proper sentence. It feels like building a house without a foundation.

In this Excerpt, the participant acknowledges that they spend a significant amount of instructional time teaching structural elements such as introductions, thesis statements, and paragraph transitions. The participant argues that if students do not acquire these foundational skills, they are likely to encounter difficulties with more advanced writing tasks later in the course. This belief is captured vividly in the metaphor, *"It feels like building a house without a foundation,"* which suggests that the participant views mastery of structural components as essential for students' overall academic writing development and success.

The participants' belief in form-focused instruction suggests that academic writing at the university is lecturer-centered. That is, lecturers at the university seem to place more emphasis on structural correctness and prioritize form over meaning-making or creativity. This approach is indicative of deficit-oriented ideologies that seem to underpin lecturers' pedagogical practices in the EAP course.

In addition to the common, and often unconscious, reliance on deficit ideologies, where students are viewed as lacking foundational academic writing skills, lecturers' focus on writing forms may also stem from limitations in their own instructional capacity and institutional context. For many, their teaching practices appear to mirror the ways they themselves were taught, emphasizing grammatical correctness and structural precision. As noted in Excerpt 18, one lecturer emphasized that "*the structures are already there*" and students must be "taught how to follow those structures," reflecting a deeply ingrained, normative view of what constitutes proper academic writing.

There are other practical constraints that may likely influence this approach. Large class sizes and time pressures make individualized or process-based instruction difficult to manage, pushing lecturers toward approaches that prioritize clear, measurable outcomes, like grammar and sentence structure (Correa, 2010). Moreover, some lecturers may hesitate to move beyond

traditional methods due to a fear of stepping outside academic conventions. In Excerpt 19, the metaphor "*It feels like building a house without a foundation*" reinforces the belief that structural mastery must come first, indicating a reluctance to engage students in more meaning-driven writing until form is fully secured.

Importantly, this preference for form-focused teaching may also be a result of limited professional development in student-centered or culturally responsive pedagogy. Many instructors may not have been formally trained to adapt their methods to the multilingual, multicultural realities of Namibian classrooms, where English may not be used outside academic settings (Raza, Qazi, & Yousufi, 2021). Thus, while their practices align with previous studies on writing instruction (e.g., Correa, 2010; Raza et al., 2021), they remain largely monolingual in orientation, overlooking the linguistic complexity of their actual teaching context.

It is also possible that some lecturers are aware of the limitations of a form-focused approach but feel constrained by institutional norms or lack the support to implement alternative pedagogies. Such practices reflect a pedagogical habitus, teaching dispositions shaped by past experiences and reinforced through institutional structures (Bourdieu, 1990). This emphasis on form may have implications for students. Although some may appreciate the clarity and structure it provides, particularly those still grappling with academic norms and language proficiency, for many students, especially in multilingual settings like Namibia, this emphasis can feel restrictive, prioritizing grammatical correctness over content development and critical thinking (Chen & Lin, 2021). These students may feel their voices are marginalized, and writing becomes a mechanical task rather than a tool for expression or intellectual exploration (Braine, 2020). Furthermore, when lecturers focus predominantly on form, students may miss out on the opportunities for revising and engaging deeply with their ideas (Gillett & Hammond, 2020).

To address these challenges, writing instruction needs to be more flexible and inclusive, embracing both linguistic diversity and a focus on meaning alongside form (Pérez-Maldonado & Rodriguez, 2022). This shift could support students in developing both academic and creative writing skills while acknowledging the complexity of their multilingual and multicultural identities.

The second sub-theme that emerged from the study on lecturers' beliefs, perceptions, and practices regarding academic literacy teaching is "provision of corrective feedback'' and it is summarized below.

5.4.1.2 Provision of corrective feedback

The results of the study showed that the participants, in their teaching of writing, preferred providing corrective feedback for students' written work. That is, when they teach writing and grade students' writing activities, they correct students' errors and mistakes. **Excerpts 20, 21** and **22** below illuminate this finding.

Excerpt 20

For me, I believe that we should correct students' errors because I believe that students are likely to learn from their own mistakes. Of course, if you give them something now, then they write, then you correct those mistakes; I am sure the ones that are serious will not repeat the same mistakes. And that is one thing that I do. One of the things I do is that I bring written essay samples from previous years. We then analyze them for errors in class.

In this Excerpt, the participant claims that when they teach writing in the EAP course, they do error analyses of samples of written work in class such as essays from previous years with their students. Moreover, the participant believes that students' errors and mistakes in their written work should be corrected by lecturers, and that by doing so, students would learn from their mistakes and that they would unlikely repeat the same mistakes. In other words, the participant believes that by regularly analysing sample written work for errors with students in class and providing them with corrective feedback on their written work on a regular basis, their writing skills would improve.

Excerpt 21

Apart from just focusing on academic literacy, we are also trying to teach them academic language. Therefore, we also correct errors; we also highlight them. For starters, the focus of this course is not on language because when the course was formulated or designed, it was assumed that a student at this level would already have fixed their grammatical issues, communication, syntax, and so on. But then, the reality

on the ground is that you still find some who are at this level but still mess up the subject-verb agreement one way or another, punctuation, and so on. Therefore, you don't overlook these things although there is no specific lesson on, for example, punctuation. But when something goes wrong, you fix it and address it.

In the Excerpt above, the participant says that, in addition to teaching academic literacy to their EAP students, lecturers at the university also teach them academic language. The participant further states that, in so doing, lecturers also highlight and correct errors. Furthermore, the participant believes that the focus of the EAP course is not on language usage per se and that when the course was formulated it was assumed that prospective students for the course would already have acquired the necessary basic language skills, such as syntax, subject-verb agreement, punctuation, etc., required in an EAP program. The participant, however, concedes that it is not always the case that all students enrolled for the EAP course possess such basic language skills. The participant concludes that, because of students' lack of sufficient basic language skills, lecturers are forced not to ignore students' errors but rather fix them if they come across them. In other words, the participant believes that it is the responsibility of lecturers to correct and fix students' errors.

Excerpt 22

Even though we are told to focus on content, I find myself circling spelling and grammar mistakes. Students expect that kind of feedback, and they actually ask, 'Sir, what did I do wrong here? I try to correct as much as I can because I believe if I don't do it, no one else will. But I wish I had time to focus on what they're saying, not just how they say it.

In this Excerpt, the participant reflects on a common practice among lecturers: prioritizing the correction of surface-level language issues such as spelling and grammar, often at the expense of engaging with the actual content of students' writing. The participant implies that this approach is partly driven by student expectations and a sense of duty, stating that if they do not correct the errors, "no one else will." However, the participant also expresses a clear desire to shift focus toward the substance of students' ideas, as shown in the concluding remark, *"I wish I had time to focus on what they're saying, not just how they say it."* This reflects a tension between institutional and pedagogical norms that emphasize linguistic accuracy and a more student-centered approach that values meaning and voice.

The participants' belief about lecturers correcting students' errors in their written work suggests that the teaching of academic writing at the university is more focused on achieving accuracy and grammatical correctness. That is, when lecturers teach writing in their course, they pay more attention to correcting mistakes and errors that students make such as spelling, syntax, and so on. Such an approach is monolingual in its orientation and is less communicative. That is, little or no space is being created where students could use their native languages in class, and the development of students' communication and interaction skills seems not to being prioritized. Therefore, the provision of corrective feedback by lecturers found in the study, while it may be helpful to the students to some extent, does not fully account for the multilingual context of the university. In an environment with a diverse student body, many of whom come from multilingual backgrounds, the focus on grammatical accuracy, without consideration for students' native languages or communicative practices, may limit the development of broader communication skills (Canagarajah, 2013; De Costa & Norton, 2017; Martín-Monje et al., 2020). In brief, the participants' responses emphasize the culture of error correction at the university and the lecturers' belief in its value, while also hinting at the pressure and limitations they face. A more balanced feedback approach, which integrates attention to both language form and content, as well as students' multilingual identities, would likely better support students' academic literacy development and their ability to express ideas effectively in academic contexts.

The third sub-theme that emerged from the study on lecturers' beliefs, perceptions, and practices regarding academic literacy teaching is "using indigenous languages in the classroom'' and it is summarized below.

5.4.1.3 Using indigenous languages in the classroom

The results of the study showed that the participants do not use native African languages nor create spaces for use of such languages in their classrooms. That is, when they teach writing, lecturers at the university adopt the English-only instruction approach where only English is used in the teaching-learning process. **Excerpt 23** below shows the evidence to that effect.

> Excerpt 23
>
> *Given the context or the linguistic environment in which I find myself; I teach in a multilingual setting while I am only bilingual. That means that I only speak English and Oshiwambo. So, if I have to exercise that route of using the indigenous languages and*

so on in the classroom, I might be accused of tribalism, favoritism, and not being fair and so on. And therefore, for one, students may assume based on my name, but I haven't revealed what other language I can speak. So, for that reason, I only limit myself to English.

In this Excerpt, the participant claims that the university is a multilingual setting where a variety of languages exist. The participant also states that, he is only bilingual and can therefore not speak the languages of all his students. For that reason, he feels that if he decides to use his native language in class instead of English, he might appear to be favoring a few students from his ethnic group or orientation. As seen in this phrase, "*I only limit myself to English* ‘’, the participant prefers to only use English in the classroom.

Further evidence about lecturers' monolingual bias at the university is shown in **Excerpts 24** and **25** below.

Excerpt 24

I personally do not use my mother tongue in class, nor do I think it should be used in class because we are trying to inculcate formal English into the students. You see, EAP requires English to uphold a certain academic standard as far as academic literacy is concerned. So, that is what we are trying to promote. Therefore, it would definitely be the opposite if I try and bring in any indigenous language into the teaching of English for Academic Purposes.

In this Excerpt, the participant says that he does not personally use his mother tongue in class and that he does not believe that mother tongue should be used in class as it stands in the way of lecturers trying to inculcate what he calls "formal English" into the students. The participant further states that, the use of English in class helps to uphold a certain academic standard in the teaching of academic literacy at the university. Moreover, as seen in the statement, ‘’*so, that is what we are trying to promote''*, the participant claims that the use of only English in class helps the lecturers at the university to meet the required academic standard in the teaching of academic literacy in the EAP class. The participant concludes by making a bold claim that the use of indigenous languages in the EAP class would be detrimental to the teaching and learning of academic literacy.

Excerpt 25

Sometimes I hear students whisper in Oshiwambo or Otjiherero to clarify what I just said. I understand them, but I pretend not to notice. It's a tricky situation-if I acknowledge it, then what? We tell them 'English only' because that's the policy. But deep down, we know it's not always practical. They learn better when they can connect ideas to what they already know in their own language.

In this Excerpt, the participant candidly reveals the quiet yet persistent presence of indigenous languages in the classroom. Although students occasionally resort to their home languages, such as Oshiwambo or Otjiherero, for clarification and sense-making, the participant consciously chooses not to acknowledge it, highlighting the complex dynamics of power, policy, and pedagogy at play. The phrase, *"if I acknowledge it, then what?"* suggests a fear of violating institutional expectations or being seen as undermining the formal use of English. Nevertheless, the participant recognizes the educational value of allowing students to access their linguistic repertoires, admitting that students *"learn better when they can connect ideas to what they already know in their own language."* This tension exemplifies the broader ideological struggle between maintaining an English-only academic standard and responding to the multilingual realities of the student population. The excerpt thus underscores the missed pedagogical opportunities that result from rigid monolingual policies in a richly multilingual learning environment.

The study reveals a deeply complex and often contradictory landscape regarding lecturers' perceptions of translanguaging in the academic literacy classroom. While the general pattern across the data suggests a strong preference for English-only instruction, this preference is neither monolithic nor devoid of inner conflict. In fact, the attitudes toward translanguaging reflect a blend of ideological commitments, institutional pressures, personal insecurities, and pedagogical realities.

Some lecturers adopt a firmly monolingual stance, grounded in the belief that English is both the medium and the message of academic literacy. As seen in Excerpt 24, one participant argues that using indigenous languages would directly undermine the goals of English for Academic Purposes (EAP). This view is rooted in a standard language ideology, the belief that language learning, especially in academic contexts, should conform to established norms of correctness and formality, usually associated with English. For these lecturers, translanguaging is seen as a threat to academic rigor rather than a resource for learning.

However, other voices in the data complicate this picture. For example, the participant in Excerpt 25 offers a more reflective stance, acknowledging the practical reality that students often rely on their home languages to make sense of academic content. While the participant chooses not to openly support translanguaging, perhaps for fear of breaching institutional norms, they implicitly recognize its cognitive and pedagogical benefits. This indicates a tacit approval of translanguaging, suggesting that the resistance may be less about genuine opposition and more about conforming to institutional expectations.

There is also evidence of identity-based tensions at play. In Excerpt 23, the participant's concern about being accused of tribalism reveals how sociopolitical dynamics influence language practices. Even if a lecturer is personally open to multilingual pedagogies, their linguistic identity, marked by name, accent, or ethnicity, may constrain them from acting on those beliefs for fear of being perceived as biased. This points to the intersection of language, power, and identity in the classroom, where linguistic choices are not merely pedagogical but also political.

What emerges, then, is not a simple rejection or acceptance of translanguaging, but rather a spectrum of attitudes shaped by conflicting ideologies, institutional rules, and the multilingual lived realities of students and lecturers. At one end are lecturers who see English as the exclusive vehicle of academic literacy; at the other are those who recognize the cognitive and emotional benefits of integrating home languages, even if they hesitate to do so openly.

This complexity challenges the binary of "for or against" translanguaging and suggests that more support is needed to help lecturers navigate the pedagogical potential versus institutional risk of multilingual approaches. Importantly, this also calls for a re-examination of institutional language policies, which may be inadvertently discouraging innovation and responsiveness in teaching.

The findings of this study align with and extend existing research on the dominance of monolingual ideologies in academic settings, especially within postcolonial contexts where English continues to hold symbolic and institutional power (Canagarajah, 2013; Makoni & Pennycook, 2007). The current study shows that lecturers at the university privilege English-only teaching methods, often citing institutional expectations, concerns about fairness, and the need to uphold academic standards. The study thus confirms the tension between institutional language policies and the multilingual realities of the classroom (Heugh, 2015), highlighting a persistent disconnect between official monolingual standards and the actual linguistic

repertoires of students. In this way, the findings support calls for more inclusive pedagogies that acknowledge multilingual learners not as deficient, but as possessing rich linguistic resources that can enhance academic literacy and learning outcomes.

The fourth and final sub-theme that emerged from the study on lecturers' beliefs, perceptions, and practices regarding academic literacy teaching is "lecturers as facilitators in the writing classroom'' and it is summarized below.

5.4.1.4 Lecturers as facilitators in the writing classroom

The results of the study showed that the participants believe that the role of lecturers in the writing class should be to facilitate the learning process. That means that lecturers should only provide the necessary resources, information, and support for students to complete a task, rather than teaching. The evidence for the participants' beliefs about the role of lecturers in the writing classroom is found in **Excerpts 26** and **27** below:

> Excerpt 26
>
> *I think the main word is that, yes, we are lecturers. It means a lecturer is a person who lectures, but we should really be facilitators of the learning process of writing skills. By that, I mean we should just be there to provide instructions and guidance and let the students practice the writing. I have observed, not formally, but I have observed certain colleagues who are lecturing writing. So, most of the time, a person goes to class and is going to present these strategies only and teaching steps to do whatever. And then the students only come and do the actual work; maybe when they submit the essays or something like that. But students really need to be engaged. From my understanding, I think that is also the current paradigm that we are following: the student-centered approach. It also shifts the attention from the lecturer to the student, but students should negotiate their own meaning and learning. And we should really just act as facilitators of that process.*

In this Excerpt, the participant explains what the role of lecturers in the writing class should be and highlights what he has observed is happening at the university. He posits that, as lecturers, they should be facilitators of the learning process by only providing instructions and guidance to students while letting them practise the writing. The participant believes that by engaging students more in the writing process, attention is shifted from lecturers to students thereby allowing them to negotiate their own meaning and learning. Moreover, as seen in this sentence,

"*I have observed certain colleagues who are lecturing writing.*'', the participant seems to claim that the student-centered paradigm, which he thinks is the approach that the university endorses, is not being fully implemented by some lecturers in the EAP course at the university.

Excerpt 27

Facilitating is ideal, but sometimes students just want to be told what to write. They're used to being given notes, so it's hard to break that mindset. In theory, we are supposed to guide and let them discover, but the system still treats us like knowledge givers. It's not always easy to balance the two.

In this Excerpt, the participant acknowledges the tension between the ideal of facilitation and the reality of both student expectations and systemic constraints. While lecturers are encouraged to adopt a student-centered, facilitative approach, where learners are guided to construct their own understanding, the participant points out that students often expect direct instruction and ready-made notes. This expectation may stem from prior educational experiences where passive learning was the norm. Moreover, the statement, *"the system still treats us like knowledge givers,"* underscores a broader institutional contradiction: although facilitation is promoted in theory, the actual teaching culture and curriculum structure often continue to support traditional, lecturer-centered models. The participant's closing remark, *"It's not always easy to balance the two"*, highlights the ongoing struggle to reconcile pedagogical ideals with the practical demands of teaching in a context that is simultaneously multilingual, under-resourced, and ideologically bound to conventional forms of instruction.

The findings of this study indicate that, although university lecturers are aware of the benefits of student-centered approaches and exhibit an understanding of contemporary pedagogical theories, the dominant curriculum and institutional frameworks continue to support a predominantly lecturer-centered model. Aslam and Ehsan (2021) highlight the barriers created by institutional practices, which still prioritize lecture-based models despite advocating for student-centered approaches. This dissonance between pedagogical knowledge and institutional practice results in most lecturers defaulting to traditional teaching methods. Moreover, various practical constraints, including limited resources, large class sizes, and time pressures, further hinder the full implementation of modern, student-centered approaches. Consequently, the limited facilitation observed in the teaching of writing may inadvertently reinforce monolingual instructional practices, which stand in contrast to the complex multilingual realities of the Namibian educational context. There is a need for more **c**ontext-

responsive teaching that values students' multilingual backgrounds, which is not yet fully realized in the current classroom dynamics (Hornberger, 2002; Pennycook, 2010).

The previous section outlined lecturers' beliefs, perceptions, and practices regarding academic literacy instruction.

5.5 Discussion

This chapter initially explored the rhetorical strategies employed by students in both Namibian languages and English. Subsequently, it examined the evolution of students' self-perception or stance, both before and after exposure to African indigenous languages within the EAP curriculum. Lastly, the chapter explored lecturers' perspectives, beliefs, and instructional practices related to academic literacy instruction.

5.5.1 Rhetorical moves in selected Namibian languages and English that students use

This study sought to explore alternative pedagogical strategies in the teaching of English for Academic Purposes (EAP). By investigating how participants construct arguments in their essays in English compared to their native languages, the study has revealed insights into the diverse approaches to academic writing across linguistic and cultural contexts. The findings affirm the potential benefits of embedding African languages and translanguaging practices within university-level EAP instruction. This resonates with Makalela's framework of Ubuntu translanguaging (Makalela, 2016, 2022), which advocates for a symbiotic relationship between languages, suggesting that the inclusion of one enriches the understanding of the other. The findings also hold implications for EAP instruction, emphasizing the need for a more nuanced and culturally responsive approach to teaching writing skills at the university level.

A significant finding of this study pertains to the structural imposition of English logic on the organization of essays written in both English and selected Namibian indigenous languages. Despite participants' attempts to adhere to the conventional paper structure in both languages, there is a discrepancy between the inherent organization of African languages and the structural norms of English academic writing. This suggests a challenge in reconciling the diverse rhetorical traditions of different languages within the framework of EAP instruction.

The study identified a significant variance in the placement of thesis statements between English and indigenous Namibian languages. While participants tended to adopt a deductive style of writing in English, following Western conventions by placing the thesis statement in

the introduction, they exhibited an inductive style in their indigenous languages (Kubota, 1998). English, a writer-responsible language, emphasizes the initial placement of the thesis and strong topic sentences throughout basic education (Motlhaka & Makalela, 2016). In contrast, indigenous Namibian languages are reader-responsible, relying on the reader to infer and construct coherence from the text. This discrepancy underscores the importance of recognizing and accommodating diverse rhetorical strategies in EAP instruction to better support students from varied linguistic backgrounds.

Additionally, the study found a correlation between discourse conventions in indigenous Namibian languages and English, raising questions about the potential imposition of English rhetorical norms on African languages, given the hegemony of English in academic settings (le Roux & Makoe, 2023; R'boul & Belhiah, 2023). This highlights the need for a critical examination of the cultural and linguistic biases embedded within EAP curricula, as well as the importance of promoting linguistic diversity and translanguaging practices in academic writing instruction.

The influence of cultural factors on students' writing styles is also evident, with participants' essays reflecting the indirect and circular logic characteristic of African languages. Makalela (2018a) describes this as "circumlocution," where meanings are conveyed indirectly, and textual cohesion is external to the text. This approach contrasts with the direct and linear nature of English writing. This cultural influence poses challenges for students navigating between these differing rhetorical conventions. Therefore, EAP instructors must recognize and value cultural diversity in writing pedagogy while providing explicit instruction on rhetorical conventions that bridge linguistic and cultural differences.

Taken together, this study moves beyond earlier findings and advances theoretical assumptions about the direct opposite rhetorical configurations of African languages compared to English. It underscores the necessity for EAP instructors to understand the cultural and epistemological juggling that students engage in, demonstrating complex bilingual creativity and writing. This understanding can lead to more effective support for students as they navigate between English, a West Germanic language, and languages of Bantu origin.

While the insights from this study are illuminative, they are contextual and may not be universally applicable across all EAP settings. There is a need for further studies that look at different levels of study in higher education to augment the finding of the study. Nevertheless,

the implications for EAP pedagogy are profound, advocating for a paradigm shift that embraces linguistic diversity, enriches the learning ecosystem, and fosters inclusivity. This pedagogical shift is not only about enhancing academic performance but also about affirming the cultural and linguistic identities of students, thereby fostering a more equitable educational environment that fully celebrates and utilizes the students' linguistic resources.

5.5.2 Students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course

This study investigated the impact of utilizing indigenous languages in English for Academic Purposes (EAP) courses at the University of Namibia by examining students' sense of self or stance, before and after exposure to African indigenous languages through analysis of their English monolingual essays. The findings of the study suggest that the incorporation of African indigenous languages when teaching academic literacy at university could help improve students' academic writing skills. The findings resonate with findings from other studies (e.g., Turner, Keary, & Tour, 2023) which reported how the inclusion of home language literacy practices can both enhance English language learning and promote multiliteracies.

The first significant finding of this study relates to the 'use of modal vocabulary', highlighting a consistent trend among participants in employing modal verbs to assert their positions in essays, irrespective of exposure to African indigenous languages. This finding suggests that modal vocabulary serves as a fundamental tool for expressing stances in academic writing, regardless of linguistic background.

Furthermore, a significant shift was observed from expression of subjectivity to objectivity in participants' stance-taking strategies. Prior to engagement with indigenous Namibian languages, participants tended to express subjectivity in their stances, while post-exposure, a shift towards objectivity was noted. This change indicates a potential departure from individualistic tendencies and a closer alignment with communal values embodied in the African concept of Ubuntu. Moreover, it implies an improvement in academic writing skills following the integration of indigenous languages into instruction, underlining the importance of fostering multilingual environments to facilitate skill development.

Lastly, the study unveiled a notable increase in hedging language post-exposure to indigenous languages, contrasting with a more assertive tone observed pre-exposure. This shift

underscores an enhancement in participants' academic writing skills following incorporation of indigenous languages into instruction. It underscores the necessity of establishing multilingual spaces in EAP classrooms to enhance students' writing abilities (Sun, 2022; Zheng & Drybrough, 2023b). Consequently, the findings underscore a need for the integration of African indigenous languages in academic literacy instruction at the university level to bolster students' proficiency in academic writing, as hedging language constitutes a fundamental aspect of academic discourse.

While the study's insights are elucidative, they are contextual and may not be universally applicable across all EAP settings. Nevertheless, the study's exploration of students' sense of self and stance highlights the nuanced impact of integrating African Indigenous languages into the EAP curriculum. It underscores the potential benefits of linguistic diversity in enhancing students' academic writing skills and calls for the creation of inclusive learning environments that embrace multilingualism. In brief, these findings contribute to a deeper understanding of the complex dynamics between language, culture, and academic writing proficiency in diverse educational settings.

5.5.3 Lecturers' beliefs, perceptions, and practices regarding academic literacy teaching

This study explored the impact of integrating students' linguistic repertoires into academic literacy within the framework of English for Academic Purposes (EAP). Through an examination of lecturers' beliefs, perceptions, and practices regarding academic literacy teaching, the research aimed to provide insights into alternative EAP methodologies and lay the groundwork for future inquiries in multilingual education, especially in regions like the Global South where monolingual orientations predominate (Makalela, 2018a). The findings of the study corroborate the persistent observation that EAP classrooms in numerous universities across the Global South tend to exhibit a predominantly monolingual orientation (Makalela, 2018a). Additionally, the study acknowledges the influence of teachers' perceptions and practices on their performance in teaching (Jashari & Fojkar, 2019).

A significant finding concerning lecturers' beliefs, perceptions, and practices revolves around the predominant emphasis on a form-focused approach to writing instruction. Participants exhibited a preference for focusing on writing forms, such as grammar and punctuation, over a meaning-based approach like composition. This inclination suggests a lecturer-centered approach to academic writing instruction, reflecting deficit ideologies and a curriculum that

fosters such practices. However, this approach may not fully align with the complex multilingual context in which English academic literacy is taught and learned.

Another notable observation is the prevalent use of corrective feedback in teaching writing. Lecturers prioritize grammatical accuracy and error correction, indicating a focus on achieving linguistic correctness rather than fostering communicative competence. This monolingual approach limits opportunities for students to use their native languages in the classroom and may hinder the development of communication and interaction skills.

Furthermore, the study reveals a notable absence of the utilization of native African languages in EAP classrooms, with lecturers predominantly adopting an English-only instruction approach. This reflects a broader ideological preference for English over local languages, despite the potential benefits of translanguaging in improving academic performance. The dominance of English may marginalize African languages and perpetuate a linguistic hierarchy that prioritizes English at the expense of indigenous languages.

Moreover, participants expressed a belief in the facilitative role of lecturers in the learning process, advocating for a student-centered approach. However, the prevailing lecturer-centered approach in EAP classrooms suggests a gap between pedagogical beliefs and actual practices, potentially reinforcing monolingual practices that do not fully align with the true multilingual environment at the university.

While the findings of the study offer valuable insights into the intricacies of English for Academic Purposes (EAP) pedagogy within multilingual contexts, it is vital to recognize the contextual nature of these insights. Therefore, further exploration and refinement of pedagogical approaches that embrace linguistic diversity and capitalize on students' multilingual backgrounds to enrich their academic literacy skills are imperative.

Moreover, it is significant to understand and address educators' perspectives and attitudes towards multilingual education and academic literacy instruction. Educators' viewpoints play a pivotal role in shaping the implementation of alternative methodologies in EAP classrooms. By acknowledging and addressing educators' perspectives, it becomes feasible to foster a more inclusive and effective learning environment that caters to the diverse linguistic needs of students.

This shift towards embracing linguistic diversity is not only instrumental in enhancing academic performance but also pivotal in affirming students' cultural and linguistic identities.

By acknowledging and celebrating students' linguistic resources, educators can create a more equitable educational landscape that fosters a sense of belonging and empowerment among learners. Ultimately, this approach may promote a more holistic and inclusive educational experience that maximizes the potential of all students.

5.6. Conclusion

In conclusion, this chapter provided an in-depth analysis of the qualitative data obtained from the study, which explores academic literacy pedagogy and the intersectionality of English and indigenous African languages in the context of teaching English for Academic Purposes (EAP) at the university level. The chapter is structured into three sections, each focusing on distinct aspects of the research findings. The first section examines students' sense of self or stance before and after the use of African indigenous languages in the EAP course. The findings underscore the potential benefits of embedding African languages and translanguaging practices within university-level EAP instruction in improving students' academic writing skills. By incorporating indigenous languages, students demonstrate a heightened sense of self-awareness and exhibit enhanced academic writing abilities. The second section of the chapter explored the rhetorical moves observed in selected Namibian languages and English among students. Here, the findings of the study affirm the potential benefits of embedding African languages and translanguaging practices within university-level EAP instruction. This section highlights the importance of incorporating indigenous languages into the teaching process to enhance students' academic writing skills. Finally, in the third section, lecturers' beliefs, perceptions, and practices regarding academic literacy teaching are outlined. The findings of the study reaffirm the prevailing observation that EAP classrooms in numerous universities across the Global South tend to have a predominantly monolingual orientation. This section illuminates current pedagogical approaches and emphasizes the need for further exploration of alternative methodologies that embrace linguistic diversity. Overall, this chapter provides valuable insights into the complex dynamics of academic literacy pedagogy in multilingual contexts. It emphasizes the importance of embracing linguistic diversity and leveraging indigenous languages to enhance students' academic writing skills. These findings have significant implications for the development of EAP pedagogy that celebrates students' linguistic diversity and promotes inclusivity in the learning environment.

The next chapter gives an outline of the summary of the study, conclusions, and recommendations.

CHAPTER SIX

6. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides a summary of the study, conclusions and recommendations that were generated from the study on the need or desirability of using African languages in an English for Academic Purposes course and across the curriculum at an African university. This aim is underpinned by the general aim of the study which was to investigate how the use of African languages can contribute to develop alternative hypotheses around the pedagogy of teaching EAP for enhancing academic success across the curriculum at university level. The chapter first provides a summary of the study. Thereafter, it extrapolates the major conclusions of the study before outlining recommendations for both research and practice. Lastly, the chapter provides a brief conclusion to the study.

6.2 Summary of the study

The first chapter of the study provided an overview of the study about the role of indigenous languages for improving academic performance in an EAP course at an African University. The chapter initailly outlined the background of the study by proving a brief history about the teaching of academic literacy and the theories that have influenced the field of academic literacy over the years since the mid-1960s. This chapter further outlines the statement of the problem which is that very little research seems to have been done on alternative ways of understanding academic literacy, especially in the Global South, and particularly in Namibia, where researchers have extensively looked at Funds of Knowledge (FoK). Furthermore, the chapter states the main aim of the study which is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at an African university. This aim is underpinned by the following objectives which are discussed below:

- *To ascertain students' attitudes towards the use of indigenous languages in the EAP classroom*

In order to realize this objective, the participants were asked to complete a survey in which they had to answer questions about their attitudes towards the use of indigenous languages in the EAP classroom.

- *To assess the impact of using indigenous languages on the EAP course and related courses at the university*

To realize this objective, two groups of students, the experimental and control groups, were asked to write monolingual English essays on the same topic. Prior to writing the monolingual essay in English, one group, the experimental, was first asked to write a monolingual essay in an indigenous Namibian language before a translingual intervention. The intervention was done using a multilingual essay writing task and all other kinds of resources which students may have brought into the classroom in order to see if they would be effective in yielding better results. That is, students were allowed to use other languages in their discussions. They did annotations; they also engaged in pair work, process writing, note-taking, and group discussions in their native languages. The intervention lasted for approximately three weeks. The other group, the control, neither wrote a monolingual essay in an indigenous Namibian language nor received any intervention but wrote the English monolingual essays. The essays for both experimental and control groups were then marked using the marking rubric (see Appendix 6) used for marking similar tasks in the EAP course at the university. The essays were graded out of a score of 30 before the results were statistically analyzed.

- *To compare and contrast rhetorical moves in selected Namibian languages and English from the students' essays*

To realize the objective, the participants' monolingual essays were analyzed in order to compare and contrast the rhetorical moves that they used in their essays.

- *To assess students' sense of self or stance, prior and after the use of indigenous languages in the EAP course*

Here, the participants' monolingual English essays, one written before and the other one written after the use of African indigenous languages, were analyzed to assess their' sense of self or stance, prior and after the use of indigenous Namibian languages in the EAP course.

Furthermore, the chapter provided the research questions that were developed from the objectives of the study mentioned above. Thereafter, the chapter outlined the rationale or reasons for the study such as its need to assist lecturers at university to take practical steps in helping students with their academic writing without sidelining their languages and ways of knowing, being, and acting. The chapter also looked at the significance of the study which

include, among others, implications for theory and pedagogy. Moreover, it provided the definition of concepts that are used in the study by providing their standard definitions, and where necessary, their operational definitions too. The chapter then concluded by providing an overview of the chapters which make up this study.

- *To determine lecturers' beliefs, perceptions, and practices regarding academic literacy teaching*

Here, the participants were interviewed and asked to share their beliefs, perceptions, and practices about teaching academic literacy at the university. After the data were analysed, the following sub-themes emerged: focusing on writing forms, provision of corrective feedback, using indigenous languages in the classroom, and lecturers as facilitators in the writing classroom.

The second chapter dealt with literature review. This chapter provided an overview of the literature that deals with academic literacy pedagogy and the intersectionality of English and indigenous African languages in the teaching of English for Academic Purposes at university level. It first outlined the theoretical framework underpinning this study, which is a merger of four theories, created through an interface between heteroglossia, translanguaging, contrastive rhetoric, and academic literacies theories. Thereafter, the chapter provided a review of some literature relevant to the study that deals with the interface between English and home languages. The chapter specifically reviewed literature on the impact of using L1 in L2 classrooms; the moves that student make when they write academic texts; learner identities in academic writing; student attitudes towards L1 use in the L2 classroom; and teacher perceptions, beliefs, and practices regarding the teaching of academic literacy.

Chapter three discussed the research methodology that was used to undertake the study which deals with academic literacy pedagogy and the interconnectness of English and Indigenous African languages in the teaching of English for Academic Purposes at university. The chapter first outlined the research design of the study, a mixed research approach. The chapter also outlined the sampling and population relevant for the study, which was the group of students, who at the time of the study, were enrolled for the EAP course at UNAM's Windhoek Campus as well as their lecturers. Moreover, the chapter addressed the data collection methods that were used for the study which included student-generated essays, a survey, and semi-structured interviews. Furthermore, it outlined the data analysis methods that the study adopted. The analysis methods included the categorical and chronological organization of the quantitative

data and repeated reviewing of the data as well as continuous coding of the data. It also involved the analysis of the qualitative data following the thematic analysis procedure where patterns or themes within qualitative data were identified. The chapter also addressed some issues related to validity and reliability in the study to ensure the accuracy and consistency of the study's findings. Lastly, the chapter outlined some ethical considerations pertaining to the study in line with research ethics or moral principles guiding research.

6.3. Summary of the major findings of the study

The results of the study are classified into different sections. Section one outlines the findings on student attitudes towards the use of indigenous languages in the EAP classroom. The second section provides conclusions on the impact of using indigenous languages on the EAP course and related courses at the university. Furthermore, Section three provides conclusions on rhetorical moves in selected Namibian languages and English from the students' essays. Moreover, Section four provides findings on students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course. Lastly, Section five outlines the findings on lecturers' beliefs, perceptions, and practices regarding academic literacy teaching.

6.3.1 Section 1

6.3.1.1 Student attitudes towards the use of indigenous languages in the EAP classroom

- The majority of the participants indicated that they do not use their home languages in the class.
- Most participants indicated that they usually hear their peers use their home languages in the class.
- The majority of the participants said that they would prefer to sit next to a classmate who speaks their home language.
- Most participants indicated that they do not use their home language(s) in class more than they use English.
- The majority of the participants believe that students should be allowed to use their home languages in class.
- Most participants believe that their home languages are important to them.
- The majority of the participants said that they feel confident when they use their home languages in class.

- The participants were somewhat divided in their perceptions of using their home languages in class; however, there was a slight tendency toward feeling more motivated when their home languages were incorporated into classroom activities.
- The majority of the participants do not believe that using their home languages in class will help them improve their writing skills.
- The majority of the participants do not believe that the use of home language(s) in the class will help them improve their academic performance.
- Most participants think that only English should be used in the class.
- Most participants do not think that use of home language in class will help them learn English.
- The majority of the participants think that home language is necessary to better understand difficult concepts.
- The majority of the participants think that home language is necessary to better identify meanings of terminology.
- Most participants indicated that they want to be able to speak their home languages in class when they feel they need to.
- Most participants indicated that they would prefer their lecturers to only use English when teaching.
- The majority of the participants think that the use of home language in class helps them to foster deeper comprehension of content or topic.
- The majority of the participants feel that, as students, they should be allowed to use their home languages in discussions when working in pairs or groups.
- Most participants feel that, as students, they should be allowed to use their home languages to ask questions related to the lesson if they do not understand.
- The majority of the participants indicated that they prefer to use their home languages with their classmates in the class.
- Most participants indicated that they would not mix languages in class.

The list above shows the major findings of the study on student attitudes towards the use of Indigenous African languages in the EAP classroom. However, when one looks at the results closely, it is very clear that there is a contradiction between the practice and the belief. The participants believe, on one hand, that they should not use their home languages, but on the other hand, they can be seen wanting to use their home languages. The results of the differences in this study were shown to be significant, which shows that students' opinions are divided.

6.3.2 Section 2

6.3.2.1 The impact of using indigenous languages on the EAP course and related courses at the university

The study investigated the impact of incorporating indigenous languages into English for Academic Purposes (EAP) courses at the University of Namibia. It employed a translingual intervention approach, where an experimental group engaged in multilingual tasks, including composing essays in an indigenous Namibian language before transitioning to monolingual English essays. A control group received conventional instruction and solely completed monolingual English essays.

The results demonstrated a significant improvement in essay test performances for the experimental group that engaged with the translanguaging intervention. This group markedly outperformed the control group, indicating the effectiveness of the translingual strategies employed. Inferential statistical analyses further validated the robustness of these outcomes, confirming that the improvement observed was a direct consequence of the translingual approach rather than random variation.

6.3.3 Section 3

6.3.3.1 Rhetorical moves in selected Namibian languages and English from the students' essays

The study investigated the rhetorical strategies employed by participants in constructing arguments in their essays, comparing their approach in English to that in their native languages. Several key findings emerged from this analysis.

Firstly, there was evidence of a structural imposition of English logic on the organization of essays written in both English and selected Namibian indigenous languages. Despite the participants' efforts to adhere to conventional paper structure in both languages, a discrepancy was noted between the inherent organization of African languages and the structural norms of English academic writing.

Additionally, a significant variance was observed in the placement of thesis statements between English and indigenous Namibian languages. While participants tended to adopt a deductive style of writing in English, adhering to Western conventions by placing the thesis statement in

the introduction, they exhibited an inductive style in their indigenous languages. This suggests a divergence from traditional English academic writing norms and highlights the influence of linguistic and cultural factors on writing styles.

Moreover, the study underscored the impact of cultural factors on students' writing styles, with the participants' essays reflecting the indirect and circular logic characteristic of African languages. This observation highlights the interconnectedness between language, culture, and writing conventions, emphasizing the importance of considering cultural influences in academic writing instruction.

Overall, these findings contribute to the literature on the rhetorical differences between English and indigenous African languages, highlighting the complex dynamics of multilingual academic writing and underscoring the importance of accommodating linguistic and cultural diversity in academic literacy instruction.

6.3.4 Section 4

6.3.4.1 Students' sense of self or stance, prior and after the use of African indigenous languages in the EAP course

The study examined students' sense of self or stance before and after exposure to African indigenous languages in an English for Academic Purposes (EAP) course. Several key findings emerged from this investigation.

Firstly, the findings highlighted a consistent trend among the participants in employing modal verbs to assert their positions in essays, regardless of exposure to African indigenous languages. This suggests that modal vocabulary remains a prevalent feature in students' stance-taking strategies, regardless of linguistic context.

Moreover, a significant shift was observed from the expression of subjectivity to objectivity in the participants' stance-taking strategies. Prior to engagement with indigenous Namibian languages, the participants tended to express subjectivity in their stances. However, post-exposure, a notable shift towards objectivity was observed. This shift suggests a refinement in students' ability to present arguments in a more objective manner following exposure to indigenous languages.

Lastly, the study unveiled a notable increase in the use of hedging language post-exposure to indigenous languages, contrasting with a more assertive tone observed pre-exposure. This shift

indicates an enhancement in the participants' academic writing skills following the incorporation of indigenous languages into instruction. The increased use of hedging language suggests a greater awareness of the nuances of academic discourse and a willingness to acknowledge uncertainty or complexity in their arguments.

Overall, these findings underscore the positive impact of incorporating indigenous languages into EAP instruction on students' stance-taking strategies and academic writing skills. The observed shifts towards objectivity and increased use of hedging language suggest a deeper engagement with academic discourse conventions and a greater proficiency in academic writing following exposure to multilingual instruction.

6.3.5 Section 5

6.3.5.1 Lecturers' beliefs, perceptions, and practices regarding academic literacy teaching

In examining lecturers' beliefs, perceptions, and practices regarding academic literacy teaching, the study revealed several key findings. Firstly, participants exhibited a preference for focusing on writing forms, such as grammar and punctuation, over a meaning-based approach like composition. This suggests a tendency towards a more prescriptive approach to writing instruction rather than one that emphasizes the development of content and ideas.

Additionally, the study found that lecturers prioritize grammatical accuracy and error correction in their teaching of writing. This emphasis on achieving linguistic correctness highlights a focus on surface-level aspects of language rather than on fostering broader communicative competence.

Furthermore, the study observed a notable absence of the utilization of native African languages in EAP classrooms, with lecturers predominantly adopting an English-only instruction approach. This monocultural approach may overlook the potential benefits of incorporating students' native languages into the learning process and may not fully leverage the linguistic diversity present in the classroom.

Finally, while the participants expressed a belief in the facilitative role of lecturers in the learning process and advocated for a student-centered approach, the prevailing lecturer-centered approach in EAP classrooms suggests a gap between pedagogical beliefs and actual practices. This misalignment may reinforce monolingual practices that do not fully embrace the multilingual environment in which the teaching and learning take place.

Overall, these findings highlight the need for a reevaluation of pedagogical approaches in academic literacy teaching, with a greater emphasis on meaning-based instruction, the incorporation of students' native languages, and a shift towards more student-centered approaches that better reflect the linguistic diversity of the classroom.

6.4 Recommendations

6.4.1 Recommendation for practice

The findings of this study carry significant implications for both curriculum design and language policy in higher education, particularly within English for Academic Purposes (EAP) programs. Despite mounting evidence that the strategic use of students' first languages (L1) can enhance academic performance (Alzahrani, 2019b), these languages continue to be sidelined in academic contexts. This exclusion not only limits students' academic potential but also perpetuates linguistic hierarchies that marginalize non-dominant language speakers.

Curriculum design must evolve to reflect and support the multilingual realities of student populations. Rather than operating within monolingual, English-only frameworks, EAP curricula should adopt pedagogical approaches that value and incorporate students' entire linguistic repertoires. One promising direction is the integration of translanguaging practices, which allow students to make meaning through the fluid use of multiple languages (Garcia & Wei, 2014). Such practices not only promote deeper cognitive engagement but also affirm students' cultural and linguistic identities. For example, allowing students to draft in their home languages, reflect on cross-linguistic rhetorical strategies, or engage in peer discussions using multiple languages can bridge the gap between students' existing knowledge and academic expectations (Canagarajah, 2013). Furthermore, explicit instruction on rhetorical conventions across languages is essential. As this study revealed, students often employ different rhetorical moves in indigenous languages compared to English, which can cause confusion and impact their performance. Making these differences visible through contrastive rhetoric instruction helps students navigate academic discourse without feeling the need to abandon their linguistic identities (Kubota & Lehner, 2004).

Beyond curriculum, institutional policies must be reshaped to support multilingualism and challenge monolingual norms. Language policies that continue to privilege English as the sole medium of academic legitimacy contribute to the silencing of students' home languages and undermine efforts toward educational equity. Institutions should formally recognize

indigenous and home languages as legitimate assets in academic learning and assessment. This might include multilingual academic support services, such as tutoring or writing centers that engage students in both English and their L1s, as well as assessment models that allow for bilingual reflection or commentary. Crucially, language policy reform must be grounded in a decolonial framework, one that critically interrogates the historical and political dimensions of language dominance in education. A decolonial approach to language in higher education seeks not only to incorporate indigenous languages but to reframe how knowledge, identity, and academic legitimacy are constructed (Makoni & Pennycook, 2007).

The role of educators is central to these changes. Professional development is needed to equip instructors with the skills and perspectives necessary to implement linguistically responsive pedagogy. Many teachers may not be familiar with translanguaging or may hold monolingual ideologies shaped by their own educational backgrounds. Training should focus on developing awareness of language ideologies, as well as practical strategies for creating inclusive classroom environments. These might include using multilingual materials, encouraging translanguaging in discussions, or explicitly validating the use of students' home languages in academic thinking (Hornberger & Link, 2012).

In summary, the implications of this study point to a need for systemic change. Curriculum, policy, and pedagogy must align to reflect the multilingual and multicultural realities of contemporary student populations. By affirming students' linguistic identities and creating space for diverse language practices, institutions can foster more inclusive and equitable educational environments that not only enhance academic outcomes but also promote a more just and representative vision of higher education.

6.4.2 Recommendation for further research

Beyond the recommendations already discussed, several methodological enhancements and areas for expansion should be considered to further advance research on translanguaging in academic settings.

Firstly, future studies would benefit from adopting mixed-methods research designs that integrate both qualitative and quantitative data. While qualitative approaches have offered rich, contextual insights into how translanguaging supports learning, incorporating quantitative methods such as surveys, performance metrics, and standardized assessments can help validate these findings and provide a more balanced understanding.

Secondly, future research should explore the application of translanguaging strategies across diverse educational contexts. Most existing studies have focused on undergraduate or primary education settings, leaving a gap in understanding its impact in postgraduate education, vocational training, and across different disciplines.

Thirdly, there is a need for longitudinal research that examines the long-term effects of translanguaging interventions. The current study was conducted over a short period of three weeks, which limits the ability to observe sustained changes in academic literacy or performance. Longitudinal studies would allow researchers to better understand how students adapt over time and whether the benefits of translanguaging persist beyond the immediate instructional period.

Another key area involves investigating teacher perspectives and professional development needs in relation to translanguaging. Many educators see the value in translanguaging, but their classroom practices often do not align with these beliefs (Catterall, 2023). This misalignment points to the need for targeted teacher training that bridges theory and practice, enabling teachers to implement translanguaging strategies confidently and effectively.

Finally, expanding research to include a broader range of linguistic and cultural settings is crucial for developing a truly inclusive understanding of translanguaging in education. Translanguaging has the potential of not only supporting literacy development but also promoting greater epistemic access for students from marginalized linguistic backgrounds (Zinn, 2023).

Collectively, these directions highlight the need for continued and nuanced exploration of translanguaging practices. By broadening methodological frameworks, diversifying study contexts, and integrating teacher perspectives, future research can contribute to a more robust and inclusive understanding of how students' full linguistic repertoires can enhance academic literacy and performance.

6.5 Conclusion

In conclusion, this study aimed to explore the utilization of students' linguistic repertoires to enhance academic performance in an English for Academic Purposes (EAP) course and across the curriculum at an African university. The study demonstrated that incorporating indigenous African languages into English for Academic Purposes (EAP) instruction significantly enhances students' academic performance, rhetorical awareness, and sense of academic

identity. While students expressed both appreciation for their home languages and a belief in the primacy of English, the translingual intervention led to improved essay quality, increased use of academic stance markers, and a shift toward more objective, nuanced writing. Furthermore, despite lecturers' stated support for student-centered learning, their practices remained largely English-only and form-focused, revealing a gap between beliefs and classroom realities. The study also found that rhetorical structures differed across languages, with indigenous language essays reflecting more circular and inductive reasoning. These findings underscore the value of translanguaging as a pedagogical approach that bridges linguistic and cultural gaps, fosters inclusion, and supports deeper engagement with academic discourse.

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APPENDICES

This section presents a comprehensive compilation of all documents, including research instruments, that were essential for conducting the study. These documents include: a letter from the language editor who proofread the thesis; consent forms for both lecturers and students; English and indigenous language essay assignments; the academic essay marking rubric; the English for Academic Purposes (LEA 3519) Semester 2 Plan for 2022; sample academic writing units from the university's EAP study guide; the interview guide; the student survey; information sheets for lecturers and students; a letter requesting permission to conduct research at the University of Namibia; the corresponding letter granting permission; the ethics clearance certificate; a letter requesting assistance in identifying and analysing rhetorical moves in essays written in African languages; selected raw data, including student essays; and completed survey forms. These documents are presented below.

Appendix 1

Proof of editing

52 Barker Street

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1459

Email:

zamalanguageservices@gmail.com

Mobile: 0817489672

15 June 2023

To whom it may concern

Re: Proof of editing and proof of reading: Rhodes Muyunda

This is to confirm that I have edited and proofread Mr. Rhodes Muyunda's thesis. I can attest that the thesis meets the requirements for English language grammar and structure in its final version on the proviso that the suggested changes are successfully implemented.

Should there be any questions, please contact me.

Sincerely,

Zama Khumalo

Freelance Language Editor

Appendix 2

Consent Form: Lecturers

Title of project: *The role of indigenous languages for improving academic performance in an EAP course at an African university*

Name of researcher: Rhodes Muyunda

I, _____, agree to participate in this research project. The research has been explained to me, and I understand what my participation will involve. I therefore agree to the following:

(Please **circle** the relevant options below)

1.	I agree that my participation will remain anonymous.	YES	NO
2.	I agree that the researcher may use anonymous quotes in his research report.	YES	NO
3.	I agree that the interview may be audio recorded.	YES	NO
4.	I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.	YES	NO
5.	I agree that the researcher may carry out classroom observations during my lessons.	YES	NO

_____ (Signature)

_____ (Name of participant)

_____ (Date)

_____ (Signature)

_____ (Name of person seeking consent)

_____ (Date)

Appendix 3

Consent Form: Students

Title of project: *The role of indigenous languages for improving academic performance in an EAP course at an African university*

Name of researcher: Rhodes Muyunda

I, _____, agree to participate in this research project. The research has been explained to me and I understand what my participation will involve. I therefore agree to the following:

(Please **circle** the relevant options below)

1. I agree that my participation will remain anonymous. YES NO
2. I agree that the researcher may use anonymous quotes in his research report. YES NO
3. I agree that my essays may be looked at and used. YES NO
4. I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained. YES NO
5. I agree that the researcher may carry out classroom observations. YES NO

_____ (Signature)

_____ (Name of participant)

_____ (Date)

_____ (Signature)

_____ (Name of person seeking consent)

_____ (Date)

Appendix 4

Essay Assignment: English

Write an argumentative essay in English on the following topic:

Despite the many deaths caused by COVID-19 in Namibia and the world in general, as well as several appeals made by the Namibian government to its citizens to get vaccinated, many people in Namibia seem to be reluctant to get vaccinated. Discuss whether COVID-19 vaccinations should be made compulsory or not.

GUIDELINES FOR THE ESSAY:

1. Type on A4 paper only - Arial or New Times Romans, font size 12, 1.5 Line Spacing.
2. All pages should be numbered.
3. Paragraphs should be clearly spaced or indented.
4. There is no restriction on the length of your essay. However, it should be at least one-page long.
5. You need not to write your name or student number (you may however write your nickname if you so wish).

Appendix 5

Essay Assignment: Indigenous Namibian Language(s)

Write an argumentative essay in your mother tongue (home language) on the following topic:

Despite the many deaths caused by COVID-19 in Namibia and the world in general, as well as several appeals made by the Namibian government to its citizens to get vaccinated, many people in Namibia seem to be reluctant to get vaccinated. Discuss whether COVID-19 vaccinations should be made compulsory or not.

GUIDELINES FOR THE ESSAY:

1. Type on A4 paper only - Arial or New Times Romans, font size 12, 1.5 Line Spacing.
2. All pages should be numbered.
3. Paragraphs should be clearly spaced or indented.
4. There is no restriction on the length of your essay. However, it should be at least one-page long.
5. Indicate the Namibian language in which your essay is written. e.g., Khoekhoegowab, Oshikwanyama, Oshindonga, Otjiherero, Afrikaans, Silozi, Rukwangali, Thimbukushu, Rugciriku, Setswana, etc.

Appendix 6

Academic Essay Marking Rubric for the EAP course at UNAM

Quality Criteria	0	1-2	3-4	5-6	(Rating)
1.Title	**The title is missing.**	**The title is somewhat vague. Some title elements are missing.**	**The title fairly matches the focus of the essay. Most of the title elements are included.**	**The title closely matches the focus of the essay. All the title elements are included.**	
2.Thesis focus & Originality	**Thesis is missing. Reader cannot determine thesis and purpose, or thesis has no relation to the writing task.**	**Thesis may be obvious or unimaginative. Thesis is somewhat vague.**	**Thesis is somewhat original. Thesis is fairly clear and matches the writing task.**	**Develops fresh insight that challenges the reader's thinking. Thesis is clear to the reader and clearly matches the writing task.**	
3.Organization/ Language	**Unclear organization or organization plan is inappropriate to thesis. No transitions. Consistent language errors.**	**Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Language is fairly intelligible but with errors.**	**Organization supports thesis. Transitions are mostly appropriate. Sequence of ideas needs improvement. Fair correct language usage.**	**Fully and imaginatively supports thesis. Sequence of ideas is effective. Transitions are effective. Excellence language usage.**	
4.Support/ Reasoning	**Offers simplistic, undeveloped, or cryptic support for the ideas. In appropriate or off-topic generalizations, faulty assumptions errors of fact.**	**Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or repetitive.**	**Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples.**	**Substantial, logical, and concrete development of ideas. Assumptions are made explicit.**	
5.Referencing	**Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses**	**Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations and**	**Uses sources to support, extend, and inform, but not substitute writer's own development of ideas. Doesn't overuse quotes but**	**Uses sources to support extend and inform development of ideas. Combines material from a variety of sources.**	

	source without acknowledgement)	**paraphrases may be too long and/or inconsistently referenced.**	**may not always conform to required style manual.**	**Doesn't overuse quotes.**	
TOTAL					

Appendix 7

English for Academic Purposes (LEA 3519) Semester 2 Plan 2022

WEEK STARTING	LECTURE 1	LECTURE 2	LECTURE 3	LECTURE 4
18 -22 Jul	Student enrolment and Academic ethics	Student enrolment and Academic Ethics	Student enrolment & introduction to ULEA	Student enrolment & introduction to ULEA
25 – 29 Jul	**Unit 1**: Academic Listening, comprehension and note taking	**Unit 1**: Academic Listening, comprehension and note taking	**Unit 1:** Academic Listening, comprehension and note taking	**Unit 2**: Basic Academic Study Skills
31 Jul – 4 Aug	**Unit 2**: Basic Academic Study Skills	**Unit 2**: Basic Academic Study Skills	**Unit 3**: Academic Reading & researching,	**Unit 3**: Academic Reading & researching **Academic Essay Title Formulation**
8 Aug – 12 Aug	**Unit 3**: Academic Reading & researching **Academic Essay Title Formulation**	**Unit 3**: Academic Reading & researching **Academic Essay Title Formulation**	**Unit 3**: Academic Reading & researching **Academic Essay Title Formulation**	**Unit 7:** Functional situation in Academic writing/ The Essay
15 – 19 Aug	**Unit 7:** Functional situation in Academic writing/ The Essay **ESSAY TITLE**	**Unit 7:** Functional situation in Academic writing/ The Essay **ESSAY TITLE**	**Unit 7:** Functional situation in Academic writing/ The Essay **FINALIZE ESSAY TITLE**	**Unit 7:** Functional situation in Academic writing/ The Essay
22 – 26 Aug	**Unit 10**: The APA referencing Skills Using Sources: how not to plagiarize, using quotations, paraphrase and summary	**Unit 10**: The APA referencing Skills Using Sources: how not to plagiarize, using quotations, paraphrase and summary	**Unit 10**: The APA referencing Skills Using Sources: how not to plagiarize, using quotations, paraphrase and summary	**Unit 10**: The APA referencing Skills **Using Sources**: how not to plagiarize, using quotations, paraphrase and summary
28 Aug – 1 Sep	Semester break	Semester break	Semester break	Semester break
5 – 9 September	**Unit 4:** Academic Vocabulary: Learning Strategies	**Unit 4:** Academic Vocabulary: Learning Strategies	**Unit 4:** Writing Academic paragraphs: Planning & Organizing an essay, introduction,	**Unit 4:** Writing Academic paragraphs: Planning & Organizing an

			body and Conclusion, developing coherent paragraphs **Summary Writing**	essay, introduction, body and Conclusion, developing coherent paragraphs **Summary Writing**
12 – 16 Sept **Test 17 Sept 2022** **SATURDAY**	**Unit 6:** Writing Academic paragraphs: Planning & Organizing an essay, introduction, body and Conclusion, developing coherent paragraphs **Summary Writing**	**Unit 6:** Writing Academic paragraphs: Planning & Organizing an essay, introduction, body and Conclusion, developing coherent paragraphs **Summary Writing**	**Unit 5:** Mechanics in Academic writing	**Unit 5**: Mechanics in Academic writing
19 – 23 Sept	**Unit:** Mechanics in Academic writing	**Unit 8**: Selecting and Synthesizing	**Unit 8**: Selecting and Synthesizing	Academic essay due date Unit 8 continues
26-30 Sept	**Unit 12:** Academic Speaking	**Unit 12:** Academic Speaking	**Unit 12:** Academic Speaking	Academic presentations
3 – 7 Oct	Academic presentations/ Speaking	Academic presentations/ Speaking	Academic presentations/ Speaking	Academic presentations/ Speaking
10 – 14 Oct	Academic presentations/ Speaking	Academic presentations/ Speaking	Academic presentations/ Speaking	**LECTURES END**
17 – 21 Oct	**Submit all CA Marks to ULEA Coordinator**	**Releasing of all CA marks**	**REGULAR EXAMINATIONS COMMENCE 24 OCT**	

Appendix 8

Sample unit on academic writing from the university's EAP study guide 1

UNIT 5: MECHANICS IN ACADEMIC WRITING

Introduction

In this unit, you will be introduced to the mechanics and conventions of academic writing. Academic mechanics, i.e. basic grammatical items and academic conventions need to be fully understood and correctly applied. Different activities will enable you to use these mechanics in context in order to understand them better. You will also be given activities on cohesive devices and on the passive voice.

Objectives

At the end of this unit students should be able to:

- identify the correct mechanics and conventions
- Use cohesive devices in context
- Use the passive voice appropriately
- Use language items such as punctuation and sentence structure appropriately in context.

5.1 Academic mechanics and conventions

Academic mechanics entail the basic grammatical items of language such as sentence structure, tenses, punctuation, reporting verbs and full forms of words. In addition, coherence/cohesion is an important academic feature that ensures that sentences and paragraphs are linked appropriately together and operate as a unit. Academic conventions entail all those features/items of an academic text/article such as objectivity, tentativeness, accuracy, the use of the passive voice, formal/academic register that make a text academic.

1.1.1 Cohesive devices

Activity 1

Read the text below and fill in suitable linking in the spaces provided.

Increasing visibility as a tourism destination

_____ gaining independence from South Africa in 1990, the Republic of Namibia has become one of Sub-Saharan Africa's fastest growing and most competitive economies. It is _____ becoming increasingly visible as a tourism destination. The country has been boosted by the recent decision of the high-profile actress, Angelina Jolie, and her partner Bratt Pitt to choose Namibia as the birthplace of their much-publicised baby.

As the sector gains in importance, it is _____ increasingly complementing the country's economic sector' – agriculture, fishing and mining. Yet, _____ the clear potential for tourism growth and the opportunities it offers to diversify and enrich the economy, the

sector has seen low levels of government investment. _____, some significant moves have been made over the past decade to provide a political and legislative framework that is conducive to the growth of the industry. The *White Paper on Tourism* was approved by Cabinet in 1994 and the Namibia Tourism Board was signed in 2000. _____ its subsequent establishment in 2001, the Namibia Tourism Board has undertaken a series of measures to improve marketing of the country's tourism attractions, as well as putting systems in place to organize the industry.

(*Note:* Taken and adapted from a tourism guide entitled *Namibia's Travel & Tourism magazine* by the Ministry of Environment and Tourism 2004)

5.1.2 The passive voice

In many process paragraphs, especially academic paragraphs that are scientific, the passive voice is used to give the paragraph more objectivity. In other words, the researcher or the "doer" of the action remains less important than his/her work. The work or the action is more important than the researcher. Instead of saying "I did this", the author writes "the work was done".

In the active voice, the subject as the doer of the action will always be at the beginning of the sentence. The subject performs the action.

For example

Active: I conducted an experiment.

('I' = doer)

I carried out the research.

('I' = doer)

Passive: An experiment was conducted.

(An experiment = object/receiver of the action)

The research was carried out.

('The research' = object/receiver of the action)

Therefore, when using the passive voice, personal pronouns such as 'I' are avoided. This will enable your writing

to be formal and objective.

Activity 2

The following sentences are in the Active voice. Change them to the Passive voice.

1. They completely outclassed the opponent.

_____.

2. We are repairing the bridge.

_____.

3. They threw away the old newspapers.

_____.

4. He looked well after the children.

_____.

5. She will address a very important audience tomorrow.

_____.

5.1.3 Sentences

Types of sentences

Sentences are made up of one or more clauses which are the basic units of grammar. Sentences are either simple, compound or complex. A simple sentence has one subject and one finite verb. It may also have a direct object, a complement, an indirect object and a direct object, or a direct object and a complement, according to the kind of verb.

For example:

A. Simple sentence

1. She walks.
2. I am just going over.
3. I might be useful.
4. I am still a doctor in the eyes of God.

B Complex sentence

A complex sentence has one main clause and one or more subclauses. These are frequently introduced by a subordinator like *because*, *if, when* and *who*.

For example:

1. I didn't know what to do.
2. If he were drowning, I would watch.
3. I opened the bedroom door which was unlocked.

C Compound sentence

A compound sentence has two or more clauses which are equally important and are usually joined by a coordinating conjunction like and, but, or.

(*Note*: Taken and adapted from *Penguin English Grammar A-Z for Advanced Student,* by Broughton G. (1990, p.278).

For example:

1. I have never been myself or lived my own life at all.
2. I like football but I love cricket more as a sport.

Activity 3

Identify the sentence by writing simple, complex or compound in the space provided.

1. She is following him desperately _____.
2. After studying, he took a walk in the park _____.
3. John is very tired but he went to the school to attend the meeting _____.
4. I will study medicine or civil engineering depending on the scholarship that I will get _____.
5. Emi likes singing _____.
6. Peter wants to study law because of the dire shortage of legal experts in his district _____.

2. Characteristics of formal academic writing

OBJECTIVE	**SUBJECTIVE**
The academic writer tries not to let His personality intrude too much into the writing, in order to allow the facts and the evidence speak for themselves. 1. Personal pronouns, especially 'I' Feelings are generally avoided. Pronouns like 'it' 'one' and 'there' are used instead.	The non-academic writer usually writes from a very personal point of view. 1. Personal pronouns are often used and personal and views expressed.
TENTATIVENESS The academic writer is cautious about making very definite or categorical statements, or arriving at conclusions too hastily. The truth is complex and new facets of it are being uncovered all the time. There are few things we can be completely sure of, but we can say what seems to be true, judging from evidence at present available.	**ASSERTIVENESS** The non-academic writer, speaking from a personal viewpoint, is often very sure of himself/herself, and may make wild generalizations or draw conclusions from insufficient evidence.

1. Verbs such as 'seems to', appears to', Is likely to' tends to', may or might', could', would', indicate tentativeness 2. Adverbial and adjectival qualifiers such as 'apparently', 'seemingly', 'probably', 'maybe', 'perhaps', generally', 'often', 'on the whole', indicate tentativeness. **ACCURATE** Accuracy is of paramount importance in academic writing. Objectivity and tentativeness (above) both can accurate tribute to accuracy. 1.Precise evidence is given for facts which are presented. Facts are carefully distinguished from opinions. 2. Sources are carefully used and acknowledged. A generally accepted system of quoting and referencing is used. 3. What is written is relevant to the topic and not repetitive. 4. Words are used with precision. 5. Sentences are clear and constructed carefully to show precise relationships between ideas. This means careful use of linking words. Ideas are expressed concisely and not in verbose and elaborate phraseology designed only to impress. 6. Punctuation marks such as commas and full-stops, and sometimes colons and semi-colons are accurately used.	**OFTEN IMPRECISE** A personal viewpoint is presented which is not necessarily accurate. 1. Feelings, facts and opinions are not clearly distinct from one another. Personal opinion may be presented as fact. This is totally unacceptable in an academic text. 2. Sources may be carelessly used, plagiarism may occur. This is totally unacceptable in academic writing. 3. There may be irrelevancy and repetition 4. Words are used loosely; their meaning is not always precise. 5. Sentences may be shorter, and not so carefully constructed. They may be long and rambling, wandering from one idea to another without much direction or purpose. Verbose and elaborate phraseology, which says little, may be used. 6. Dramatic punctuation marks, such as exclamation marks, are probably more common than colons and semicolons which express precise logical relationships. Punctuation may be careless. **INFORMAL** A less formal style is used

FORMAL A formal style is used in academic writing. 1. Full forms are preferred to short forms. More formal, abstract words with Latin or Greek origins are often preferred, e.g. conduct, discover, investigate. In bad academic writing, such words can be used merely to impress or bewilder the reader, rather than to express precisely what is meant.	1. Short forms and contractions are often used, e.g. I'd, won't 2. Shorter, less formal, more concrete words are often used. These include phrasal verbs and compound words, e.g. carry out, find out, look into. Non-academic writing often contains idioms, images, slang and colloquialiasms.

(*Note*: Taken and adapted from *A Practical English Grammar* (New edition), by Martinet, A.V. and Thompson, A.J. (1982)

The following two essays are similar in content in many ways, but one is academic and the other is non-academic. Read the two essays and do activity 4.

ESSAY 1

The dangers of smoking to health

Since 1939, numerous research projects have investigated the health hazards of smoking. Results have consistently indicated that smoking is a serious health risk. It may be argued that many smokers do not contact cancer and emphysema, and there are certainly other factors such as air pollution and nervous stress which play their part in causing such diseases. However, recent research seems to have made it clear that "tobacco smoking, particularly cigarette smoking, is associated with a shortened life expectancy" (Mosback & Mosback, 1976, p. 17).

An examination of what smoking does to the body would seem to prove the point, even without statistics. A smoker inhales at least 4000 poisonous chemicals together with ash and other solids, which settle on the membranes of the mouth, throat and lungs in the form of black tar. These poisons paralyse and eventually destroy small hairs called cilia, which remove mucus and pollutants from their passage of the lungs. They also cause the lining of the bronchi to swell and thus constrict the air tubes. The heart and blood vessels are also affected, the smaller veins becoming narrower and the blood becoming thicker. The US National Institute on Alcohol Abuse has found that all these effects are intensified in the case of a heavy smoker who is also a heavy drinker.

It appears that tar deposits on the lungs and throat and particularly at the point where the bronchi divide, are an important factor in the development of cancer of the throat and

lungs. Cancer of the bladder and oral cavity seem also to be related to smoking. Davies (1981, p. 18) reports World watch as saying that "unless there is a sudden drop in smoking …the world's deaths from lung cancer will almost certainly increase by 50% by the year 2000." The effect of smoking on the heart and blood vessels also increases the incidence of heart disease, which is higher among smokers than non-smokers, particularly men. Perhaps the most obvious effects of smoking can be seen in sufferers from chronic respiratory diseases such as chronic bronchitis and emphysema. In the case of bronchitis, tar from cigarettes paralyses the cilia, which are then unable to remove phlegm from the lungs. Constant coughing eventually leads to a breakdown of the thin walls of the bronchial passages. This can lead, in turn, to pulmonary emphysema, in which the walls of the air sacs of the lung (alveoli) break down, causing the lungs to lose their elasticity and eventually rupture. Sufferers from emphysema gradually lose the use of large parts of their lungs, until they die from lack of air.

The adverse effects of smoking on health can also be felt by non-smokers. Research indicates that the children of mothers who smoke are twice as likely to contract bronchitis and pneumonia as other children. Smoking during pregnancy can cause low birth weight, which, in turn, is related to infant mortality. It is estimated that three million infants per year are exposed to harmful chemicals through bloodstreams of mothers who smoke. It is also believed that a man who smokes heavily may produce irregular shaped sperm cells, which could reduce his chances of fathering healthy children. People who live or work in close contact with smokers also have greater vulnerability to the diseases discussed above. "Research in Japan, Greece, West Germany and the United States suggest that spouses of smokers are two or three times more likely to get lung cancer than those of non-smokers" (Davies, H. 1981, p.18).

In general, it could be said that smoking slows down natural growth process and retards many of the health-maintaining functions of the body. It reduces birth weight, slows down sexual maturation, impedes effective oxygen and food supply to the body, and reduces the body's ability to eliminate pollutants. It is difficult then to escape the conclusion that smoking is a very serious health risk.

ESSAY 2

Smoking is a health hazard!

One of the most silent killers though frequently ignored is cigarette smoking. By normal standards it is not fair to expect any extremes from any person. It cannot be expected that people should have solomonic wisdom, headlong taste, chameleonic caution or the reflexes of a trained racing driver. But it is expected that everyone should tread along life's pathway with reasonable and prudent commonsense. The common sense is to be aware, at least of the surreptitiously creeping monster called smoking. It is, in my own submission, an inherently fatal activity and a heresy. It's extremely dangerous to a person's health. When you smoke, you may feel good, but you should bear in mind that you're digging your own grave. The poisonous chemicals which you inhale will definitely paralyse your lungs and cause blood vessels to become narrow and your blood to become thick. All these things are well-known to be causes of cancer, heart disease and chronic respiratory disease, which, I can assure you, will be worse if you're also a heavy drinker.

You may even become like the 54-year-old man in Cape Town, who lives in premature retirement, stands in the garden of his suburban home, watering-can in his hand. Slowly he makes his way to the tap, five metres away. Four steps and he stops, gasping for breath. Another three steps and a severe fit of coughing forces him to rest. It takes five minutes to get to the tap and fill the watering can, and he has to rest for ten minutes before he is able to shuffle towards the plants he intends to water. He is a victim of pulmonary emphysema. Thus from this speculation, we can infer that when the effects of these diseases reach a climax, the victim might find himself even biting the dust.

Most of the smokers are women. They do smoke if they are expectant. This really causes danger to the embryo. New scientists say thirty-nine percent of women in India chew tobacco. Because low birth weight is a key factor in infant mortality, tobacco use seriously endangers infant lives.

Non-female smokers are always healthy and they do not easily become ill unlike heavy female smokers. This again causes a decrease of females in the community.

I shall next discuss a smoking man or father. It is very sad especially with men regarding topics as this one. Men normally think the wife/mother is solely responsible for the production of the child. An expectant father will tell an expectant mother to stop smoking, meanwhile he is a moving chimney. Men, both black and white, start smoking for acceptance by their peer group, and to be treated as a man. Although the amount of damage caused by smoking is not clearly defined, it is, however, believed that smoking is a factor in irregularly shaped sperm cells. (Reader's Digest – 1985). How do we get men together in a clinic to teach them these discoveries? I have no answers to this question. What I know, however, is that men need to be aware of these dangers as well as women.

Lastly, I would say that we hope that the world will give a hearing to the scientists for what they are saying. I they don't want to have hazardous health, then it is time they stop smoking. Because even the poor souls suffer, if you puff smoke, or if a pregnant woman smokes. Avoiding lung cancer can be done. Tobacco – the deadly weed!

Activity 4

Which essay is academic and which one is non-academic?

1. _____
2. Write down five examples of features that distinguish the academic essay from the non-academic one.

   a_____

   b_____

   c_____

   d_____

   e _____

References

Broughton, G. (1990). *Penguin English Grammar A-Z for Advanced Students*. England: Penguin Books Ltd.

Martinet, A.V. and Thompson, A. J. (1982). *A Practical English Grammar* (New Edition). Oxford University Press

Ministry of Environment and Tourism. (2004). *The Impact of Travel and Tourism on Jobs and the Economy*. Windhoek: World Travel and Tourism Council

Swan, M. (1995). *Practical English Usage* (New Edition) Oxford: Oxford University Press

Appendix 9

Sample unit on academic writing from the university's EAP study guide 2

UNIT 6: WRITING ACADEMIC PARAGRAPHS

Introduction

In academic writing, students are required to divide their essays into several types of paragraphs: introductory paragraph, main paragraphs and a concluding paragraph. If an academic essay is one continuous piece of a text, it is difficult for any reader to follow the argument. Therefore, academic essays need paragraphs.

A paragraph is a group of sentences that develop one topic or idea. The topic of one paragraph should follow logically from the topic of the previous paragraph and should lead on to the next paragraph. The paragraphs in an academic essay have different topics, but they all develop a main idea, i.e they add information, explain, and provide examples and illustrations until the main theme is fully explained to the reader.

This unit will help you understand the mechanics of good paragraphs.

Objectives

At the end of this unit students should be able to:

- Construct an introductory paragraph, main paragraphs and a concluding paragraph;
- Identify the components of a main paragraph;
- Identify topic sentences in a main paragraph;
- Identify supporting sentences and linking words in a paragraph;
- Construct written paragraphs that have topic sentences, supporting sentences and linking words.

6.1 Paragraph Writing

6.1.1 The introductory paragraph

The introductory paragraph serves as the beginning of an essay. It usually begins with a general statement about the topic, or in other words, it introduces the topic. It also gives the reader limited information about the essay to orient the reader with the contents of the essay. It also states the thesis i.e., purpose of the essay along with the controlling ideas which direct the essay.

Thesis statement

When readers read your essay, they expect it to be controlled by a main idea or a *thesis*. In most cases, when writing the drafts, writers convert this main idea into what is called a *thesis sentence* (or sentences).

What are the functions of a thesis sentence?

- It reduces the topic to one central idea that a writer wants the readers to gain from. All the paragraphs that are developed in the essay are then designed to support this idea.
- In most cases, it precisely previews how you arrange the entire contents of the essay.
- It is the most important sentence in the essay. It acts as an umbrella over the essay. All ideas in the essay are then made to fit in this umbrella.
- It is the strongest and clearest sentence of all.
- It usually comes at the beginning of the essay and at the end of the introductory paragraph.
- It must not be stated in the form of a question, as a question carries no intent. Instead, the answer to such a question would be the actual thesis statement.
- It contains controlling ideas that "control" the content of the essay and guide the reader.

There are usually two types of thesis statements. The first type is one in which an intent is stated without evaluative words. For example, a thesis statement could read as follows:

*A **college lecturer** must have **four qualities**.*

Note: The words in bold are controlling ideas. These are the ideas on which the entire essay would be based. Deviating from these ideas would mean that the student is waffling. Waffling is a word used to describe a student who moves away from the topic and starts beating about the bush.

The second type of thesis statement is one in which an opinion is stated. This is called a thesis statement of opinion. Such thesis statements of opinion usually contain the purpose of the essay, and they have evaluative words such as *best, worst, valuable, unpleasant* and *boring* Look at the following example:

*Our campus has four **public toilets**; these toilets present a **serious health hazard** to students.*

The evaluative words that are underlined would, therefore, need answers. A good and successful thesis statement is not vague and allows for qualification and specificity. An example drawn from Reid (1999) below demonstrates how a vague thesis statement is narrowed down to a better one.

The Koran is wonderful.

[The evaluative opinion wonderful is *too vague to be supported in the essay.]*

The Koran is the perfect book for everyone.

[Everyone *is still too vague and* perfect *is difficult to support*.]

The Koran is one of the best books in the world.

[Somewhat qualified, but brings a bigger topic, other religious books.]

The Koran is an important religious book.

[Important *is more qualified, more objective but the sentence needs an additional idea to help direct the essay.]*

The **Koran** is the **basis** of the **lifestyle** of millions of **Muslims.**

[Reasonable, specific, supportable opinion and clear intent for the essay.]

It is very important to remember that the thesis statement is placed at the end of the introductory paragraph. It is also crucial to understand that all other paragraphs that follow must develop from this thesis sentence.

6.1.2 Main paragraph

A main paragraph in an essay consists of a topic sentence and supporting sentences. A topic sentence is the main idea of a paragraph that is usually expressed in one sentence (the main idea or topic sentence). This sentence is usually found at the beginning of a paragraph but may come in the middle of a paragraph or at the end of a paragraph. The rest of the paragraph generally expands on the main sentence. All the sentences that expand on the topic (main) sentence are known as the supporting sentences. (Compare with section 1.3)

Study the following paragraphs. The topic sentences are in italics. Notice the sentences surrounding the topic sentences.

The population as a whole was unevenly distributed. The north was particularly thinly settled and the east densely populated, but even in counties like Warwickshire where there were substantial populations, some woodland areas were sparsely peopled. There was already relatively dense settlement in the prime arable areas of the country like Norfolk, Suffolk and Leicestershire. Modern estimates of England's total population, extrapolated from Domesday patterns, vary between 1 and 3 million.

Atoms of all elements consist of a central nucleus surrounded by a "cloud" containing one or more electrons. The electrons can be thought of as occupying a series of well-defined shells. The behaviour of a particular element depends largely on the number of electrons in its outermost shells. Other factors, such as the total number of electron shells, also play a part in determining behaviour but it is the dominance of the outer electron configuration that underlies the periodic law and justifies the grouping of the elements into groups or families.

In general, Victorian families were big. In 1851 their average size was 4.7, roughly the same as it had been in the seventeenth century, but the 1½ million couples who married during the 1860s, which the historian G. M. Young described as the best decade in English history to have been brought up in, raised the figure to 6.2. Only one out of eight families had one or two children, while one in six had ten or

more, so that the counsel 'little children should be seen and not heard' was prudent rather than simply authoritarian advice.

The spoken word (whether conversation or oratory or the coy mixture of the two which is now familiar to us on television) is a very different thing from the written word. What is effective or allowable or desirable in the one may be quite the reverse in the other, and the extempore speaker cannot correct himself by revision as the writer can and should. It is therefore not fair to take a report of a speech or of an oral statement and criticise it as if it were a piece of considered writing.

This is a period when education faces many disturbing circumstances originating outside itself. Budgets have been drastically cut throughout the country affecting every type of education. Enrolments are dropping rapidly, because the children of the post-World War II "baby boom" have now completed their schooling, and we are feeling the full effect of the falling birth rate. So there are fewer opportunities for new teachers, and the average age of teachers is increasing.

(Note. Example paragraphs taken and adapted from *Using English for Academic Purposes: A Guide for Students in Higher Education*: *Academic Writing* Web site (Writing Paragraphs, Topic), by A. Gillett, n.d., Retrieved January 27, 2007, from http://www.uefap.com/writing/writfram.htm)

Activity 1: Identify topic sentences in the following paragraphs*:*

Paragraph 1

> The maintenance of order in prestate societies is rooted in a commonality of material interests. The greater the amount of common interests, the less need there is for law-and-order specialists. Among band-level cultures law and order stem directly from the relations between people and the natural habitat from which subsistence is derived. All adults usually have open access to this habitat: the rivers, lakes, beaches, oceans; all the plants and animals; the soil and the subsoil. In so far as these are basic to the extraction of life-sustaining energy and materials they are communal "property."

Paragraph 2

> Though the United States has spent billions of dollars on foreign aid programs, it has captured neither the affection nor esteem of the rest of the world. In many countries today Americans are cordially disliked; in others merely tolerated. The reasons for this sad state of affairs are many and varied, and some of them are beyond the control of anything this country might do to try to correct them. But harsh as it may seem to the ordinary citizen, filled as he is with good intentions and natural

generosity, much of the foreigners' animosity has been generated by the way Americans behave.

Paragraph 3

Anthropology is the study of humankind, especially of Homo sapiens, the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people, and nature interact wherever human beings are found.

(Note. Example paragraphs taken and adapted from *Using English for Academic Purposes: A Guide for Students in Higher Education*: *Academic Writing* Web site (Exercises, Paragraph, identify topic sentence), by A. Gillett, n.d., Retrieved January 27, 2007, from http://www.uefap.com/writing/writfram.htm)

6.1.3. Supporting sentences

When writing a paragraph, one has to organise sentences in a meaningful way. According to McCarthy (as cited in Gillet, n. d.) most sentences in English have two parts, the *theme* and the *rheme*. The *theme* is what you are writing about in a paragraph. The *theme* may be the topic sentence in a paragraph. It is information that you need to share with you reader. The *rheme* is what you are saying about the *theme*. This may be the supporting sentence in a paragraph. The function of the *rheme* is to support the *theme.*

For more clarity of the above, look at the following examples from Gillett (n.d.):

1. The M1 goes from London to Leeds.

2. The motorway from London to Leeds is called the M1.

The *theme* in sentence 1 is "the M1". The reader has been introduced to the M1 but does not know where it goes and therefore needs to be told. In sentence 2, the *theme* is "the motorway from London to Leeds". The reader knows there is a motorway from London to Leeds but does not know what it is called

According to Gillett (n.d.), "in English, the *theme* usually comes at the beginning of the sentence and the *rheme* at the end. The decision about which part of the sentence to make the *theme* and which part to make the *rheme* depends on the information that needs to be communicated. This depends on the sentences that come before"

Look at the following short paragraphs from Gillett (n.d.):

3. I was born in Glasgow. Glasgow is the largest city in Scotland.

4. I was born in Glasgow. The largest city in Scotland is Glasgow.

All of the sentences are grammatically correct, but in example 4, the information to be communicated, the *rheme*—the largest city in Scotland, is at the beginning of the sentence. Example 3 is preferred in English.

According to Gillett (n.d.), there are two basic choices in organising information texts: The *rheme* of one sentence is the same as the *theme* of the next sentence. Look at the following example:

> The complete electrical behaviour of any valve or transistor can be described by stating the interrelation of the currents and the voltages between all the electrodes. These relationships can conveniently be displayed graphically, and the various curves are known as the 'characteristics' of the device. In principle, all the characteristics should be available to the designer proposing to use the device in a circuit.

The *theme* of one sentence is the same as the *theme* of the next sentence.

Example

> Anthropology is the study of humankind, especially of *Homo sapiens,* the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. Finally, it is the study of how culture, people, and nature interact wherever human beings are found.

(Note. Example paragraph taken and adapted from *Using English for Academic Purposes: A Guide for Students in Higher Education*: *Academic Writing* Web site (Writing paragraphs, Flow), by A. Gillett, n.d., Retrieved January 27, 2007, from http://www.uefap.com/writing/writfram.htm)

Activity 2: Underline the supporting sentences in the following paragraphs:

Paragraph 1

> In some parts of the world a wealthy man was a man who owned a lot of animals. In east Africa a man showed how rich he was by the number of cows he owned. Sometimes wives were bought with animals. Using animals as money was difficult however because it was not easy to give change. If your animal died it meant that you have lost all your wealth.

Paragraph 2

After independence in 1990, Namibia became one of the first countries worldwide to incorporate an environmental and sustainable development clause within its national constitution (Articles 95(1). It complemented this clause by enabling its citizens to raise issues of environmental concern via the office of the ombudsman. (Article 91 (c). In 1992, through *Namibia's Green Plan*, the government of the Republic of Namibia (GRN) created a national common vision for sustainable development. President Sam formally tabled this document at UNCED, on behalf of the Republic of Namibia. The Green Plan, in turn, to *Namibia's 12 Point Plan for Integrated and Sustainable Environmental Management*, a short strategic implementation document, which was tabled and adopted by parliament in 1993. Namibia's portfolio of environmental programmes and projects arose from this process, and were designed as a complimentary and synergistic set of activities to address the country's environmental challenges.

(Note. Example paragraphs taken and adapted from *the national assessment report for world summit on sustainable development*, by the Ministry of Environment and Tourism & UNDP, 2002, p.3)

6.2 Linking words in academic paragraphs

In English or any other language, it is the responsibility of the writer to make it clear to the reader how the various parts of paragraphs are connected. The various parts of a paragraph are usually connected to one another through the use of linking words.

There are various categories of linking words in academic paragraph writing. Each category of linking words serves a signalling function and hence makes it easy for the reader to follow the line of argument. Table 1 below and on the following page shows the categories of linking words that could be used to link sentences in an academic paragraph.

Time/order	At first, eventually. Finally, firstly, in the end, in the first place, in the second place, lastly, later, second, secondly, later next., to begin with

Comparison/ similar ideas	In comparison, in the same way, similarly
Contrast/ opposite ideas	But, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, still whereas, yet
Cause and effect	Accordingly, as a consequence, as a result, because, because of this, consequently, for this reason, hence, in consequence, in order to, owing to this, since, so, so that, therefore, thus
Examples	For example, for instance, such as, thus, as follows
Generalisation	As a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually
Stating the obvious	After all, as one might expect, clearly, it goes without saying, naturally, obviously, of course, surely
Attitude	Admittedly, certainly, fortunately, luckily, oddly enough, strangely enough, undoubtedly, unfortunately
Summary/ conclusion	Finally, in brief, in conclusion, in short, overall, so, then, to conclude, to sum up
Explanation/ equivalence	In other words, namely, or rather, that is to say, this means, to be more precise, to put it another way
Addition	Apart from this, as well as, besides, furthermore, in addition moreover, nor, not only, but also, too, what is more
Condition	In that case, then
Support	Actually, as a matter of fact, in fact, indeed
Contradiction	Actually, as a mater of fact, in fact
Emphasis	Chiefly, especially, in detail, mainly, notably, particularly

(*Note.* (Taken from Using English fir Academic Purposes web site [signalling by Gillett, n.d, retrieved 27, 2007, http://www.uefap.com/writing/writfram.htm)

6.2.1 Some examples of linking words in sentences

The section below shows how the linking words listed above may be used in sentences. These examples are not exhaustive, so students should draw examples from these, and they should use them effectively in their own sentences. The effective use of these linking words will improve communication in students' writing.

If you want to tell your reader that your line of argument is going to change, make it clear.

> The Bristol 167 was to be Britain's great new advance on American types such as the Lockheed Constellation and Douglas DC-6, which did

not have the range to fly the Atlantic non-stop. It was also to be the largest aircraft ever built in Britain. *However*, even by the end of the war, the design had run into serious difficulties.

If you think that one sentence gives reasons for something in another sentence, make it explicit.

While an earlier generation of writers had noted this feature of the period, it was not until the recent work of Cairncross that the significance of this outflow was realised. Partly this was *because* the current account deficit appears much smaller in current (1980s) data than it was thought to be by contemporaries.

If you think two ideas are almost the same, say so.

Marx referred throughout his work to other systems than the capitalist system, especially those which he knew from the history of Europe to have preceded capitalism; systems such as feudalism, where the relation of production was characterised by the personal relation of the feudal lord and his serf and a relation of subordination which came from the lord's control of the land. *Similarly*, Marx was interested in slavery and in the classical Indian and Chinese social systems, or in those systems where the ties of local community are all important.

If you intend your sentence to give extra information, make it clear.

He is born into a family, he marries into a family, and he becomes the husband and father of his own family. *In addition*, he has a definite place of origin and more relatives than he knows what to do with, and he receives a rudimentary education at the Canadian Mission School.

If you are giving examples, do it explicitly.

This has sometimes led to disputes between religious and secular clergy, between orders and bishops. *For example*, in the Northern context, the previous bishop of Down and Connor, Dr Philbin, refused for most of his period of leadership in Belfast to have Jesuits visiting or residing in his diocese.

6.2.2 How Linking Words May Be Used in Sentences

(a) Time/Order

At first

At *first* the freemen of both town and country had an organization and a type of property which still retained something of the communal as well as

something of the private, but in the town a radical transformation was taking place.

Eventually

Eventually the group did manage to buy some land in a village not far from London, but the project had to be abandoned when the villagers zoned their land against agricultural use.

Finally

Finally, there have been numerous women altogether outside the profession, who were reformers dedicated to creating alternatives.

First

First I went to see the editor of the Dispatch.

Firstly

There are two reasons. *Firstly,* I have no evidence whatever that the original document has been destroyed.

In the end

In the end, several firms undertook penicillin production on a massive scale, but hardly any ever came to Florey himself for the clinical trials which he was desperate to extend.

In the first place/in the second place

If we try to analyse the conception of possession, we find two elements. *In the first place*, it involves some actual power of control over the thing possessed. *In the second place*, it involves some intention to maintain that control on the part of the possessor.

Lastly

Lastly, we may notice that even a wrongful possession, if continued for a certain length of time, matures into what may be, for practical purposes, indistinguishable from ownership.

Later

Later she went up to the office.

Next

Next, I'd like to show you some pictures.

Second

And *second*, this kind of policy does not help to create jobs.

Secondly

He was first of all an absolute idiot, and *secondly* he was pretty dishonest.

To begin with

To begin with, the ratio between attackers and defenders was roughly the same.

(b) Comparison

In comparison

The vast majority of social encounters are, i*n comparison*, mild and muted affairs.

In the same way

Every baby's face is different from every other's. *In the same way*, every baby's pattern of development is different from every other's.

Similarly

You should notify any change of address to the Bonds and Stock Office. *Similarly*, savings certificates should be re-registered with the Post Office.

(c) Contrast

But

In 1950 oil supplied only about 10% of our total energy consumption; *but* now it's up to about 40% and still rising.

Despite

Despite the difference in their ages they were close friends.

Even so

This could lead you up some blind alleys. *Even so*, there is no real cause for concern.

However

The more I talked the more silent Eliot became*. However*, I left thinking that I had created quite an impression.

In spite of this

My father always had poor health. *In spite of this*, he was always cheerful.

Nevertheless

He had not slept that night. *Nevertheless*, he led the rally with his usual vigour.

On the contrary

I have never been an enemy of monarchy. *On the contrary*, I consider monarchies essential for the well-being of new nations.

On the other hand

John had great difficulties playing cricket. But *on the other hand*, he was an awfully good rugby player.

Still

He's treated you badly. *Still* he's your brother and you should help him.

Yet

Everything around him was blown to pieces, *yet* the minister escaped without a scratch.

(d) Cause/effect

Accordingly

She complained of stiffness in her joints. *Accordingly,* she was admitted to hospital for further tests.

As a consequence

The red cross has not been allowed to inspect the camps, and *as a consequence* little is known about them. The Cold War has ended. *As a consequence,* the two major world powers have been able to reduce their arms budgets dramatically.

As a result

Many roads are flooded. *As a result,* there are long delays.

Because

Because these were the only films we'd seen of these people, we got the impression that they did nothing else but dance to classical music.

Because of this

The cost of running the club has increased. *Because of this*, we must ask our members to contribute more each week.

Consequently

Japan has a massive trade surplus with the rest of the world. *Consequently,* it can afford to give more money to the Third World.

For this reason

The traffic was very heavy. *For this reason,* he was late.

Hence

The computer has become smaller and cheaper and *hence* more available to a greater number of people.

In consequence

The fastest these animals can run is about 65 kph and *in consequence* their hunting methods have to be very efficient indeed.

In order that

They are learning English *in order that* they can study a particular subject.

In order to

He had to hurry *in order to* reach the next place on this schedule.

Owing to this

The rain was terrible. *Owing to this*, the match was cancelled.

So

He speaks very little English, *so* I talked to him through an interpreter.

So that

You take some of the honey and replace it with sugar *so that* the bees have something to eat.

Therefore

I'm not a member of the Church of England myself. *Therefore,* it would be rather impertinent of me to express an opinion.

Thus

If I am to accept certain limitations on my freedom, I must be assured that others are accepting the same restraints. *Thus*, an incomes policy has to be controlled if it is to be effective.

(e) Example

For example

Many countries are threatened by earthquakes. *For example*, Mexico and Japan have large ones this century.

For instance

Not all prices have increased so dramatically. Compare, *for instance*, the price of oil in 1980 and the price now.

Such as

There are many reasons why the invasion failed, *such as* the lack of proper food and the shortage of ammunition.

Thus

Plants as well as stones can be charms. The Guyana Indians have many plant charms, each one helping to catch a certain kind of animal. The leaves of the plant usually look like the animal it is supposed to help to catch. *Thus* the charm for catching deer has a leaf which looks like deer horns.

(f) Generalisation

As a rule

As a general rule, the less important than executive is, the more status-conscious he is likely to be.

For the most part

The New Guinea forest is, *for the most part*, dark and wet.

In general

The industrial processes, *in general*, are based on man-made processes.

Normally

Meetings are *normally* held three or four times a year.

On the whole

One or two were all right but *on the whole* I used to hate going to lectures.

Usually

She *usually* found it easy to go to sleep at night.

(g) Stating the obvious

As one might expect

There are, *as one might expect*, several other methods for carrying out the research.

After all

They did not expect heavy losses in the air. *After all* they had superb aircraft.

Clearly

Clearly, there is no point in continuing this investigation until we have more evidence.

It goes without saying

It goes without saying that I am grateful for all your help.

Naturally

Naturally, publishers are hesitant about committing large sums of money to such a risky project.

Obviously

Obviously, I don't need to say how important this project is.

Of course

There is *of course* an element of truth in this argument.

Surely

In defining an ideology, the claims which seek to legitimate political and social authority are *surely* as important as the notion of authority itself.

(h) Attitude

Admittedly

Admittedly, economists often disagree among each other.

Certainly

Ellie was *certainly* a student at the university but I'm not sure about her brother.

Fortunately

Fortunately, such occurrences are fairly rare.

Luckily

Luckily, Saturday was a fine day.

Oddly enough

Oddly enough, it was through him that I met Carson.

Strangely enough

It has, *strangely enough*, only recently been discovered.

Undoubtedly

Undoubtedly, many families are victims of bad housing.

Unfortunately

He couldn't wait to tell Judy. *Unfortunately*, she had already left for work.

(i) Summary/conclusion

Finally

Let's come *finally* to the question of pensions.

In brief

In brief then, do you two want to join me?

In conclusion

In conclusion, let me suggest a number of practical applications.

In short

In short, the report says more money should be spent on education.

Overall

Overall, imports account for half our stock.

So

So if a woman did leave the home, she was only supposed to concern herself with matters pertaining to domestic life.

Then

The importance of education, *then*, has been infinitely greater than in previous centuries.

To conclude

To conclude, I'd like to say thank you to everyone who has worked so hard to make this conference possible.

To sum up

To sum up, we cannot hope for greater success unless we identify our needs clearly.

(j) Explanation/equivalence

In other words

In other words, although the act of donating blood would increase the chances of the donor dying, this increase was small compared with the increase in the recipient's chances of surviving.

Namely

He could not do anything more than what he had promised - *namely*, to look after Charlotte's estate.... three famous physicists, *namely*, Simon, Kurte and Mendelsohn.

Or rather

The account here offered is meant as a beginning of an answer to that question. *Or rather* it contributes by setting the question in a certain way.

That is to say

The romans left Britain in 410 AD - *that is to say* England was a Roman dependency for nearly 500 years.

This means

With syphilis and gonorrhoea, the ages are also recorded, and *this means* that an accurate map of disease prevalence can be drawn and any trends or changes can be recognized very quickly.

To be more precise

These reforms of Justinian in AD 529 proclaim that they are "imposing a single nature" on trusts and legacies or, *to be more precise*, imposing it on legatees and trust beneficiaries.

To put it another way

He was being held there against his will. *To put it another way*, he was a prisoner.

(k) Addition

Also

Sugar is bad for your teeth. It can *also* contribute to heart disease.

Apart from this

Eccleshall and Honderich find common cause in a desire to establish the ideological nature of Conservative thought, but *apart from this* their approaches to the study of Conservativism are very different.

As well as

Marx and Engels, *as well as* many of their contemporaries, believed that pastoralism predated agriculture.

Besides

Besides being good test cases, Locke obviously finds these ideas intrinsically interesting too.

Furthermore

Computer chess games are still a bit expensive, but they are getting cheaper all the time. *Furthermore,* their chess-playing strength is rising.

In addition

Our survey will produce the essential statistics. *In addition*, it will provide information about people's shopping habits.

Moreover

The drug has powerful side-effects. *Moreover*, it can be addictive.

Nor

I could not afford to eat in restaurants. *Nor* could anyone I knew. I couldn't understand a word they said, *nor* could they understand me.

Not only/but also

Meissner was *not only* commander of the army *but also* a close friend of the President.

Too

Evans was not only our doctor. He was a friend *too*.

What is more

What is more, more machines will mean fewer jobs.

(l) Condition

In that case

Of course the experiment may fail and *in that case* we will have to start again.

Then

Sometimes the computer system breaks down. *Then* you'll have to work on paper.

(m) *Support*

As a matter of fact

The company is doing very well. *As a matter of fact*, we have doubled our sales budget.

In fact

The winter of 1940 was extremely bad. *In fact,* most people say it was the worst winter of their lives.

Indeed

This act has failed to bring women's earnings up to the same level. *Indeed,* the gulf is widening. They continue to work throughout their short life. *Indeed,* it is overwork which eventually kills them.

(n) ***Contradiction***

Actually

There are many stories which describe wolves as dangerous, blood thirsty animals, but *actually* they prefer to avoid human beings.

In fact

I thought he could speak the language fluently. *In fact*, that wasn't the case at all.

(o) ***Emphasis***

Chiefly

How quickly you recover from an operation *chiefly* depends on your general state of health. The experiment was not a success, *chiefly* because the machine tools were of poor quality.

Especially

They don't trust anyone, *especially* people in our position. I'm not attracted to Sociology, *especially* the way it's taught here.

In detail

The implications of this theory are examined *in detail* in chapter 12.

In particular

In particular, he was criticized for pursuing a policy of conciliation and reform.

Mainly

The political group will have more power, *mainly* because of their large numbers.

Notably

Some people, *notably* his business associates, had learned to ignore his moods. The organization had many enemies, most *notably* among feminists.

Particularly

Many animal sources of protein are also good sources of iron. *Particularly* useful are liver, kidney, heart, beef, sardines, pilchards (red fish generally), and shellfish, including mussels and cockles.

(Note. Example paragraph taken and adapted from *Using English for Academic Purposes: A Guide for Students in Higher Education*: *Academic Writing* Web site [Signaling], by A. Gillett, n.d., Retrieved January 27, 2007, from http://www.uefap.com/writing/writfram.htm)

Activity 3: Highlight linking words used in the following paragraph

The view has three main sources. Firstly, there is the ontological view that the subject and purpose of the human sciences are so unique that they cannot be reduced to quasi-scientific models and instruments. This view is encountered in phenomenology and in certain qualitative research trends. A second source is neo-marxism, counter cultural writers such as Ellul, and postmodernism. On the basis of, inter alia, their rejection of logical positivism, these groups equate technology with scientism, technicism and modernism. Thirdly, a moral level, technology is sometimes equated with social engineering and is hence rejected. (Marais (1996 p89)

6.3 Concluding paragraph

To avoid an abrupt end, you should also have a concluding paragraph in your work. According to De Soto (n.d.), in order to write an effective conclusion, the following should be done:

- Restate the seriousness of a problem;
- Summarize your thesis or proposed solution;
- Recap the most important points of the paper
- Suggest future directions
- Pose some questions to your reader, encouraging him to continue thinking about the thesis

Activity 4: Now that you understand the different types of paragraphs, write a three-paragraph essay in which you express your view on "The advantages of using the Internet to enhance learning at the University of Namibia".

Your paragraphs should consist of the following:

- An introduction
- Two main paragraphs each with a topic sentence, supporting sentences and linking words in all paragraphs
- Concluding paragraph

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Appendix 10

Interview guide

1. What is happening in EAP classrooms at the university of Namibia (UNAM)?
2. What do you think should be happening?
3. Do you think you should use home languages in class? why/why not?
4. Should we correct errors? Can you overlook a mistake so that you can focus on content? Why/why not?)
5. Do you allow your students to use languages other than English in your class? Why/why not?
6. Do you think that students should be allowed to use other languages in class? Why/why not?
7. When you read and mark students' essays, do you find/come across any traces of students' home languages? Please, provide examples.
8. Do you prefer giving written feedback to your students? Why/why not?
9. Do you make your students correct each other's written work? Why/why not?
10. Do you make your students reflect on and correct their own writing? Why/why not?
11. To what extent do you think focus should be given to teaching writing strategies (thinking, planning, writing, and checking) in the teaching process of writing?
12. To what extent do you think students should be made to brainstorm for ideas, write outlines, write a first draft, revise, and edit in the process of teaching writing?
13. What do you think should be the role of a lecturer in the writing class? Please explain.

Appendix 11

Survey for students

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: _____

Gender: _____

Home language(s): _____

Other language(s) spoken: _____

Degree: _____

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree				
1.	I use my home language(s) in the class.	**1**	**2**	**3**	**4**	**5**
2.	I usually hear my classmates use their home languages in the class.	**1**	**2**	**3**	**4**	**5**
3.	I prefer to sit next to a classmate who speaks my home language.	**1**	**2**	**3**	**4**	**5**
4.	I use my home language(s) in class more than I use English.	**1**	**2**	**3**	**4**	**5**
5.	I believe that students should be allowed to use their home languages in class.	**1**	**2**	**3**	**4**	**5**
6.	My home language is important to me.	**1**	**2**	**3**	**4**	**5**
7.	I feel confident when I use my home language(s) in class.	**1**	**2**	**3**	**4**	**5**
8.	I feel more motivated to learn when I use my home language(s) in class.	**1**	**2**	**3**	**4**	**5**
9.	I believe that using my home language(s) in class will help me improve my writing skills.	**1**	**2**	**3**	**4**	**5**

10.	I believe that the use of home language in the class will help me improve my academic performance.	**1**	**2**	**3**	**4**	**5**
11.	I think that only English should be used in the class.	**1**	**2**	**3**	**4**	**5**
12.	The use of home language in class helps me learn English.	**1**	**2**	**3**	**4**	**5**
13.	I think that home language is necessary to better understand difficult ideas.	**1**	**2**	**3**	**4**	**5**
14.	I think that home language is necessary to better identify meanings of new vocabulary words.	**1**	**2**	**3**	**4**	**5**
15.	I want to be able to speak my home language(s) in class when I feel I need to.	**1**	**2**	**3**	**4**	**5**
16.	I prefer my lecturer to only use English when teaching.	**1**	**2**	**3**	**4**	**5**
17.	The use of home language helps me to grasp content and get deeper in a topic.	**1**	**2**	**3**	**4**	**5**
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	**1**	**2**	**3**	**4**	**5**
19.	As students, we should be allowed to use our home languages to ask questions related to the lesson if we do not understand.	**1**	**2**	**3**	**4**	**5**
20.	I prefer to use my home language(s) with my classmates in the class.	**1**	**2**	**3**	**4**	**5**
21.	Given the choice, I would prefer using my home language(s) in class instead of English only.	**1**	**2**	**3**	**4**	**5**

PLEASE COMPLETE SURVEY BY (DATE):	
RETURN TO:	

THANK YOU!

Appendix 12

Information sheet for lecturers

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



Dear Sir / Madam,

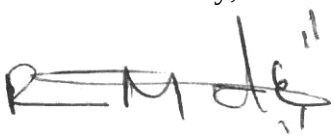
My name is Rhodes Muyunda, and I am a PhD student in the School of Education at the University of the Witwatersrand, Johannesburg (South Africa). As part of my studies, I have to undertake a research project, and I am investigating how the use of African languages can contribute to develop alternative hypotheses around the pedagogy of teaching EAP for enhancing academic success across the curriculum at university level under the supervision of Professor Leketi Makalela. The aim of this research project is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at a Namibian university.

As part of this project, I would like to invite you to take part in interviews. This activity will involve at least two interview sessions and each session will take around 40 to 60 minutes. With your permission, I would also like to record the interviews using a digital device. Furthermore, I would like you to assist with an experiment with students which will include the writing of essays. This experiment would take about three weeks (approximately 16 hours hence this module is offered for 4 hours per week). The experiment will run for 3 consecutive weeks and 4 hours per week. In addition to the experiment, I would also like to conduct classroom observations during your lessons for the duration of the study (3 weeks). The purpose of these observations is to determine lecturers' practices regarding academic literacy teaching and students' reactions to those practices. There will be no personal costs to you if you participate in this project. Moreover, you will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The interviews will be completely confidential and anonymous as I will not be asking for your name or any identifying information and the information you give to me will be held securely and not disclosed to anyone else. I will be

using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non- Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,



Rhodes Muyunda (Researcher)
Telephone: +264817264581, email: 1776655@students.wits.ac.za

Professor Leketi Makalela (Supervisor)
Telephone: +27117173002, email: leketi.makalela@wits.ac.za

Appendix 13

Information sheet for students

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



Dear Sir / Madam,

My name is Rhodes Muyunda, and I am a PhD student in the School of Education at the University of the Witwatersrand, Johannesburg (South Africa). As part of my studies, I have to undertake a research project, and I am investigating how the use of African languages can contribute to develop alternative hypotheses around the pedagogy of teaching EAP for enhancing academic success across the curriculum at university level under the supervision of Professor Leketi Makalela. The aim of this research project is to investigate ways of using students' linguistic repertoires for improving academic performance in an EAP course and across the curriculum at a Namibian university.

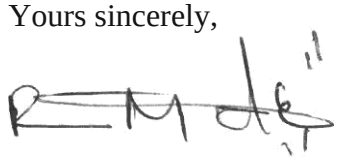
As part of this project, I would like to invite you to take part in a survey and an experiment. This activity will involve filling in a questionnaire and writing essays (two monolingual essays: one in an indigenous Namibian language before a translingual intervention, and another one in English after the intervention). The survey will take about 15-20 minutes to complete while the experiment, which will include the writing of essays, will take around three weeks (approximately 16 hours hence this module is offered for 4 hours per week). The experiment will run for 3 consecutive weeks and 4 hours per week. Although the essays will be assessed, they are not part of this module and as such you should not expect any feedback on these essays. I would also like to conduct classroom observations for the duration of the study (3weeks).

The purpose of these observations is to determine lecturers' practices regarding academic literacy teaching and students' reactions to those practices. There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The survey and essays will be completely confidential and

anonymous as you will not be required to write your name or any identifying information and the information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non- Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,



Rhodes Muyunda (Researcher)
Telephone: +264817264581, email: 1776655@students.wits.ac.za

Professor Leketi Makalela (Supervisor)
Telephone: +27117173002, email: leketi.makaIeIa@wits.ac.za

Appendix 14

Letter of request to conduct research activities at the University of Namibia

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

University of the Witwatersrand,
School of Education,
27 St Andrews Road, Park town- Johannesburg,
Tel: +27 11 717 3002, www.wits.ac.za

The Director
Centre for Research & Publications
University of Namibia
Private Bag 13301
Windhoek

February 11, 2021

Dear Madam

Re: Permission to conduct research at the University of Namibia's Language Center

My name is Rhodes Muyunda. I am studying for a Doctor of Philosophy (Education) in the School of Education at the University of the Witwatersrand. I am seeking permission to do research at the Language Center of the University of Namibia.

I am conducting research on the role of indigenous languages for improving academic performance in an EAP course at a Namibian university. The research will specifically look at how the use of African languages can contribute to develop alternative hypotheses around the pedagogy of teaching EAP for enhancing academic success across the curriculum at university level. As the biggest and most diverse institution of higher learning in the country, the University of Namibia will be the ideal setting for a study of this nature.

The research will entail collecting data from lecturers and students of English for Academic Purposes module (LEA 3519), which is one of the core modules offered at the Language Centre (LC). During the data collection process, lecturers will be interviewed, and audio recorded, while students will fill in questionnaires (surveys) and write two essays (one in a native language before a translingual intervention, and another in English after the intervention). Classroom observations will also be carried out. The research is expected to last for approximately 3 weeks.

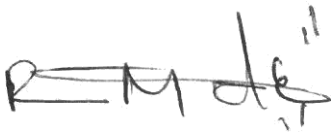
Participants will be asked to give their written consent before the research begins. Their responses will be treated confidentially, and identities (their names and the name of the organization) will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study. The results will be communicated in the dissertation.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. All research data will be preserved anonymously for reuse by other researchers.

I therefore request permission in writing to conduct my research at your organization. The permission letter should be on your organization's headed paper, signed and dated, and specifically referring to myself by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,



Rhodes Muyunda
Telephone: +264817264581
1776655@students.wits.ac.za

Professor Leketi Makalela (Supervisor)
Telephone +27117173002
Email: leketi.makaIeIa@wits.ac.za

Appendix 15

Letter of permission to conduct research activities at the University of Namibia

CENTRE FOR RESEARCH SERVICES
Office of the Pro-Vice Chancellor: Research Innovation and Development
UNIVERSITY OF NAMIBIA, Private Bag, 13301 Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park, Office D090 Tel: +264-61-2064624 Email: kmbulu@unam.na Fax: +264-61-206 4624

17 March 2022

Dear Mr. Rhodes Muyunda,

PERMISSION TO CONDUCT RESEARCH ACTIVITIES AT THE UNIVERSITY OF NAMIBIA (UNAM)

Your application to conduct research at UNAM entitled: "The role of indigenous languages for improving academic performance in an EAP course at a Namibian University" was considered based on ethical approval from your institution. Hence, permission is hereby granted with the following conditions:

1. During the course of your research activities at UNAM, you will observe the required procedures, norms and ethical conduct in accordance with the relevant Research Policies and Guidelines. If unsure, please consult the Centre for Research Services at UNAM for guidance. The assessment take note of your adjusted methodology of collecting data and anonymity of participants as indicated in the email. Any deviations and amendments to the original documents submitted (i.e. methodology, interview guide, consent forms, etc.) must be submitted again for approval, before the research activities can commence.
2. The results of the findings will be shared with the PVC: Research, Innovation and Development, and the Centre for Research Services, before they are disseminated or published in the public domain.

3. Upon completion, a copy of the Research Report must be lodged with the UNAM Library for our records.
4. Proper, full acknowledgements of the University of Namibia and all participants /respondents shall be done in the Research Report and any subsequent publications arising from this research.
5. Although permission is granted, provision of information is to the consent of respondents.

If you are agreeable to the above conditions, please sign and date a copy of this letter and return it the Centre for Research Services (Email: nkanime@unam.na). If you have any queries, do not hesitate to contact the Centre for Research Services.

Wishing you all the best with your research.

Yours sincerely/

Nindongo.

Prof Nelago Indongo
Director: Centre for Research Services

I accept and agree to all the conditions

Rhodes Muyunda | [signature] | 24.03.2022

Full Name and Surname | Signature | Date

Appendix 16
Ethics Clearance Certificate

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Muyunda

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H20/09/36**
PROJECT TITLE	The role of indigenous languages for improving academic performance in an EAP course at a Namibian University
INVESTIGATOR(S)	Mr R Muyunda
SCHOOL/DEPARTMENT	Education/
DATE CONSIDERED	18 September 2020
DECISION OF THE COMMITTEE	Approved Risk Level: Low
EXPIRY DATE	24 March 2024

DATE 30 March 2022 **CHAIRPERSON** _____
(Professor J Watermeyer)

cc: Supervisor : Professor L Makalela

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. **I agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.**

_____ 31 / 03 / 2022
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix 17

Request for assistance in identifying and analysing the rhetorical moves used in the essays written in African languages

Dear Sir/Madam

May you kindly assist in identifying and analysing the rhetorical moves used in the attached student essays? The essay question was:

Despite the many deaths caused by COVID-19 in Namibia and the world in general, as well as several appeals made by the Namibian government to its citizens to get vaccinated, many people in Namibia seem to be reluctant to get vaccinated. Discuss whether COVID-19 vaccinations should be made compulsory or not.

NB: Your essay should be written in your mother tongue or home language.

For analyses of rhetorical moves, see the guidelines below:

Rhetorical moves in student essays

Macro-level

- Typical paper structure (i.e., introduction, body, and conclusion)
  - Are all the 3 parts (introduction, body, and conclusion) of the essay present?
  - If not, which part of the essay is missing?

Micro-level

- *Placement of thesis statement*
  - Does the essay have a thesis statement?
  - Where in the essay is it placed? (Is it placed in the introductory paragraph, body, final paragraph (conclusion), or does it appear in multiple places?). Please, underline the thesis statement in the essay (if it appears multiple times, underline all of them)
- *Placement of main idea*
  - Does the essay have main (controlling) ideas?
  - Where in the essay are the main ideas placed? (Introduction, body, or conclusion?) Please, underline all the main ideas in the essay.

- *Discourse markers, also known as transition signals, or signposts*
    - Please, do kindly underline all the transitional signals in the essay. Do also provide translations (English equivalents of the underlined words or phrases) and briefly explain their functions (e.g., to add; to 'prove'; to compare and contrast; to show exception; to indicate time; to repeat; to emphasize; to show sequence (order); to give example; to summarize or conclude; to show cause-and-effect relationships; to show adversative (opposite) position; to clarify; to intensify) as used in the sentences.
    - Below is a list of common discourse markers (transitional signals) and their functions:

To add

In addition; furthermore; moreover; and; too; again; equally important; as well as

To 'prove'

Because; for; since; for the same reason

To compare and contrast

Yet; while; whereas; in contrast; however; on the one hand; on the other hand; conversely; on the contrary; by comparison

To show exception

Yet; still; nevertheless; in spite of; despite; of course

To indicate time

Immediately; thereafter; soon; finally; then

To repeat

In brief; as I have noted

To emphasize

Obviously; definitely; extremely; in fact; indeed; in any case; positively; naturally; surprisingly; without reservation

To show sequence (order)

First; firstly; secondly; and so forth; next; then; following this; at this point; after; before; previously; consequently; simultaneously

To give example

For instance; for example; in another case; take the case of; to demonstrate; to illustrate; as an example; as a case in point

To summarize or conclude

In brief; in short; on the whole; summing up; to conclude; in conclusion; in a word; to sum up; to summarise; as I have shown; hence; therefore; as a result; consequently

To show cause-and-effect relationships

Because; since; therefore; as a result; consequently; hence; thus; because of; due to; as a result of

To show adversative (opposite) position

Although; even though; despite the fact that; notwithstanding the fact that; nevertheless; in spite of

To clarify

In other words; that is

To intensify

On the contrary; as a matter of fact; in fact

Thanking you in advance.

Regards,
Rhodes

Appendix 18

Sample Oshikwanyama dialect essay 1

ETUNHILO LOMUKIFI WO CORONA I NALI DENGELA.

Pamaliudo ange, etunhilo lomukifi woCorona/ lokukeelela nokulwifa I na li dengela. Pakukundaneka, ota ku tiwa ka pena ouyelele wofaafa kombinga youdju ile oshidjemo tashi dulu okwetwa nokuholoka molutu lomunhu konima a vendwa. Omolwa omaunghundi ovanhu, oo elili nokulili, ka shili yoo sha ta lika ko kutya omunhu wounghundi wonhumba ota dulu oku kwatwa koudu wonhumba nowongadi, konima ngeenge a vendwa nomuti wonhumba nowongadi. Ongaashi tu shishi kutya ovanhu vamwe ovena omaunghundi eli momalutu nonande ina monika natango, osho tashi dulu oku kala shidjuu okuuholola omuti oo tau dulu oku tunilifwa omunhu woludi eli.

Namibia oye umwe womoilongo oyo yina omakotamango, omo muna okatendo kamwe ta ka popi nokuyelifa oufemba womunhu. Omunhu keshe oku na oufemba okuninga osho a hala nokuhaninga osho I na hala, oshima ashike kutya, I nashi kwata oufemba nande owaumwe. Mokutala nawa ngeenge etunhilo oweliningi ta li dengele, nena ngao owadengelamo oufemba womunhu noshiima osho ota shi talwako shafa efimiliko kuvamwe. Ngeenge owadopa okutala ko oufemba womunhu mokufininikila osho yee inehi hala, nena otoka hanga ovanhu taa ningi osho veudite vahala nohande kuvamwe ta shi ehameke pamalutu ile keemwenyo.

Ouwa nawa vati ihau kondjifilwa ovanhu, onghee keshe omunhu osha pumbwa shi kale oshinakuwanifwa shomunhu mwene oku hoolola ngee ota vendwa ile hasho. Keshe omunhu na dilaadile kutya mbela omuti ou otau kwafa ngoo ile itau kwafasha. Ope na omiti noimbodi unene koitopolwa yokomaushai, oyo hai dulu oku panga nokuvelula omikifi nomaudu, onghee omunhu ota dulu oku kala a hoolola kutya ota longifa omuti wopashinanena ile ota longifa omiti dopamifyuululwa kalo oku lihakula nokukeelela omukifi/ombuto yo Corona.

Eetunhilo lomukithi woCorona ina li dengela, ofimbo tau talwatalwa nokukonwakona kombinga yoidjemo nomaudjuu tau dulu kwee tela oshiwana shomaunghundi elili nokulili. Omunhu keshe na dilaadile ngeenge ota vendwa ile ita vendwa. Ovanhu nava tale unene osho tashi handje ouhaku kovanhu no ita shi yandje ounghundi washa molutu lomunhu. Ongaashi shi shiivike ku keshe kutya ka pena osho shina ouwa ndee kashina owii, onghe keshe omunhu

na kale eshi dilaadila omanga ina ku fa etokololokuvendwa, opo aa ha ka lundile ovapangi kutya ina ve mulombwelasha kombinga yowii.

Appendix 19

Sample Oshikwanyama dialect essay 2

Ovenda yoCorona ina I kala kefininiko ashike naikale yaau ahala.

Namibia oshilongo shiwa shina eemango noufemba wakeshe umwe wokuninga eshi ahala. Onga omuNamibia ndina oufemba wange ina ndi hala okuvendwa ovenda yoCorona. Ovenda oina omaui nomauwa kovanhu koohandimwe. Onghee ita ndi popile ovenda yoCorona ikale yakeshe umwe ahala ile ina ahala shaashi katu na omaudjuu efike pamwe, pohaulwoye opo nguwo nge pa pomboka oove mwene to hondjo po.

Ovenda yoCorona oina omaui mahapu unene kwaava vena omikifi dilili nokulili. Luhapu ngenge owa tula mumwe eepela do mikifi dimwe ngaashi ombuto yo HIV no AIDS ota shidulika shiku etele oupyakadi tashidulika shikutwale nokuli konautalala. Olutu ngenge ola kala tali tulwa omauhaku mahapu pefimbo limwe otashidulika li kanife oundjolowele.

Ovenda yoCorona ota i humifa ouvalelo wootate konima, shili nokuli endangalati linene meendjokana dovanhu vahapu tashi etifa nokuli etopoko kovendji shaashi, kape na vali ouvalelelo wovakulunhu. Eshi oinyanekwa ihai shakene nomutenya, movalihomboli vamwe ovenda yoCorona ota yeeta unene omahalo kuvamwe nande okwali veli pokulya nenge poilonga.

Moshitunda shetu Namibia omuna ovanhu vahapu va kanangala nale nokuli molwa ovenda yoCorona. Ovakulupe vetu ovo unene vaningwa oihakanwa yombuto yoCorona nonande vahapu vomuvo ova vendwa. Eepelesenda dinini dovanyasha ovo ike vavendwa keenghono nokuli shaashi vahala oilonga ngaashi NDF. Vahapu omaunghundi okweya, neenghono momalutu oda pwamo medina lo venda yoCorona.

Wavendwa ino vendwa natango oCorona ota i kukwata shayela kutya kaina eshi ta I vatele. Oshi xwepo ovenda yoCorona ikale yaau wahala shaashi oCorona moshilongo shetu oilimo taishongola hasheeshi twavendwa atushe ashike omolwa ashike atu li keelele nomikalo dimwe dilili. Omaadi ihaalilwa peke lamukweni. Onghee omauwa ovenda kaishi ovanhu aveshe ashike ookohandimwe. Ehoololo oloye mwene wo omwenyo iha wii pokakangwa.

Appendix 20

Sample Oshikwanyama dialect essay 3

Etuntilo nali dhengele

Etuntilo oshinima sha simana noonkondo opo ku keelelwe omikithi mokati koshigwana. Uuna pwa tukuka omukithi gwontumba Oshikondo shUundjolowele pamwe nepangelo ohaa kambadhala opo aantu ya tuntilwe. Epangelo ohali tula omahala gomantutilo pomahalanomahala. Shika osho wo sha ningwa sho omukithi gwokorona gwa tameke moNamibia momumvo 2020. Ashike aantu oyendji oya kala inaa hala okutuntilwa sho taa pukithwa koohapu dha li miifo nopalwe.

Etuntilo nali dhengele utale. Sigo oompaka aantu ya tuntilwa oku na uumbangi kutya inaa kala taa si. Ishewe aantu ya tuntilwa inaa kala taa yi kiifudhidho. Yo mboka ye ehama inaa ehama unene. Shika otashi holola kutya owenda otayi kwatha, onkee nayi dhengele. Omanga pu na ekwatho nali thiminikilwe ashike aantu. Okaheka itaka longo tuu nande. Aantu otaa lombwelwa lungapi.

Omukalo gwa longithwa kepangelo gwo aantu ya ntutilwe ngu wa hala. Oshinima shokutuntilwa pahalo itashi longo. Aantu naa totelwe oveta tayi ya thiminike ya tuntilwe. Omuntu ngele okwa tuntilwa ota gamene aanegumbo lye nota gamene mboka ha kala nayo. Omuntu a tuntilwa iha ehama unene naashika otashi kwathele iipangelo yaa udhe aavu unene. Iipangelo otayi yakula owala mboka taye ehama kashona. Omiti otadhi gwanene noitadhi pu po shaashi aavu aashona. Omaso wo itaga kala ge li pombanda.

Ngele etuntilo olya dhengele aantu itaa indikwa nuupu okugongala. Omukithi otagu kala gu li pevi nepangelo itali kala tali patapata oosikola nokukaleka omaudhano moshilongo. Shika otashi kwathele epangelo li longe nuupu shaashi itali kala tali longitha iimaliwa oyindji yokulanda omiti. Otashi keelele wo oshilongo shaa mbangolote shaa ngele aantu otaa ehama oyendji pethimbo limwe, otaku landwa omiti niilongitho oyindji yokapanga. Iinima mbika otayi pula iimaliwa oyindji. Onkee peha lyaantu ya tuntilwe uuna ya hala naa thiminikwe ya tuntilwe omuluuwanawa wawo. Oshili oyo ndjo kutya niifudhidho yo yene ohayi kala yaa mo miipangelo gomaso taga lundu. Aantu nee ohaa kandja uusama kepangelo, onkee epangelo nali kandule po omukundu nguka nomatuntilo taga dhengele.

Kakele kaashona aantu naa thimikwe ya tuntilwe shaa shaashi oluhepo otalu ningi olundji. Ngele lwa ningi olundji aantu otaa vulu okusa kondjala. Okutuntilwa otaku kaleke omahupilo

pomuthika omuwanawa. Aatalelipo yokondje itaa tila okuya koNamibia. Ishewe Namibia ita tulwa mongundu yiilongo yi na okorona yi li pombanda. Pamukalo gwa tya ngiika omahupilo otaga kala pomuthika omuhwepo. Omahala gomayakulilo itaga pata naalandithi yomomapandaanda ota kala taa mono okashona kawo. Okorona oshili otayi eta oluhepo nondjala. Aantu naa tuntilwe owala ya hala nenge inaaya hala. Okuhekaheka aantu itaku longo otaku eta owala ondjala noluhepo.

Okuthimikila aakwashigwana yomoNamibia etuntilo otaku eta iiyimati iiwanawa muukalinawa. AAntu itaa kala taa ehama unene. Omaso otga shuna pevi nomahupulo otaga kala omahwepo shaashi epangelo otali longitha iimaliwa oyindji. Shika otashi ti aantu ya tuntilwa otaa kala taa longo iilonga yawo noonzo dhoshilongo otahi kala pomuthika omuwanawa.

Appendix 21

Sample Oshikwanyama dialect essay 4

Ovenda yoCovid19 inayi tulilwapo keshe umwe

Keshe efiku ohatu kundana moikundaneki nghene epangelo laNamibia tali tu omufindo opo keshe omuNamibia a vendwe ovenda oyo yoCovid19.Nande ovanhu vamwe ve udite kutya oshapumbiwa okuvendwa ovenda ei opo kuliamenwe mokukwatwa kombuto ei, onghee ngaa pena omipopyo dihapu odo dili omhinge novendwa ovenda oyo tuu ei. Ondi udite hano kutya ovanhu nava vendwe tashidi pahalo lavo.

Shotete keshe omunhu oku na oufemba woku ninga omatokolo aye ngeenge tashiya poundjolwele waye mwene. Hano ou ahala okuvendwa otakufa etokolo ndele ta i opo tapa monika eevenda doshidu eshi noku kala a vendwa. Keshe umwe oku shii oundjoowele waye mwene noghee osha yuka ngeenge tapange oundjolowele waye. Hano ngeenge omunhu oku wete kutya ye oundjolowele waye owa amenwa nande ina vendwa, soil ashike nawa.

Shikwao vali, opena omauyelele ahapu oo taa shade ovenda yoCovid19.Eedjo dimwe odiwete kutya ovenda ei otai eta oupyakadi koundjolowele wovanhu. Oku takuti ovenda otai eta oomeme vaha mone ounona, Vo vamwe ove wete kutya ovanhu otava tulwa ouchip molutu vo va ka longe ngaashi omashina oupatekinika oo taa ufanwa omarobot. Ka pen a naana ouyelele wofaafaa oo taukwshilipaleke hano kutya ovenda ei oina ouwa ile owii. Omauyelele aa hano otaa pukifa oshiwana nokushi mbadapaleka oku vendwa ovenda ei. Kwatya tuu ouyelele inau yela woo tau eta engwangwano.

Natango yoo opena eevenda odihapu unene. Omolwashike hano ovanhu ve na oku vendwa eevenda da yooloka? Eli olo epulo lili momitwe dovanhu vahapu. Eshi otashiti kave wete vali eshi tava lipo naashi tava pep o ombwa. Hano shah ala okutya kave an oukwashili kutya ovenda ilipipo omunhu e na oku vendwa oyo tai mu amene. Oshidjuu hano oku udako lela nghene ovenda ei in a okulonga. Eevenda ongaashi nee oJohnson &Johnson, AstraZeneca, oSinopharm, nadikwao dihapu. Eevenda adishe edi ka pena naana ouyelele wa wana moshiwana ngeenge oda amenwa.

Oshapumbiwa lela ovaNamibia va tule oundjolowele wavo monomola yotete nokukwashilipaleka kutya otava li oukulya ina oudjolowele opo va kale ve na ovakwaita volutu

va kola v ova kale va amenwa koshidu shoCovid19.Omadeu yo naa fimanekwe opo omalutu a kale a kola. Eshi ondi udite otshi amene ovo inave hala okuvendwa.

Appendix 22

Sample Oshikwanyama dialect essay 5

Ovenda yokutunhila omukifi woCorona nai kale tai dengele

Ovenda yotunhila yomukifi woCorona nayi kale tayi dengele opo ovanhu aveshe va vendwe woo omukifi u xwepopale.

Ngeenge keshe umwe avendwa otashi kwafele opo ovanhu va ha kwatwe komukifi woCorona. Nongeenge omunhu a kwatwa a ha kolwe kuwo, yee a ha fye ndele a kale ena ova kwaita volutu va nghonopala no tava dulu okulwifa okambuto komukifi keshe ta ke lidenge molutu/ momalutu etu.

Otwa koneka omikifi dihapu monakudiwa da tukulukile ngaashi o TB, O-Polio nosho tuu na o da xwepopala ashike meyambidido letunhila dokukelela omiikifi odo tuu odo.

Omitotolombo kombinga yoCorona nomiti dayo, otu shi lela kutya odo da mbandaleka oshiwana. Eshi inashi hala okuvendwa ashike eshi tu na okukoneka osheshi kutya omukifi ou itau shu na pedu ngeenge itatu kongo ekwafo lovenda efiku nefiku.

Eshi otu shi liwetele, nohatu shi lipwilikinine moikundaneki nghene omwaalu wovanhu ava ta va kwatwa voo tavafi komukifi wocorona ta u i pombanda efiku nefiku. Ngeenge ovanhu aveshe va vendwa omaudano aeshe ota a ka danwa nawa pehe na engambeko lasha.

Ngeenge omunhu keshe a vendwa ndele omukifi ou tau fimo filu moshilongo/ mounyuni omu, otashi kwafele opo eliko lounyuni mwa kwa telwa Namibia likule 100%. Li dule okuyandja omayakulo aa, a pumbiwa moshiwana ngaashi omiti da wanenena moipangelo, omeva a yela, oi kwafihongo nosho tuu.

Otashi kwafele yoo vali onghalo ishune kouwa oku ya kala. Ovanhu vakele hava ongala momwaalu u he na engabeko lasha. Ta vaningi oinyangadalwa yakwalukeshe. Otwa pumbwa yoo vali nemanguluko tukale iha tu djala vali oilapi/oituta/ oumask keyulu nokokanya tu fude twa manguluka.

Inatu ningeni oohamutwe mukukutu otwa pumbwa okukonga ouhaku / tunhila manga popepi. Okukelela oku dule okupanga.

Appendix 23

Sample Oshindonga dialect essay 1

Owenda yomukithi Covid19 inayi kala ya nuninwa ayehe

Ocivid19 oyo oshivu shoka shali sha holoka mo2019, noshali sha faalele oomwenyo dhaantu oyendji. Omukithi nguka ogwali tango gwa holoka koChina, nogwa taandele nuuyuni awuhe moka na Namibia ali a kwatelwa. Ondi wete inashi pumbiwa keehe gumwe a kale a pewa owenda yomukithi nguka.

Tango, otwa kala nale muuyini muna omikithi nomavu, ashike inatu kala nando tuna ootuntila, ashike momavu moka otwa pitamo mgaa. Aantu otaya vulu oku kala ya longekidha iikwaniipangitho yawo yene okwiikwathela ngele ya mono tashi dghigupala.

Owenda ndjika yoyene kayina lela oshilonga, molwaaashoka ano oyali ya simana ngaashi tashi popiwa ando nena aantu itaya pumbwa oku kala ya thindilwa owenda, molwaashoka kehe gumwe ota kala eshi esimano lyayo. Na uuna kehe gumwe eshi esimano lyoshinima shontumba nena ina pumbwa oku kala ha dhimbulukithwa olundji lundji.

Moshilongo shetu omuna aantu yamwe ya wendelwa omukithi nguka,ndee shiikwatelela kwaashi sha monikapo otaku hololwa lela nokutya,aantu mba ya wendelwa oshivu shika oyeli muudhigu uunene wu vule yaamba inaaya wendwa,okokutya ngaa oyo taya kwatwa komikithi odhindji dha yooloka,oyo taya hulitha na otaya kwatwa ishewe kiinima oyindji ya gwedhwapo ngaashi ookaankela.Mbela peha lyo kutu hwepopaleka owenda ndjika otayi tu etele uudhigu owundji?Oshikwawo,aantu inaya tseyithiwa iilanduli yo wenda ndjika,onkene aantu inaya wendwa yaa shishi kutya naya kale ya tegelela shike konima yowenda ndjika.

Ondi wete inashi pumbiwa oku kala twa thindilwa iinima yiheli pomahalo getu. Onkene owenda yo Covid19 inayi kala ya nuninwa ayehe, aantu oyeshishi kombinga yawo, onkene mba yahala oku wendwa otaya yi ngaa yoyene.

Appendix 24

Sample Oshindonga dialect essay 2

Oyenda yoCovid-19 nayi kale ehogololo lyomukwasigwana kehe

Covid-19 omukithi ngoka gwali gwa dhimbululwa moshilongo shaNamibia momumvo 2019 sho omwaalu gwaantu oyendji yakonakonwa. Covid-19 ogo omukithi ngoka hagu taandele moku engenathana popepi unene ngele kwa talala. Epangelo olyali lya tula po omilandu dhokukeelela omukithi nguno nadhimwe odhali oku zala oka mask, okwii yoga koonyala oshowo okuyendwa, ano aakwashigwana yayendwe oyenda yoCovid-19. Epangelo olya pumbwa okupa aakwashigwana ehogololo kutya ota yendwa pahalo lye oshoka ehogololo ndyoka uuthemba womuntu yemwene, oyenda ndjika oyina wo iilanduli oyindji kaantu mboka yena aakwayita yolutu kayena uundjolowele.

Kehe omuntu okuna uuthemba wokutya eeno nenge aawe ngele ineshi panda. Omuntu oye mwene e na oku isila oshipwiyu ngele tashiya kuundjolowele we. Ngele omuntu ota landula omikalo dhoka dha tulwa po (oka mask nsht) nena itaka ehama molwa omukithi gwoCovid-19. Ngele aantu otaa yendwa nena oonkalamwenyo dhaakwashigwana odhili moonyala dhepangelo oshoka kayena sho taa tiko. Shika oshinima shapuka nayi oshoka ngele omuntu a ehama oye awike taki isila oshimpwiyu na oye mwene taka kondjela onkalamwenyo ye moshipangelo oshoka iilanduli yoku yendwa oye awike tayi mu a dha.

Aantu yamwe ngele ya yendwa ohaa ulike iilanduli mbyoka hayi kala tayi limbilike. Iilanduli yimwe ongaashi eshikisha, omukolo nenge epupyu. Aakiintu ohaa adhikwa kiilanduli ngaashi omathimbo gawo taga lunduluka nenge uudhigu wokiivalelo. Ngele omuntu a adhikwa kiilanduli mbika nena oye awike tayi koshipangelo ye mwene. Omuntu ngele okwa kwatwa komukithi nguka okwa pumbwa oku pewa oopela dhoku hwepopaleka onkalo ye ihe kashishi oyenda nongele oku wete oyenda yili nawa nena oye mwene taka yendwa.

Uuthemba waantu nawu simanekwe oshoka kehe omuntu oye mwene ti isile oshipwiyu. Naantu yamwe ngele oya yendwa ohaa kala yena iilanduli. Shika otashi ka kala oshidhigu oshoka aantu otaa kaya natango koshipangelo molwa kaa uvite nawa. Onkalamwenyo yomuntu kehe oyili miikaha ye mwene na pohawu loye haponguwo nongele pwa tauka ongoye mwene to hondjo po.

Appendix 25

Sample Oshindonga dialect essay 3

Otuntila yoCOVID-19 nayi kale nenge ina yi kala tayi dhengele

Oshivu shoCorona oshili shatalikako osho shimwe shomiivu mbyoka hayi taandele okuza momakwatathano gaantu yayooloka thana oshili shafaalela oomweny dhoyendji. Nonando Uuministeli wuuhaku nonkalonawa wuli owo othimba yina ongodhi ano oko kutya oyo yeli aadhani nkandangala ngele tashiya petuntilo lyoCorona, owuli woo tawu thiminike oshigwana shituntilwe nonando oshigwana shili shi na omaiuvo gayooloka koshinima osho tuu shika.

Yamwe yomaakwashigwana oye wete shasimana opo otuntila yoCorona yi kale tayidhengele opo ashike oshivu shika tashihwepopala. Nonando ongawo, oyendji yomuyo oyu uvite kutya okutuntilwa hako naanaa uupyakadhi ihe uumbanda oye wu etelwa kwaamboka ya tuntilwa sho ya li ya mono omandhindhiliko taga limbilike ngaashi: okweehama omutse itaagu polo, uutalala noku kanitha oonkondo.

Pamaiyuvo gandje mwene ondi uvite kutya otuntila yoCorona inayi dhengela ihe nayi ze kehalo lyomuntu yemwe. Nomatompelo gayooloka ngaashi; omuntu kehe okuna uuthemba woku zimina kwaashoka shili mondjila noshili pahalo lye. Nethiminiko lyotuntila olyili lyatalikako onga ethiminiko kongudhi lyoshigwana, shono shili ompinge nekotampango lyoshilongo.

Ngele ontuntila oyo tuu ndjika oya ningwa tayi dhengele otashi vulika yi ete evundakano enene moshigwana, shoka tashi vulu okweeta niita moshilongo pokati kUuministeli wuuhaku nonkalo nawa oshoka oyendji yomaakwashigwana mbaka otashi vulika ya kanithe iilonga yawo noyendji yomaanasikola tashi vulika yakale pevi nomailongo gawo netompelo ndjono kutya ngele otuntila oya ningwa tayi dhengele, ayehe mboka inaaya tuntilwa otaya ngambekwa oku kala taya longitha oyindji yomomakwatho gepangelo ngaashi oomahala gokulandithila nokulanda omauwanawa osho tuu oku ya komanongelo kwaanasikola.

Nonando Uuministeli wuuhaku nonkalonawa wu uvite kutya okutuntilwa otaku kwathele okushonopaleka ompito yoku kwatwa kombuto yoCOVID-19, ondi wete sho opala nosha uka opo kehe gumwe atuntilwe tashi zi kehalo lye nonando ke eta oshilanduli osha za ketokolo lye mwene.

Appendix 26

Sample Oshindonga dialect essay 4

Nkene inashi pumbiwa opo etuntilo lyo COVID-19 li kale tali dhengele

Ngaashi naana sha tseyika nawa COVID-19 ogo omukithi ngoka gwali giiteyele tango moshilongo sha China. Mopaife ngeiyi otaguuvika miilongo niilongo. Ngaashi ngaa kiilongo yimwe nomo Namibia ogwa li gwiiteyelemo momvo 2020. Omukithi nguka ogwa li gwa kongelwa etuntilo notandi ka popya kombinga nkene inaashi pumbiwa opo etuntilo ndika li kale tali dhengele.

Kehe omuntu okuna uuthemba we nondi wete kutya inashi pumbiwa opo aantu ya thiminikwe okutuntilwa. Ondiitaala kutya ngeno otashi zi owala kehalo lyomuntu yemwene opo a kale a tuntilwa. Shikwawo natango, etuntilo ndika inali kwata olule nondi wete kutya omuti nguka ogwa nika oshiponga pamadhilaadhilo gandje. Aantu oyena wo nale omikithi dha yooloka momalutu nondi wete kutya ngele omuti nguka ogwa pingathana nomiti dhilwe molutu ota dhi ka eta oshiponga.

Kakele kwaashoka nda tumbula natango omuti ogo tuu ngoka thimbo lweya moshilongo shetu okwali taku popiwa kutya omupresidente gwoshilongo oye ta tuntilwa tango ihe inashi ningwa, oshinima shika otashi limbilike noonkondo. Oshikwawo natango, thimbo aantu mboka ya hala okutuntilwa ya tamekwa okututilwa oyali ye na omaudhigu muundjolowele wawo, yamwe oyali ya kanitha oonkondo na yamwe oyali tayiihatapo nokuli. Molwomatopelo agehe ngaka onawa ngele aantu taya tuntilwa owala uuna ya hala opo tu yande omaupyakadhi oshoka shituna iha hadhwa.

Onawa ngele aantu taya kongo omauyelele ga gwana kombinga yomuti nguka oshoka okupula haugoya, okuminikila ha meho waana ko natango okukeelela okuvule okupanga. Ondiwete kutya ngele etuntilo ndika olya kala tali dhengele otashi ka thindila aakwashigwana kongudhi mokuninga iinima yaali pomahalo gawo noku eta evundakano moshilongo. Kehe omuntu okuna uuthemba woku kalekapo uukolele we ngaashi tashi vulika nomikalo dha yooloka dhoka omuntu yemwene e wete dhe mu opalela ihe haku thindilwa kongudhi ngaashi epangelo lya hala okuninga aakwashigwana. Kombinga onkwawo natango otashi ulike kutya epangelo kali na sha noshigwana.

Pehulilo nanditye owala kutya omuntu kehe okuna uuthemba we mboka wu na okusimanekwa. Omatompelo agehe ngoka nda zi noku gandja otaga ulike nkene inashi pumbiwa opo etuntilo

lyo COVID-19 li kale tali dhengele opo tu kalekele po ombili moshigwana oshoka shituna iha hadhwa. Evundakano moshilongo inali halika nande nomolwaashoka aakwashigwana inaya thindilwa kongudhi moku kala ya tuntilwa. Ondiitaala noonkondo kutya osha pumbwa okuza kehalo lyomuntu yemwene. Omuti nguka ogwa dulukwapo kaantu muule womvula yimwe na kape na ngoka teshi koleke kutya otagu gamene ooperesenda ethele nomolwaashoka ogwa pumbwa owala okugandjwa kwaangoka a hala ye mwene. shikwawo natango aantu yamwe oyeli nale komapango giili nogiili. Molwomatompelo ngoka nda gandja na galwe, entuntilo lyo COVID-19 inali pumbiwa li kale oshinakugwanithwa sha kehe gumwe okukala a tuntilwa ihe ondiitala kutya nashi ze kehalo lyomuntu yemwene.

Appendix 27

Sample Oshindonga dialect essay 5

Omukithi gwekomba

Muuyuni omwi iteyele omukuthi gwekomba gwedhina COVlD-19. Omukuthi nguka ogwa yambukile menenevi lyAsia konooli uninginino wAfrika. Momasiku gontumba mornumvo 2020 muMaalitsa omukithi nguka ogwi iteyele moshilongo shetu Namibia, nogwa indjipala oshilongo ashihe naantu oya tameke okusa. Nomomvo 2021 aanongononi dhingoli oyaka mona po ihe owenda yoku hwepo peka uuwehame woshivu shike.

Ehangano lyuulyolowele muuyuni okumwe nomapangelo giilonga ayihe oyaningi onkambadhala sigo ya monopo omiti dho ku ntuntila aakwashigwana opo yiikeelele okukwatwa nenge oku gundikwa kuuvu mbuka.

Onkene otandi popile nomuthindo kutya etuntilo ndika nali dhengele kehe omuNamibia nakale antuntilwa oshoka nomukulu gonale okwapopya tati oku keelela oku vule okupanga. Nena owuna oshigwana shaaluka komavu gi ili nogi ili.

Aakwashigwana oyendji ka yena lela ontseyo kutya ontuntila ndjika oyina esîmano lyashike. Onkene tashi kala oshihwepo ngele epangelo tali eta po okangundu kontumba hoka taka ende taka uvitha ko oshigwana kombinga yomukithi nguka nonkene gumwe ta vulu oku ikelela kugo. Konima ihe oshigwana sha uvithwako opo ihe epangelo tali etapo ompango kutya kehe omukwashigwana okwa tegelelwa a kale antuntilwa ontuntila yoshivu shika.

Eindilo lyandje lyuuka maaleli ayehe naavali yetu naalongisikola opo yakale nokuhwahwameka nokuuvitha koaapopepi naakwashigwana ayehe opo yakatuntilwe.

Opo tukale aaNamibia tuna ukulele. Gonale okwa popile tati dhalondoka ihaadhî yi iita.

Appendix 28

Sample Oshindonga dialect essay 6

Owenda yoCovid 19 nayi kale ehogololo lyomuntu kehe

Omukithi goCovid 19 ogu li tagu tsikile nokudhipaga aantu oyendji muuyuni nopethimbo ndino aantu oye li taya wendwa nowenda yoCovid 19. Owenda ndjino kayi li tayi kelele aantu kaya kwatwe komukithi nguka ashike oyi li tayi kwathele aantu opo kaya se komukithi nguka goCovid 19. Owenda yomukithi goCovid 19 oyi li yina omawuwanawa oshowo omawuwinayi.

Omawuwanawa haga etwa kowenda ndjino ongaashi omuntu oto vulu okuya kiilongo oyindji kaape na ondji ndikila yasha shampa ashike wuna okakalata taka ulike kutya owu li wa wendwa. Iilonga oyindji oyi li tayi pula uukalata wowenda ndjino, oshi li oshipu oku kutwa miilonga ngele owu li watutilwa nowenda ndjino yoCovid 19. Owenda ndjino oyi li tayi kwathele oku kondopeka aakwaita yomalutu getu, opo yavule okukondjitha omukithi nguka.

Owenda ndjino oyi na wo omawuwinayi ngaashi omuntu awenda ndele natango otavulu oku sa komukithi goCovid 19. Onkene pamaiyuvo gashe ondi inekela kutya owenda yoCovid 19 nayi kale ehogololo lyomuntu kehe. Aantu inaya kondjithilwa okuwenda kaa shili kehalo ndjawo. Aantu naya kale taya igamene komukithi nguka nonande inaya wendwa.

Appendix 29

Sample Silozi language essay

Kana kinto yende kuli ndonga ya COVID-19 ibe yabutokwa kuyi inga kapa cwani?

Inge linaha zenwi naha yaluna Namibia ibile nibumai bwa kuhapiwa kabutu bwa COVID-19. Kasamulaho ocwalo kubile nima kulelo nimafu amatuna ni bunata. Kasamulao bazamayisi banaha batisize mihato ya pabalelo ni selelezo ya butuko bo bwa COVID-19, Kwa liselelezo balinaha zenutu ba yezize ndonga yaku itusisa kwa butuku boo kono ina nibunde nibu maswe bwayona kasamulao wakuba cwalo batu haba zibi hande kapa kintu yende kapa ye maswe ku unga ndonga yeo.

Butuku bwa COVID-19 butile kuto shinya luli kakuli butuku boo bubulayile ahulu batu mi nebusa keti kapa uyo muhulu kapa mwanana kakuli nibufumaneha mwa moya. Baba ziba ahulu za makete batisize mihato yakuli batu balelatele kwa kuyiseleleza kwa butuku boo mi hape bayezize ni ndonga ya silelezo kuli batu bayi inge kuli basike bashwa kwa butuku bwa COVID-19. Kinto yende ndonga yeo kakuli mwendi neyikatisa kuli batu basike bakula ahulu kwa butuku boo mi kasamulao nikusa shwa mi hape bazamayisi ban aha babeyile muhato wakuli ndonga yeo ibe yamahala kuli batu kaufela bakone kuyitusisa yona basa lifi sika. Bunde bwa ndonga yeo hakikuli hesi mutu yafumanezwi butuko bwa COVID-19 kiyena yaswanezi kufiwa yona baatili, ndonga yeo ikona kufiwa nihayikile mutu yasina butuku bwa COVID-19 kuyezeza silelezo kumutu yoo, sina habulezi silelezo kiyende kufita kalafo. Babaziba ahulu zamakete ba susuweza ahulu bantu kuli bayo inga ndonga ya COVID-19 kuli kusike kwa ba nimafu hape batu basike bafeza kushwa kwa butuku boo.

Inge lika kaufela ndonga ye inani bunde ni bumaswe. Yona ndonga kakuya kabatu baba ziba zama kete ikona kutusa kwa silelezo ya butuku bwa COVID-19 kono hayisika nitifazwa ahulu kuli ikona kukufa silelezo kaufela yoka tokwa kuli usike wakula kwa butuku bwa COVID-19 kakuli nihayikaba kuli utabilwe ndonga ya silelezo usakona kubufuma hape bona butuku bwa COVID-19 mi kasamulao usakona kukula ni kushwa kwa butuku onabo hape. Kwalika zenwi ndonga ye itisa licinceho mwa mubili mi hape hayi swaneli kufiwa baba nani mulwalo kapa tu mbututu mi hape nibatu baba kula kale matuku amatuna. Kuzwa foo hape ndonga ya COVID-19 seyibile ya mifuta futa hakusa zibahala kapa kiyifi luli yekona kuku tusa kwa silelezo luli mi kwa mifuta yeo kuna niyo swanezi kutabiwa halalu mi hape hoyi tabisisa ndonga ye uswanezi kuba ni pepa ye paka kuli kiniti notabilwe.

Neli kuli mutu abe nubuyi kalabelo bwa haye kuamana nikuyitabisa ndonga ya COVID-19 kono fa sekuswana inge ki mulao kuli mutu ni mutu ayinge ndonga ye kakuli mwa misebezi yenwi seba tokwa kuli batu kaufela babasebeza kwa musebezi woo batise ndonga ye kapa heba habalati basiye musebezi, ni mwalikolo zepahami zenwi batokwa kuli bana basikolo kaufela bayitabise ndonga ye kapa habana kuba lumelela kukena mwa sikolo sabona .Mi nahayikile bazamayisi balinaha seba bata kuli batu kaufela bayo tabiwa ndonga ya COVID-19 kuyeza inge kimulao mi haki nto yende kakuli mutu ni mutu unani maikuto ahao kuamana ni ndonga ye mi hape haki swanelo kuli batu ba fapelekezwe kuyaza sika sebasalati kapa kulumelelana ni sona cwale na nibona kuli mutu ni mutu asike afapelekezwa kuyo tabiwa ndonga ya COVID-19 inge asalati mi hape bazamayisi basike babeya mulao wakuli ki swanela kuli batu kaufela batiwe ndonga ya COVID-19 inge basalati.

Appendix 30

Sample Rukwangali language essay

Wenda zo kambumburu ko Corona moNamibia

Etjangototo lyange kunahamene ko uvera wo kambumburu ko Corona moNamibia. Epangero lya kambadara kutura po nono veta dokulisiga siga omu nava vhura kukandana nokusesupika po uvera wokambumburu ko Corona moNamibia mudima.

Somuhowo, epangero kwanongonona asi wenda zo kambumburu ko Corona moNamibia kuna heap kuzi wenda vatungi navenye womoNamibia. Monzira zangesi, epangero kwamona asi uvera wokambumburu ko Corona moNamibia tauvhuru kusesupa. Zira zokufunda uvera wangesi ntudi vantu navenye womoNamibia vahepa kugwana Wenda zokambumbururu ko Corona.

Nampili ngoso, sinzi sovantu kapi vana zi hafere Wenda ezi zo Corona. Wenda zokambumburu ko Corona kuna ku monekera vantu asi, Wenda ezi kapi zina wapa, kukwama kweyi ayi horoka kovantu vamwe nsene vanagwana wenda. Vantu kugwagwa ntani kuzumbanesa nonkondo morutu pokumana kumuwenda wenda zomukisi go Corona. Kukwama nye yimpagwa eyi, vantu kuna kuva tjilisa ntani sinzi sovantu kapi vana zi heap wenda zangesi.

Mokugweda ko, wenda zokambumbururu ko Corona kuna kara nomulyo gomuneme morutu romuntu. Wenda kugava nonkondo morutu ntani azo kugavanonkondo kovakwaita womorutu romuntu mokurwanesa nokukandana po mauvera. Wenda zina kara mulyo mosirongo sa Namibia mudima morwa mauwa manzi vantu navavhura kugwana kowenda ezi zetintiko. Wenda zokambumburu ko Corona kapi azi kandana po uvera wokamburu ko Corona kelike, nye azo kupameka morutu romuntu.

Mauwa manzi azi gava wenda zokambumburu ko Corona, nye nampili ngoso wenda ezi kapi zina hepa ku zi sininika vantu mosirongo saNamibia morwa, sinzi sovantu kukazumbanesa ukanguki wawo ndi asi kuka piyagana ano vamwe kukavera vera, ntani vamwe kukazumbanesa nomwenyo dawo morwa Wenda, nye epangero alyotalikauyunga asi, muntu kunadogoro kouvera wokambumburu ko Corona kapisi wenda.

Mokuhagesa, wenda zokambumbururu ko Corona zina kara mulyo unene kovantu, nye kapi zina heap kukara hepero moNamibia morwa masivano gazo manzi. Vantu kudunda maguro, kuzumbanesa nomwenyo ntani ukanguki womuntu kulitjindja.

Appendix 31

Sample Otjiherero language essay 1

Omaendero womutjise mbwi o covid-19 nga yetuwe kotjiveta

Omutjise mbwi o covid-19 utuna tjinene kominyo vyovandu avehe mehi retu. Omutjise mbwi kautunu kouveruke uriri nungwari utuna kehupo nongorongova mehi wina. Omaendero wokutjurura omutjise mbwi omanahepero komahupiro omaveruke mehi retu nu wina i yarura omahwangero womutjise mbwi ombunda.

Omaendero nga tji yatuwa kotjiveta, omahupiro omavi ngeyetwa i omutjise mbwi maye yaruka ombunda. Omutjise mbwi uyeta ondiro nu munao otjimauso ku tjururwa. Ongorongova yehi i yenda kehi orondu perandwa ovina ovingi kutja viyenene okuhupisa ovandu avehe mehi. Ehupo rovandu pozonganda ri runduruka mena romapandjarero woviungura ngeyetwa i omutjise mbwi. Omaendero nga ye yandja omasa morutu romundu kutja ruyenene okurwisa omutjise mbwi nangarire kutja indji oyenda kai tjaere mbwi omutjise auhe poo okupitisa omutjise auhe morutu romundu. Omaendero nga maye yenene okutjurura omitjise vyarwe mbitukondja navyo mehi retu.

Omaendero wokutjurura omutjise mbwi omanahepero tjinene orondu oyo maye yenene okuyama ominyo omingi, posiya twaso kutjevera ozoyenda ndumatu pewa orondu kaazehe ndumaze yenene okutuyama menarokutja ozondando zovandu avehe katuzei mouye mbwa tanauka. Omaendero nga maye yerurura ongorongova yetu nokutjendja ehupo retu okukotora kombanda.

Munao, omaendero nga yeso kutuwa kotjiveta kutja tuyenene okutjurura omutjise mbwi noku urundurura nokutjendja ehupo retu mondjito ndji wina. Ouveruke wetu maukara momake omawa tjinene tjitwakambura momaendero nga.

Appendix 32

Sample Otjiherero language essay 2

Ombapira ndji ohunga nokutja onguaye omayendero wo mutjise imbui o COVID-19 tjimauso okurira omanahepero. Nokutja omundu auhe masokuyendua kutja o kombango je po o kombango jo Horomende opuwo indi tjayendua uriri.

Ami koumune imbo uandje hina okukupasana nondunge indjo jokutja ovandu maveso okuundurirua kokuyendua nanagarire okutja kavena okuvandga. Otjina otjitengatrnga pumezokutjanao omena rokutja tjiuanderekere omundu koenda ndje hinakuvanga tjandje okutja uatombo Iveta no kutomba ousembe wo mundu uarue.

Otjina otjitjavari otjoho tjo kutja otutu tuetu katuri tjimue, ami kuami kourike imbo uandje ami mbari mondjiwo mumuaverere ovandu posiya ami hiverere. Okutja pumapetja tjimbakamunika mbaendua ami nomuti mbumau pakerua morutu ruandje katuna okuzuvasana. Pumapekayanda mokutja mapeja akauta okuvera omutjise viyarue mbumbihina mbari eso okuvera menarokutja oyenda indji kaina mutjise maikaruisa morutu ruandje menarokutja ami nomutjise imbo wo COVID-19 katuhakaene.

Kombandanao metjiua naua okutja kapena omundu uarue ngumakambura ondjo tjiuatu mena ro mutjise uarue mbuaetua o enda indji koonderekeruako. Ovandu imbo ovekuyende naimbo vohoromende vekakurama kokure nguina nokutja ozo "Side effects" nganda tjiuakoka okuzambo avetanauka aveutu okutja uatu o COVID-19. Posiya tjandje kauatjiri, ouatjiri ombo uo kutja ove uatu oyenda pasiya ovehoreke.

Otjina otjisenia otjoho tjokutja tuvanga okurimunikisa naua komahi ja Europa na America, menarokutja avihe mbiatjitua omahi ingo tuvanga okutjita noho apehina ohepero.

Appendix 33

Sample Otjiherero language essay 3

Omutjise wo-Corona imbwi mbu tjiukwa otjo COVID-19, wa Ihamisa ovandu ovengi omitima. Owo we ya mehi retu mombura ndji omayovi yevari nomurongo imwe na muvyu, 0-2019 mo mueze outjatatu Seninarindi. Omutjise mbwi wazepa ovandu ovengi okuzira komitanda nga kovandu ovanene. Ovanatje ovengi mehi retu va isiwa ozosewa mena romutjise mbwi. Ombwanekero ndji maikaundja poo maihungire ohunga no ma yendisiro wovandu mehi retu ra Namibia, nu kutja omayendisiro nga ye so korira omayendisiro wokotjiveta nu wina kutja ovandu avehe veso kuyenduw nongarira kutja kono kuvanga.

Ami komunda imbo wandje me munu poo mba munu kutja omayendisiro nga yaso okurir ouwa womundu omuini. Mena rokutja kanawa okuninikirira omundu warwe kutja eye ma tjite otjina eye tje hino okuvanga. Omundu auhe mehi ndi ounou vara nousemba wokutja kako "ami hino kuyendwa ko". Omundu auhe wina ounou ripura we kutja, mutu oyenda ndji yahitisiwa ovina kutja eye makoke.

Tjarwe me munu kutja omayendisiro ngo owo kayesere okuyandjerwa poo okutjitwa omayendisiro wokotjiveta, mena rokutja omundu auhe mehi ndi una ouvere nu potungi kotjiua kutja eye marire omuveruke poo maverere ko eye tjazu noku yendua indij oyenda yokorona.

Okuhohako, mba munukutja ovanane vehi raNamibia tjivayandjere omayendisiro ngi nokuhina okupura ovandu mehi poo mve kara mehi ndi kutja omayendisiro ngo ye yandjerwe, mamu kara Novita mehi wina. Ovina mbiri nao vi yeta ohani mehi nu wina ohani ndji I tjita kutja ovandu a ve haungura kumwe mohange.

Posiya mba munu kutja omayendisiro nga tji ya yandjerwa, mutu omutjise mbwi mau henduruka nu ovina oviyaruka tjimuna tji vyari rukuru.

Mokupata ami moumunw wandje me munu kutja oyenda ndji, iso ku yandjewa kovandu imba mbu mave vanga okuyendwa nu wina imba mbe hino kuvanga aveha yendwa.

Appendix 34

Sample Khoekhoegowab language essay

1. 'Gu loa ko ra llneb di ge gai gisende go ha. Ne disendi ge COVID Ikhai llkhais tsi llkasats khoen hisi 'kha llkhieda-as! on a han namipa ge hi i.

2. Gui Ihugu di lae! tho-aon kaira khoen Ikha ra sisen khoen tsi llkhati llnun hi ani sorosi! nubusina uhan tsin Ikha ra sisen hoan ni nu gahe ge llgarage! oa Covidl 9 llas! o a! khaede ni mahe! khaisa.! Aromas ne llgarab dis ge ibe khawuse khoen Ihuhusib! na hana ne llosa xa sausa. 'Khora 'harodi! na ha khoen hia Ihuhasib! na ra sisen tamas ka ra ta gui khoen hia lluegu gan-amsa khaib! na ra sisen khoen tsin ge ne llgarab! na ra llna.

3.Ti !nas !aimasa ta ge tiba ra tsi ma khoe-l hoa-i Ihuhasib !na ra khoen Ikha harugu tsi ha llaen hoan ni !khallkhaes hu !khaisen. Khoets-asets ni! goa ga! oa ko a, ots ge ni mu ne llos mati ni! kharaga! nagu /gmun ai khora uisen tsi khoena llnaam sins, ne go! khar kurib tsi! khare-l llaeb !na. Ne llaeb! na ta ge! hara Igu xu-l ga 91.9% khoen hia! kha llkhaede ge uba tama ha in ge Covid19 laeb Ikha laellgaugu! nu uhe ha! khaisa tsi Inasa llogu ge! khu llkhaesa tama khoen xa ge re llohe.

4.! Gaogu ne gu ko husets ge a mi llkha! kha llkhaedi ma khoe-l hoa-e ni mahe oa. IIOs nes ge huka tatsei tsina no ti ko! goab di khoen laellgoagu! na hose a llkhaehe llou. ! Khaillkhaedi ge 95% sisen llkhasib di llkhaubsens di Igaiba ubia tsis ge ganuinsens ha hanuba xu! kha llkhaesansats ni llguba! khaisa. Nes ge III Igaub hia da supuse Covid19 llosa a! kharm ui llkha /gausa. Ma khoe-l hoa-l ga! khahe o, o da ge ra! ae-aon di! goaba fra loroloro tsi ne Igaus ai llob ne //os ge xa! aromuhe llkhobo ra llkhae.

5.Nes Ikha ta ge ra gan I da ai! ga ta Ihae haun xa gaehawuhe tsi llkhae da go-i i Igaugu tsi masigu! na mai sen.

Appendix 35

Sample English essay 1



ACADEMIC ESSAY WRITTEN IN NAMIBIAN OFFICIAL LANGUAGE:

ENGLISH

Covid-19 vaccination should be made compulsory

The spread of COVID-19 has had a world-changing effect, besides Namibia being one of the most affected countries by the pandemic, the government of Namibia came to a point of providing vaccines to citizens chiefly because prevention is better than cure.

As the pandemic continues to spread widely and worse to all corners of the country, the government further noticed the situation and proposed to provide vaccines to its citizens, actually with the intentions of protecting and boosting people's immune systems. Therefore, the vaccines should be made compulsory.

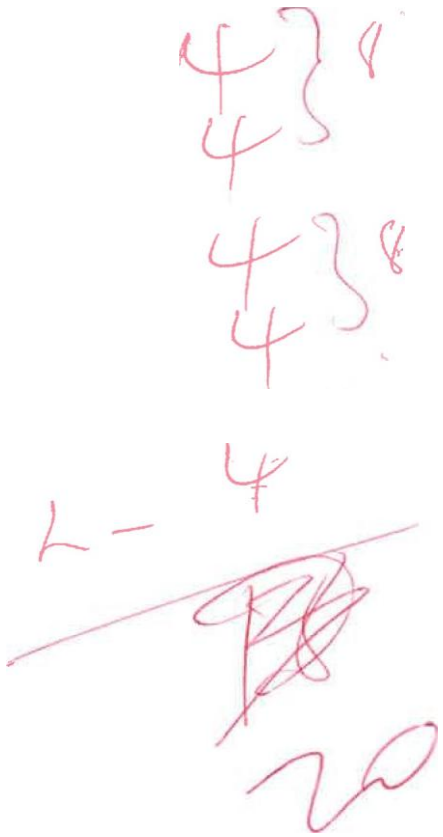
Moreover, the COVID-19 vaccines are supposed to be mandate because scientifically a virus is treated with another virus, to be more precise the vaccine promotes and boosts the immune systems and make antibodies to be aware that there is a new virus entering the body instead of antibodies not knowing what is coming in and out of the body. In fact, the vaccine helps antibodies fight the Ccovid-19 virus easily.

In addition, it is the government's responsibility to protect, maintain and provide appropriate health services. Otherwise, the government will be pointed fingers for not taking care of its citizens wisely. To put it in another way, the vaccine is correctly assured, tested, verified and confirmed by WHO so there is no reason of having mixed feelings or doubts. Undoubtedly, the vaccine is fairly suitable for everyone and there cannot be much, or severe risks involved that is not verified or known. Thus, trusting the WHO organization is a great option since all other medications are being tested and verified by WHO.

Although the vaccine has some great advantages, only a small number of Namibian citizens were vaccinated, on the contrary, some citizens are still reluctant and skeptical of whether to be vaccinated or not. As a matter of fact, propaganda spreads faster than the truth-what is verified with evidence, which is actually bad as the government try harder to protect its citizens from the corona virus and prevent the virus from spreading widely by providing citizens with vaccines.

Accordingly, the government has to impose citizens to be vaccinated as the vaccines are getting expired and they are very much expensive to order.

Despite propaganda being a barrier, the vaccine surely help, in fact, it is the only better way to reduce and prevent COVID-19 deaths and the accelerating spread of the virus. Thus, citizens should be careful of what to accept and not accept, especially information without evidence.



Appendix 36

Sample English essay 2

Should COVID-19 vaccinations be ma~~nade compulsory~~ m Namibia?

The pandemic caused by COVID-19 impacted Namibia severely and the world. Even after the first outbreak, COVID-19 is causing a great number of deaths and others with weaker immune systems. Due to this fact, vaccinations were introduced in Namibia with the current percentage being 19.7% of the population being fully vaccinated, which is 500,777 people out of 1.17 million people, leaving the rest of I dose at 576,983 people and the rest not vaccinated at all, 92,240 people. This essay discusses if COVID-19 vaccinations should be made compulsory or not in Namibia.

The COVID-19 vaccinations should be made compulsory because they reduce the spread of COVID in the country. This includes the number of deaths and injections due to COVID-19. The reason being that people have different types of immune systems, causing some to have strong resistant to COVID, but there's no actual duration on how long their immune systems may remain that strong. Lastly, elderly people and those with chronic medical issues such as cancer, cardiovascular diseases, chronic respiratory diseases, and diabetes are more likely to develop serious sicknesses, but in spite of that, Linda Spaulding's research stated that "The research so far doesn't know whether you can get reinfected with COVID, although they're pretty sure you won't die from COVID even if you get reinfected. ' With that, one should understand that even though people get fully vaccinated, that does not guarantee them from getting COVID again.

Moreover, if we want that security we must achieve herd immunity in our country. That would meant that the spread from person to person becomes unlikely when herd immunity is achieved. As WHO's Chief Scientist, Dr. Soumya Suaminathan, said, "To safely achieve herd immunity against COVID, a substantial proportion of the population needs to be fully vaccinated."

Considering that a substantial portion of the Namibian population is already fully vaccinated, one can argue that compulsion is not necessary. It may cause some change if the

whole population was vaccinated. The balance is needed with a certain number to be fully vaccinated to create a herd immunity against COVID-19 in Namibia.

However, from a different perspective, Dr Soumya Swaminathan said, "Until we better understand COVID-19 immunity, it will not be possible to know how much of a population is immune and how long that immunity lasts for, let alone make future predictions." Considering the uncertainty in the research, yet we cannot make vaccinations compulsory, we do not know how i will affect our population either positively or negatively.

This essay explained if COVID-19 should be made compulsory in Namibia or not. As discussed people have different types of immune systems due to chronical diseases or past medical history some may need the vaccinations this includes older people, making a herd immunity community as, Dr. Soumya Swaminathannsaid 'To safely achieve herd immunity against COVID, a substantial proportion of the population needs to be fully vaccinated. " If COVID-19 vaccinations were to be made compulsory it could leave the country fragile because Dr Swaminathan said. "Until we better understand COVID-19 immunity, it will not be possible to know how much of a population is immune and how long that immunity lasts for, let alone make future predictions. " Meaning it cannot possibly the whole country due to the uncertainty around the research. The government should hold back from making COVID-19 compulsory considering the fact it may affect the balance of our population, which has a certain percentage of risking herd immunity against COVID in Namibia, so it is better to have some portion of the population not vaccinated at all.

References:

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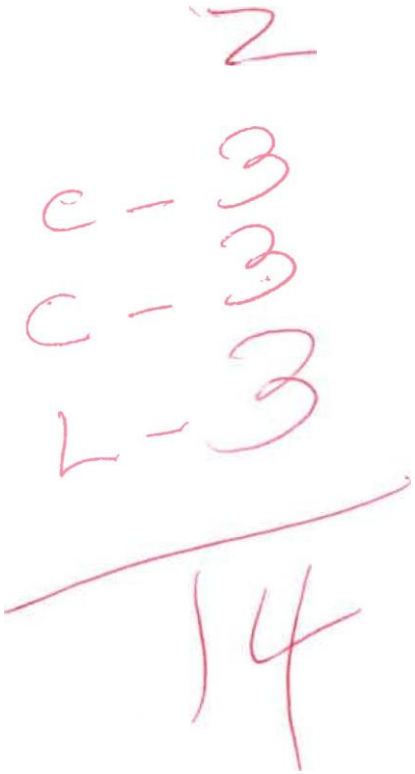
Coronavirus disease (COVID-19): Herd immunity, lockdowns and COVID-19 (who.int)

Brodin, P. , & Davis, M. M. (2017). Hum n Immune system variation. Nature reviews immunology,

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Pssst! Vaccines Can't Guarantee COVID Immunity (infectioncontroltoday.com)



Appendix 37

Sample English essay 3



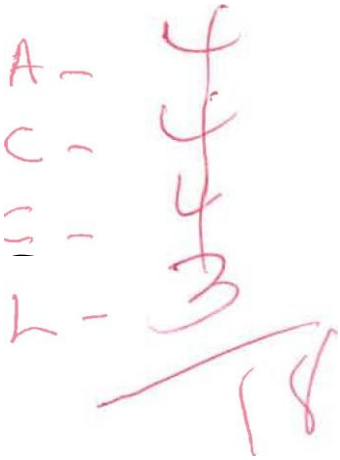
Be vaccinated parish in fear

COVID-19 has cost a lot of lives ail over the world, not to mention Namibia. It is quite clear that these new vaccines against are our only hope back to a normal life. Fearing and not wanting to be vaccinated is not the way to it. There actually many reasons why the COVID-19 vaccine should be made compulsory in Namibia.

In today's world humans have found a way to overcome any problem we have ever faced, whether it being technological, financial or medicinal. Presently we are faced with a worldwide pandemic of a virus; COVID-19, that's slowly wiping out our population. In the nick of time our heroes come to our rescue with vaccines that can end this horrible pandemic. How some of the local Namibians are terrified of this new vaccine is unspoken for. Fear has never gotten us anywhere prosperous than our comfort zones, in this case it will lead us straight into a trap. Some speculate that the vaccine was created as a way to lower the high population of the world.

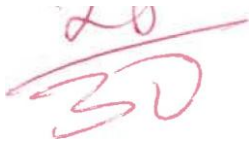
Just like all the other vaccines for other illnesses like Flu, Polio, or Chicken Pox, it was made to prevent the illness. Many who have been vaccinated thus far are living proof that the vaccine is working well as it was intended to. It is also proven that those who have been vaccinated stand a better chance at beating the virus than those who were not vaccinated. With more people being vaccinated the mortality rate due to this pandemic has dropped as well.

Would you prefer being infected without being vaccinated? Would rather your chances e low of surviving the fight against the virus? If not raise your voice and fight so that vaccination is compulsory in Namibia. Do not risk being infected by someone else and vote positive.


A -
C -
L -
18

Appendix 38

Sample English essay 4



A DISCUSSION ON WHY COVID-19 VACCINATIONS SHOULD BE COMPULSORY

The corona virus disease of 2019, also known as COVID-19 for short, s 00k the world to the very core since awakening in Wuhan, China. According to WHO (2022) , the virus has since claimed a total of 6.5 million lives worldwide, 4 077 of which are Namibians . Three years after the first case, vaccines against the virus have since been created, in hope of curbing and stopping the virus. But in spite of this, it appears that a great number of people are not so keen on taking vaccines, for reasons only known to them. This essay discusses why COVID-19 vaccinations should be made compulsory to all.

First and foremost, a mandatory vaccination will make sure herd immunity is achieved. The medical term (Oxford, 2018) refers to resistance to the escalation of an infectious illness within a population as a result of pre-existing immunity of a high percentage of individuals because of previous vaccination or infection. Achieving herd immunity will curb the transmission amongst the population. WHO (2020) states that to safely attain herd immunity against COVID-19, a considerable percentage of the population would have to be vaccinated. So, it is necessary to make vaccinations compulsory, in order to attain the much-needed population immunity and hopefully eliminate the virus itself in the process.

In addition, making vaccines mandatory will indirectly protect the vulnerable people in the population. There is a fragment of people in the population that for many, but especially medical reasons are not able to be vaccinated even if they want to. These are people with allergies, expectant mothers and those above a certain age range. If vaccines were to be made mandatory, the above-mentioned individuals will be safe from infection, circling back to the issue of population immunity.

Furthermore, it is safe to have in mind just how deadly and highly contagious COVID-19 is. The very same virus was labelled a grave public health emergency when it first broke out in China. Even though it appears as if the virus's once strong hold on the people's livelihood is beginning to weaken, thus dropping all precautions against it , the very same virus had

people attending funerals via Facebook. The point is that, for the government to be 100% safe and sure that the problems once encountered will not come to be again, it should coax the people to take vaccinations. After all, this is of public interest.

One good advantage would be the liberty to not wear a mask in public spaces if you are in position of a vaccination certificate, and not to engage in social distancing. At the moment, everybody is obliged to wear a mask and exercise social distancing. Relaxing of this requirement for people who have received vaccinations (or otherwise have immunity) would be an attractive incentive. Furthermore, it would hé p reduce the risks that those who are not vaccinated would pose to others (Savulescu, 2020)

Although citizens argue that vaccinations against COVID-19 should not be made compulsory because of the adverse effects that might accompany them, the question is , is it worth the risk of being infected by a virus that wiped out 6.5 million worldwide and still counting? Attaining herd immunity will advantageous to the public, most especially the fragment of people vulnerable in anyway, to the virus. lf vaccines were made mandatory, people would go back to living normally, an attractive benefit inde d. Therefore, vaccinations against COVID-19 must be made compulsory.

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Appendix 39

Sample English essay 5



COVID-19 VACCINATION SHOULD BE MADE COMPULSORY IN NAMIBIA

Oxford Advanced Learner's Dictionary defines Covid-19 as a disease caused by a.coronavirus that was first reported in 2019 and became a pandemic. It first started in Wuhan, Hubai the province of China, in November 2019(Beyner,2020). It later spread every country in the world and currently millions of people died in the world and some are still suffering of Covid-19. According to the World Health Organization (2022) states that 4077 people died due to Covid-19 and 933619 are vaccinated in Namibia. This essay argues that Covid-19 vaccinations must be made compulsory.

Firs y, the vaccine reduces the risk of infection (Ashworth,2021 Once a person got vaccinated, the antibodies in the blood cells may start functioning well and being able to fight against any virus that tries to attack the cells in the white blood. The Covid-19 vaccinations could protect them from the infection that could lead to a serious illness that can hospitalize someone until it causes death.

Secondly, it probably reduces death caused by coronavirus (Davis, 2021) At least people are being protected from seriously illness that may lead to death The virus might be defeated because the blood is able to fight any virus and bacteria attacking the body. The vaccine may help reduce the death rate in Namibia by people's antibodies strong and safe to fight their enemies which are the viruses..

Furthermore, vaccinations may allow students to further their studies overseas. It seems like the COVID-19 vaccinations are passports to be used wherever a person is going and in whatever someone is doing. If students are vaccinated and they are willing to proceed with their studies abroad, they could go to obtain their qualifications of their dreams. Students might get new ways, skills and knowledges of doing things in order to develop the country.

This could help Namibian people to have people with higher qualifications from developed countries.

Lastly, vaccinations can be of help to newborn or unborn babies. Studies have revealed that pregnant mothers who are vaccinated against Covid-19 create antibodies to the virus and pass those antibodies to their unborn babies via the placenta. In addition, mothers can pass antibodies to their newborn babies through breast milk. This means that those newborns would develop some immunity to the virus, and as a result young children would not be required to receive the vaccine (Health Care,2022).

Conclusion?

Appendix 40

Sample English essay 6



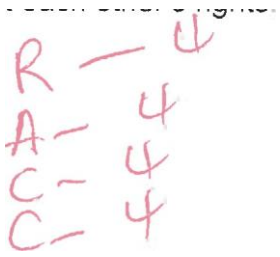
A discussion whether COVID-19 vaccinations should be made compulsory or not.

In December of 2019, a novel coronavirus, now known as SARS-CoV-2J caused a sequence of acute atypical respiratory illnesses China. The disease caused by this virus became known as COVID-19. The virus can be transmitted between humans and has resulted in a pandemic globally. The number of deaths continues to increase and many countries have been forced to adopt preventative measures such as lockdowns and social distancing (Yuki, Fujiogi & Koutsogiannaki, 2020). Vaccines were developed at "a pandemic speed". At least five billion COVID-19 immunizations had been carried out globally by the end of August 2021 (Gagneux Brunon et al., 2022).

Firstly, lyengar et al., (2021) state that respecting a someone's autonorny of selfdetermination, the principle of beneficence — the mandate to do good and greater justice of looking after the community as a whole should be the main force in attaining universal immunization. The less of a burden it is for a person to do something that averts harm to other people and the more substantial the harm prevented, the more immense the ethical reason for authorizing it.

lyengar et al. J (2021) further state that mass vaccination is required to reach herd immunity — where a sizeable number of people is immune to prevent the transmission of disease. The outbreak of SARS in years 2002 to 2004, which outline specific guidelines of the importance of the notion of global response to pandemics, should serve as a lesson. Community-shared drive of vaccination across the borders will be ideal for global control of COVID-19. Therfore, global pandemics need global solutions; obligatory and extensive access to COVID-19 vaccination may be key elements in the pandemic’s effective management.

To close, the writer of the assay suggest that COVID-i0 vaccinations should remain voluntary in order to respect each other's rights


R — 4
A — 4
C — 4
C — 4

Appendix 41

Sample English essay 7



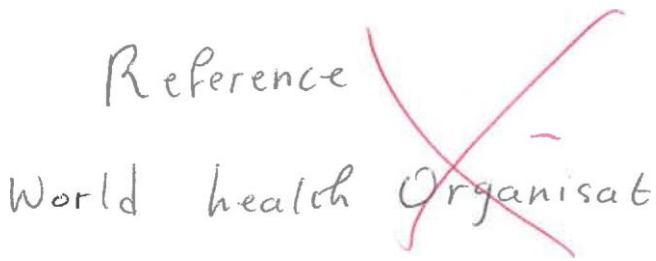
Discuss whether COVID-19 vaccinations should be made compulsory or not

The World Health Organization (2020) defines coronavirus (COVID-19) as an infectious disease caused by the SARS-CoV-2 virus. The WHO first reported about the new virus on December 31, 2019, after a series of cases of 'viral pneumonia' in Wuhan, Republic of China. This essay discusses whether COVID-19 vaccinations should be made compulsory or not.

As of 22 May 2022, close to one billion people in developing countries are still not vaccinated. Of the 57 countries which have vaccinated at least 70% of their population, almost all of them are first world countries (World Health Organization 022). The reason why some people are not vaccinated is because there are several conditions that would exclude someone from being vaccinated like, if one has a history of allergies reaction to any of the ingredients of the COVID -19 vaccine. Others have their own believes about the vaccines that it is not

However, getting vaccinated could save your life. these vaccines provide a strong protection against se serious ailments, hospitalization and even death. here is also evidence that getting vaccinated will reduce the chances of you transmitting the virus to others, which means your choice to get the vaccine will also protect your friends and family. The vaccines are very effective but some individuals will still be able to get the virus.

Finally, this essay discussed whether the covid 19 vaccines should be made compulsory or not. 222 May 2022, at least a billion people in third world countries are still not vaccinated. Getting vaccinated could save your life as the vaccines protects against illness and death. The vaccines might be mandatory in the future but for now it is best people get vaccinated at their own will.


Reference
World health Organisat

Appendix 42

Sample English essay 8

Discuss whether COVID-19 Vaccinations should be made compulsory or not.

Just like other countries our country Namibia was sadly infected with the COVID-19 virus which originated from China and it spread so fast because it was an airborne and it very difficult to control it's deadly spread and led to many lives being lost and with that being the case the Government brought in very strict health measures to try and reduce the fast spread of COVID-19. One of the measures or preventions brought up by other countries was the vaccine that was said to help curb the spread of the virus but at the same time the vaccine came with it's advantages and disadvantages and most people were unsure whether it was good for them to get the COVID-19 vaccine or wasn't.

The COVID-19 virus caused a lot of damage because the virus killed too many people and even the smallest children could get infected by it because it was an airborne virus and many of them died as well. Health expects all over the world worked together and brought a lot of health measurements for people to follow and protect them from the virus, as they also brought up the COVID-19 vaccine to help with reducing the virus and for people to prevent themselves from the deadly virus and to reduce the high amount of deaths caused by it and because of that the all Governments around the world made the vaccination free of charge and anyone could get access to it without paying anything. One the other hand the vaccine wasn't only made to be taken only by people who were infected by the virus but by anyone whether infected or not was able to get vaccinated, well as they say prevention is better than cure. Health experts encourage us to get vaccinated with the COVID-19 in the hope to reduce it's spread and prevent the loss of many lives.

Just like all things this vaccination has it's advantages and disadvantages. According to health experts the vaccine does help in the prevention of getting infected by COVID-19 but it does not give full guarantee that it can indeed protect you from getting the virus because reports show that even if you do get the vaccination you can still die or get re-infected by it again. Amongst other things the vaccination has side effects that it can do to one's body and it is not supposed to be given to people who are pregnant and people with very bad chronic diseases as well as new born babies, and it is said that increases the risk of you getting sexual transmitted

diseases such as HIV and once you get vaccinated you are supposed to get a health passport that shows and proves that you have been vaccinated for COVID-19.

Getting vaccinated for COVID-19 shouldn't be an issue to force people to do it, It's up to anyone to decide whether to it or not as it should be a case of free will but it seems to be exactly like that because now it is made to look like it's mandatory or a law for everyone to get the COVID-19 vaccination. Some businesses or companies have made it a very big requirement for people who are working for them to get vaccinated or lose their jobs and it is also the same case in some shops or buildings as people have to be vaccinated to get into the building or shop. Some universities also had such requirements in order for people to attend there. Governments have made it seem like it is now a law for everyone to be vaccinated and it shouldn't be that way as everyone has the right to choose what is best for them without being forced.

Appendix 43

Sample English essay 9

A discussion whether Covid-19 vaccination should be made compulsory or not.

Covid-19 is an air born disease, which started in china 2019. Most common symptoms of Covid19 are fever, cough, tiredness and loss of taste or smell. Furthermore, the disease spread around the world and affect economic so badly. Schools, bars and movements across the countries were strictly called off. Curfew was introduced and personal contact was prohibited. Finally, the government comes up with different ways on how to prevent its people from being infected. Therefore, this essay will discuss that Covid-19 vaccination must not be made compulsory.

Covid-19 vaccination can personally change ones living style. Brunswick (2022). Stated that pain, swelling, redness on the arm where the shot was given, tiredness and headache may be some side effects of Covid-19.Similary, some people experience a little discomfort after getting the vaccine. Additionally, others may negatively affected to do their daily responsibilities. A series of changes in menstrual cycle post-Covid-19 vaccination (Edelman, 2022). It is believed by many that covid-19 vaccine made some people disabled. As a result Covid-19 vaccination may have some negative impact on some individuals.

Covid-19 vaccination is known as poison. Shikongo (as cited in Nembwaya, 2021) clearly describe the vaccine that it was given to kill and not to protect people. She further added that some people after receiving their dose never survive. Moreover, “One person was transported to the hospital for medical attention, on clinical observation, the blood pressure elevated while the pulse and oxygen saturation dropped below normal” (Petersen, 2021). It is well know that even if one is vaccinated might still get infected or die. This conclude that Covid-19 vaccine seems to be fake and dangerous.

In conclusion, the results shows that Covid-19 may badly affect some people both physical and mentally. It is also indicating that the vaccine is untruthful due to its outcome after some times. Therefore, this essay suggest the individual who want the vaccine to take it by personal will. Everyone has a right to do what makes one feel comfortable with, whether is for good or bad.

References

Brunswick, NJ. N (2022, May 05) *Johnson & Johnson Update U.S. Covid-19 Vaccine fact sheet*. Retrieved from www JanseenCovid19Vaccine.com/EUA-factsheet.

Edelman, A. (2022) *Association between menstruation cycle length and covid-19 Vaccination: a Global cohort. British Medical Journal.* (BMJMED2022; 0. doi: 10. 1136/bmjmed-2022-000297).

Nembwaya, H (July 13, 2021). Conspiracy theories hinder vaccinations. *The Namibian.* 42 John meinert street: Windhoek, Namibia.

Petersen, S (May 18, 2022) Benefits of Vaccine far outweigh any potential risk-Nangombe. *The Namibian.* 42 John meinert street: Windhoek, Namibia.

Appendix 44

Sample English essay 10

Covid-19 vaccination should be made compulsory

The spread of COVID-19 has had a world-changing effect, besides Namibia being one of the most affected countries by the pandemic, the government of Namibia came to a point of providing vaccines to citizens chiefly because prevention is better than cure.

As the pandemic continues to spread widely and worse to all corners of the country, the government further noticed the situation and proposed to provide vaccines to its citizens, actually with the intentions of protecting and boosting people's immune systems. Therefore, the vaccines should be made compulsory.

Moreover, the COVID-19 vaccines are supposed to be mandate because scientifically a virus is treated with another virus, to be more precise the vaccine promotes and boosts the immune systems and make antibodies to be aware that there is a new virus entering the body instead of antibodies not knowing what is coming in and out of the body. In fact, the vaccine helps antibodies fight the Ccovid-19 virus easily.

In addition, it is the government's responsibility to protect, maintain and provide appropriate health services. Otherwise, the government will be pointed fingers for not taking care of its citizens wisely. To put it in another way, the vaccine is correctly assured, tested, verified and confirmed by WHO so there is no reason of having mixed feelings or doubts. Undoubtedly, the vaccine is fairly suitable for everyone and there cannot be much or severe risks involved that is not verified or known. Thus, trusting the WHO organization is a great option since all other medications are being tested and verified by WHO.

Although the vaccine has some great advantages, only a small number of Namibian citizens were vaccinated, on the contrary, some citizens are still reluctant and skeptical of whether to be vaccinated or not. As a matter of fact, propaganda spreads faster than the truth-what is verified with evidence, which is actually bad as the government try harder to protect its citizens from the corona virus and prevent the virus from spreading widely by providing citizens with vaccines. Accordingly, the government has to impose citizens to be vaccinated as the vaccines are getting expired and they are very much expensive to order.

Despite propaganda being a barrier, the vaccine surely help, in fact, it is the only better way to reduce and prevent COVID-19 deaths and the accelerating spread of the virus. Thus, citizens should be careful of what to accept and not accept, especially information without evidence.

Appendix 45

Pre-test sample essay

ACADEMIC ESSAY WRITTEN IN NAMIBIAN OFFICIAL LANGUAGE:

ENGLISH

Covid-19 vaccination should be made compulsory

The spread of COVID-19 has had a world-changing effect, besides Namibia being one of the most affected countries by the pandemic, the government of Namibia came to a point of providing vaccines to citizens chiefly because prevention is better than cure.

As the pandemic continues to spread widely and worse to all corners of the country, the government further noticed the situation and proposed to provide vaccines to its citizens, actually with the intentions of protecting and boosting people's immune systems. Therefore, the vaccines should be made compulsory.

Moreover, the COVID-19 vaccines are supposed to be mandate because scientifically a virus is treated with another virus, to be more precise the vaccine promotes and boosts the immune systems and make antibodies to be aware that there is a new virus entering the body instead of antibodies not knowing what is coming in and out of the body. In fact, the vaccine helps antibodies fight the Ccovid-19 virus easily.

In addition, it is the government's responsibility to protect, maintain and provide appropriate health services. Otherwise, the government will be pointed fingers for not taking care of its citizens wisely. To put it in another way, the vaccine is correctly assured, tested, verified and confirmed by WHO so there is no reason of having mixed feelings or doubts. Undoubtedly, the vaccine is fairly suitable for everyone and there cannot be much, or severe risks involved that is not verified or known. Thus, trusting the WHO organization is a great option since all other medications are being tested and verified by WHO.

Although the vaccine has some great advantages, only a small number of Namibian citizens were vaccinated, on the contrary, some citizens are still reluctant and skeptical

of whether to be vaccinated or not. As a matter of fact, propaganda spreads faster than the truth-what is verified with evidence, which is actually bad as the government try harder to protect its citizens from the corona virus and prevent the virus from spreading widely by providing citizens with vaccines.

Accordingly, the government has to impose citizens to be vaccinated as the vaccines are getting expired and they are very much expensive to order.

Despite propaganda being a barrier, the vaccine surely help, in fact, it is the only better way to reduce and prevent COVID-19 deaths and the accelerating spread of the virus. Thus, citizens should be careful of what to accept and not accept, especially information without evidence.

Appendix 46

Post-test sample essay

A discussion of whether or not COVID-19 vaccination should be made compulsory in Namibia

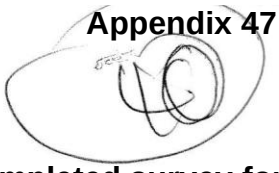
The spread of COVID-19, which originated in China in the year 2019, has had a world-changing effect on all spheres of society. Apart from loss of lives and ongoing health problems, the pandemic has decimated jobs and placed millions of livelihoods at risk. This quagmire created by the pandemic has unfortunately not spurred Namibia. As a result, the Namibian government has put in several mechanisms to curb the further spread of the virus and lessen its impact. One of such mechanisms is vaccination, which is being done free of charge by the government. Despite such efforts by the government, many inhabitants have been reluctant to get vaccinated. This essay therefore discusses whether or not COVID-19 vaccinations should be made compulsory.

To begin with, those who vouch for mandatory vaccination argue that the disease is a stern threat to public health (Cheng, 2022). They also argue that the vaccines are safe and effective. Moreover, mandatory vaccination proves a convincing cost-benefit profile compared with other alternatives. Lastly, they argue that mandatory vaccination leads to herd immunity. As a result of this a lot of lives and livelihoods would be saved. After all, it is the responsibility of government to protect, maintain and provide appropriate health services to its citizenry. In the long-term, government will cut costs on medicines. On the other hand, those who argue against mandatory vaccination claim that it infringes on human rights and autonomy. Furthermore, they argue that the evidence testifies that vaccination cannot guarantee prevention of infection or re-infection, resulting in public resentment against this coercive measure (Cheng, 2022).

In brief, this essay discussed whether or not COVID-19 vaccinations should be made mandatory in Namibia. The essay provided arguments for both voluntary and involuntary COVID-19 vaccination. However, I personally think that vaccination should not be voluntary as Namibia is a democracy where the rule of law prevails. Instead, individuals should make their own decisions whether to get vaccinated or not.

Cheng, F.k. (2022). Debate on mandatory COVID-19 vaccination. National Library of Medicine, doi: 10. 1016/j.jemep.2022.100761

Appendix 47



Sample completed survey forms for students

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 18

Gender: Male

Home language(s): Khoekhoegowab

Other language(s) spoken: Afrikaans, English

Degree: Bachelor of Education (Hons)

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree				
1.	I use my home language(s) in the class.	1	2	3	(4)	5
2.	I usually hear my classmates use their home languages in the class.	1	2	3	4	(5)
3.	I prefer to sit next to a classmate who speaks my home language.	1	2	3	4	(5)
4.	I use my home language(s) in class more than I use English.	1	2	(3)	4	5
5.	I believe that students should be allowed to use their home languages in class.	1	2	(3)	4	5
6.	My home language is important to me.	(1)	2	3	4	(5)
7.	I feel confident when I use my home language(s) in class.	1	2	3	4	(5)
8.	I feel more motivated to learn when I use my home language(s) in class.	1	2	3	4	(5)
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1	2	3	4	(5)

10.	I believe that the use of home language in the class will help me improve my academic performance.	1	2	3	4	(5)
11.	I think that only English should be used in the class.	(1)	2	(3)	4	5
12.	The use of home language in class helps me learn English.	1	2	3	(4)	5
13.	I think that home language is necessary to better understand difficult ideas.	1	2	3	4	(5)
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1	2	3	4	(5)
15.	I want to be able to speak my home language in class when I feel I need to.	1	2	3	4	(5)
16.	I prefer my lecturer to only use English when teaching.	(1)	2	3	4	5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1	2	3	4	(5)
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1	2	(3)	4	5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1	(2)	3	4	5
20.	I prefer to use my home language with my classmates in the class.	1	2	3	4	(5)
21.	Given the choice, I would prefer using my home language in class instead of English only.	(1)	2	3	4	5

PLEASE COMPLETE SURVEY BY (DATE): 26 April 2022

RETURN TO:

THANK YOU!

35

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 18

Gender: Female

Home language(s): Afrikaans

Other language(s) spoken: English

Degree: Undergraduate B.Art 13

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 **(3)** 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 3 **(4)** 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 **(3)** 4 5
4.	I use my home language(s) in class more than I use English.	**(1)** 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 3 **(4)** 5
6.	My home language is important to me.	1 2 3 4 **(5)**
7.	I feel confident when I use my home language(s) in class.	1 **(2)** 3 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 **(3)** 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 2 **(3)** 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 **(3)** 4 5
11.	I think that only English should be used in the class.	1 **(2)** 3 4 5
12.	The use of home language in class helps me learn English.	1 2 3 **(4)** 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 4 **(5)**
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 4 **(5)**
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 3 4 **(5)**
16.	I prefer my lecturer to only use English when teaching.	1 2 3 **(4)** 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 3 4 **(5)**
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 3 4 **(5)**
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 3 4 **(5)**
20.	I prefer to use my home language with my classmates in the class.	1 2 **(3)** 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 **(2)** 3 4 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

30

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 18

Gender: Female

Home language(s): Afrikaans

Other language(s) spoken: English

Degree: Undergraduate Microbiology.

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 (2) 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 (3) 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 (2) 3 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 (3) 4 5
6.	My home language is important to me.	1 2 3 4 (5)
7.	I feel confident when I use my home language(s) in class.	1 2 (3) 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 (3) 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 2 3 (4) 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 3 (4) 5
11.	I think that only English should be used in the class.	1 2 (3) 4 5
12.	The use of home language in class helps me learn English.	1 2 (3) 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 (4) 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 (4) 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 (3) 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 (5)
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 3 (4) 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 3 (4) 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 (3) 4 5
20.	I prefer to use my home language with my classmates in the class.	1 2 (3) 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 (2) 3 4 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

26

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 18

Gender: Female

Home language(s): YEYI

Other language(s) spoken: SILOZI

Degree: BMCL

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 **(3)** 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 3 **(4)** 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 **(3)** 4 5
4.	I use my home language(s) in class more than I use English.	1 2 **(3)** 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 3 **(4)** 5
6.	My home language is important to me.	1 2 3 4 **(5)**
7.	I feel confident when I use my home language(s) in class.	1 2 3 **(4)** 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 **(2)** 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 **(2)** 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 **(3)** 4 5
11.	I think that only English should be used in the class.	1 **(2)** 3 4 5
12.	The use of home language in class helps me learn English.	1 2 **(3)** 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 **(4)** 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 **(4)** 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 **(3)** 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 **(5)**
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 **(3)** 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 **(2)** 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 **(2)** 3 4 5
20.	I prefer to use my home language with my classmates in the class.	1 2 **(3)** 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 2 3 **(4)** 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

11

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 20

Gender: Female

Home language(s): Subiya

Other language(s) spoken: English and Afrikaans

Degree: BCAC II Biochemistry (HON)

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 (2) 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 (3) 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 (3) 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 (3) 4 5
6.	My home language is important to me.	1 2 3 4 (5)
7.	I feel confident when I use my home language(s) in class.	1 (2) 3 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 (2) 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	(1) 2 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 (3) 4 5
11.	I think that only English should be used in the class.	1 2 (3) 4 5
12.	The use of home language in class helps me learn English.	1 (2) 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 4 (5)
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 (3) 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 (3) 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 (4) 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 (3) 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 (3) 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 (3) 4 5
20.	I prefer to use my home language with my classmates in the class.	1 (2) 3 (4) 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 (2) 3 4 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 21

Gender: female

Home language(s): Silozi

Other language(s) spoken: Mbalangwe

Degree: B.A Biochemistry (biomedical)

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 **(3)** 4 5
2.	I usually hear my classmates use their home languages in the class.	1 **(2)** 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 **(3)** 4 5
4.	I use my home language(s) in class more than I use English.	1 **(2)** 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	**(1)** 2 3 4 5
6.	My home language is important to me.	1 2 3 **(4)** 5
7.	I feel confident when I use my home language(s) in class.	1 2 3 4 **(5)**
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 3 4 **(5)**
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 2 **(3)** 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 **(2)** 3 4 5
11.	I think that only English should be used in the class.	1 2 3 **(4)** 5
12.	The use of home language in class helps me learn English.	1 **(2)** 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 4 **(5)**
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 4 **(5)**
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 **(3)** 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 **(3)** 4 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 3 4 **(5)**
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	**(1)** 2 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 **(3)** 4 5
20.	I prefer to use my home language with my classmates in the class.	**(1)** 2 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 2 **(3)** 4 5

PLEASE COMPLETE SURVEY BY: _____

RETURN TO: _____

THANK YOU!

39

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 20

Gender: Female

Home language(s): Thimbukushu

Other language(s) spoken: English

Degree: Bachelor of Law Degree (Honors)

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	(1) 2 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 3 (4) 5
3.	I prefer to sit next to a classmate who speaks my home language.	(1) 2 3 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 (3) 4 5
6.	My home language is important to me.	1 2 3 4 (5)
7.	I feel confident when I use my home language(s) in class.	1 2 (3) 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 (2) 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 (2) 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 (2) 3 4 5
11.	I think that only English should be used in the class.	1 2 (3) 4 5
12.	The use of home language in class helps me learn English.	(1) 2 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 (2) 3 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 (2) 3 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	(1) 2 3 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 (4) 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 (2) 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 (3) 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 (3) 4 5
20.	I prefer to use my home language with my classmates in the class.	1 (2) 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 (2) 3 4 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

8

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 18

Gender: female

Home language(s): Rukwangali

Other language(s) spoken: English , portuguese

Degree: Bachelors of environmental biology

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	(1) 2 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 (2) 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	(1) 2 3 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	(1) 2 3 4 5
6.	My home language is important to me.	1 2 (3) 4 5
7.	I feel confident when I use my home language(s) in class.	1 2 (3) 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	(1) 2 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	(1) 2 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	(1) 2 3 4 5
11.	I think that only English should be used in the class.	1 2 3 4 (5)
12.	The use of home language in class helps me learn English.	(1) 2 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 (2) 3 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	(1) 2 3 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 (2) 3 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 (5)
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 (2) 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 (2) 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 (2) 3 4 5
20.	I prefer to use my home language with my classmates in the class.	1 (2) 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 2 (3) 4 5

PLEASE COMPLETE SURVEY BY: Ngumbe Ester

RETURN TO:

THANK YOU!

27

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 18

Gender: Female

Home language(s): Rukwangali

Other language(s) spoken: Rumanyo

Degree: ~~Ate~~ Bachelor of ARTS: Media Studies

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 3 4 **(5)**
2.	I usually hear my classmates use their home languages in the class.	1 2 3 4 **(5)**
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 **(3)** 4 5
4.	I use my home language(s) in class more than I use English.	1 **(2)** 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 3 **(4)** 5
6.	My home language is important to me.	1 2 3 4 **(5)**
7.	I feel confident when I use my home language(s) in class.	1 2 3 **(4)** 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 **(3)** 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 **(2)** 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	**(1)** 2 3 4 5
11.	I think that only English should be used in the class.	1 2 **(3)** 4 5
12.	The use of home language in class helps me learn English.	1 **(2)** 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 **(3)** 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 **(2)** 3 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 3 4 **(5)**
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 **(5)**
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 **(2)** 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	**(1)** 2 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 3 4 **(5)**
20.	I prefer to use my home language with my classmates in the class.	**(1)** 2 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	**(1)** 2 3 4 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

1

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 16

Gender: Female

Home language(s): ~~Ochindonga~~ Oshiwambo

Other language(s) spoken: ~~Ochikwanyi~~ English, Afrikaans

Degree: N/A

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 (2) 3 4 5
2.	I usually hear my classmates use their home languages in the class.	(1) 2 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 (3) 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 (3) 4 5
6.	My home language is important to me.	1 2 3 4 (5)
7.	I feel confident when I use my home language(s) in class.	1 2 3 (4) 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 (2) 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 2 3 (4) 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	(1) 2 3 4 5
11.	I think that only English should be used in the class.	1 2 3 4 (5)
12.	The use of home language in class helps me learn English.	1 2 (3) 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 (3) 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 (2) 3 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 (3) 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 (4) 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 (2) 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 (2) 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 (2) 3 4 5
20.	I prefer to use my home language with my classmates in the class.	1 (2) 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	(1) 2 3 4 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

13

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 19

Gender: FEMALE

Home language(s): OSHIWAMBO

Other language(s) spoken: ENGLISH

Degree: Agriculture (Animal Science) Hons

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 3 **4** 5
2.	I usually hear my classmates use their home languages in the class.	1 **2** 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 **3** 4 5
4.	I use my home language(s) in class more than I use English.	1 **2** 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 3 **4** 5
6.	My home language is important to me.	1 2 3 **4** 5
7.	I feel confident when I use my home language(s) in class.	1 2 **3** 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 **2** 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 **2** 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	**1** 2 3 4 5
11.	I think that only English should be used in the class.	1 **2** 3 4 5
12.	The use of home language in class helps me learn English.	1 **2** 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 4 **5**
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 **4** 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 **3** 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 **3** 4 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 **3** 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 **3** 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 3 **4** 5
20.	I prefer to use my home language with my classmates in the class.	1 2 3 **4** 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 2 3 **4** 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

12

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 18

Gender: FEMALE

Home language(s): OSHIWAMBO

Other language(s) spoken: ENGLISH

Degree: HONOURS DEGREE (BEN)

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 (2) 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 (3) 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	(1) 2 3 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	(1) 2 3 4 5
6.	My home language is important to me.	1 2 3 (4) 5
7.	I feel confident when I use my home language(s) in class.	1 (2) 3 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 (2) 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 (2) 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	(1) 2 3 4 5
11.	I think that only English should be used in the class.	1 2 3 (4) 5
12.	The use of home language in class helps me learn English.	1 (2) 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 (4) 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 (4) 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 (2) 3 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 (5)
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 (3) 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	(1) 2 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 3 (4) 5
20.	I prefer to use my home language with my classmates in the class.	1 (2) 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 (2) 3 4 5

PLEASE COMPLETE SURVEY BY: _____

RETURN TO: _____

THANK YOU!

(2)

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 19

Gender: Male

Home language(s): Oshiwambo

Other language(s) spoken: English

Degree: 12 Certificate

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 (2) 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 (2) 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 (3) 4 5
4.	I use my home language(s) in class more than I use English.	1 (2) 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	(1) 2 3 4 5
6.	My home language is important to me.	1 2 3 (4) 5
7.	I feel confident when I use my home language(s) in class.	1 (2) 3 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 (2) 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 (2) 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 (2) 3 4 5
11.	I think that only English should be used in the class.	1 2 3 (4) 5
12.	The use of home language in class helps me learn English.	(1) 2 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 (3) 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 (2) 3 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 (2) 3 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 (5)
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 (2) 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 (2) 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 (2) 3 4 5
20.	I prefer to use my home language with my classmates in the class.	(1) 2 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 (2) 3 4 5

PLEASE COMPLETE SURVEY BY: Munkaua Eino

RETURN TO:

THANK YOU!

(4)

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 19

Gender: MALE

Home language(s): Oshiwambo

Other language(s) spoken: English, Afrikaans

Degree: _____

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	(1) 2 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 3 (4) 5
3.	I prefer to sit next to a classmate who speaks my home language.	(1) 2 3 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 (3) 4 5
6.	My home language is important to me.	1 2 3 4 (5)
7.	I feel confident when I use my home language(s) in class.	1 2 (3) 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 (3) 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 (2) 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 (3) 4 5
11.	I think that only English should be used in the class.	1 (2) 3 4 5
12.	The use of home language in class helps me learn English.	1 (2) 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 (4) 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 (4) 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 (3) 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 (5)
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 (2) 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 (3) 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 (2) 3 4 5
20.	I prefer to use my home language with my classmates in the class.	1 (2) 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 (2) (3) 4 5

PLEASE COMPLETE SURVEY BY: Namuandi Shaunn-J

RETURN TO: Mr. Rhodes Muyunda

THANK YOU!

34

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 20

Gender: MALE

Home language(s): OSHIKWANYAMA

Other language(s) spoken: AFRIKAANS

Degree: FIANANCIAL MATHEMATICS

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 **(3)** 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 **(3)** 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 **(2)** 3 4 5
4.	I use my home language(s) in class more than I use English.	1 **(2)** 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	**(1)** 2 3 4 5
6.	My home language is important to me.	1 2 **(3)** 4 5
7.	I feel confident when I use my home language(s) in class.	1 **(2)** 3 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	**(1)** 2 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	**(1)** 2 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	**(1)** 2 3 4 5
11.	I think that only English should be used in the class.	1 2 **(3)** 4 5
12.	The use of home language in class helps me learn English.	**(1)** 2 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 **(2)** 3 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	**(1)** 2 3 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 **(2)** 3 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 **(4)** 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	**(1)** 2 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	**(1)** 2 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 **(2)** 3 4 5
20.	I prefer to use my home language with my classmates in the class.	**(1)** 2 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	**(1)** 2 3 4 5

PLEASE COMPLETE SURVEY BY: Hilukilwa A.

RETURN TO: RHODES

THANK YOU!

271

31

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 19

Gender: Male

Home language(s): Otjiherero

Other language(s) spoken: English

Degree: Bachelors of Political Science Honours

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 **3** 4 5
2.	I usually hear my classmates use their home languages in the class.	**1** 2 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 **2** 3 4 5
4.	I use my home language(s) in class more than I use English.	**1** 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 **2** 3 4 5
6.	My home language is important to me.	1 2 3 **4** 5
7.	I feel confident when I use my home language(s) in class.	1 2 **3** 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 **2** 3 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	**1** 2 3 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 **2** 3 4 5
11.	I think that only English should be used in the class.	1 2 3 **4** 5
12.	The use of home language in class helps me learn English.	1 **2** 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 **3** 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 **3** 4 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 **2** 3 4 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 **5**
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 **2** 3 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 **2** 3 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 **2** 3 4 5
20.	I prefer to use my home language with my classmates in the class.	1 **2** 3 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 **2** 3 4 5

PLEASE COMPLETE SURVEY BY: Maggy blo

RETURN TO: Rhodes

THANK YOU!

15

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 23

Gender: F

Home language(s): Otjiherero

Other language(s) spoken: English and Portuguese

Degree: Medicinal Chemistry

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 (2) 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 2 3 4 (5)
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 (3) 4 5
4.	I use my home language(s) in class more than I use English.	(1) 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	(1) 2 3 4 5
6.	My home language is important to me.	1 2 3 4 (5)
7.	I feel confident when I use my home language(s) in class.	1 2 (3) 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 3 4 (5)
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 2 3 4 (5)
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 3 4 (5)
11.	I think that only English should be used in the class.	1 (2) 3 4 5
12.	The use of home language in class helps me learn English.	(1) 2 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 4 (5)
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 4 (5)
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 3 4 (5)
16.	I prefer my lecturer to only use English when teaching.	1 2 (3) 4 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 3 4 (5)
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 3 (4) 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 3 4 (5)
20.	I prefer to use my home language with my classmates in the class.	1 2 (3) 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 2 (3) 4 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!

21

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 19

Gender: female

Home language(s): Afrikaans, English

Other language(s) spoken: German, Damara

Degree: Applied biochemistry (biomedical)

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 2 3 4 **(5)**
2.	I usually hear my classmates use their home languages in the class.	1 **(2)** 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	**(1)** 2 3 4 5
4.	I use my home language(s) in class more than I use English.	1 2 **(3)** 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 3 **(4)** 5
6.	My home language is important to me.	1 2 3 **(4)** 5
7.	I feel confident when I use my home language(s) in class.	1 2 3 **(4)** 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 **(3)** 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 2 **(3)** 4 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 **(3)** 4 5
11.	I think that only English should be used in the class.	1 2 3 **(4)** 5
12.	The use of home language in class helps me learn English.	1 **(2)** 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 **(3)** 4 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 **(4)** 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 3 **(4)** 5
16.	I prefer my lecturer to only use English when teaching.	1 2 3 4 **(5)**
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 **(3)** 4 5
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 **(3)** 4 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 **(3)** 4 5
20.	I prefer to use my home language with my classmates in the class.	1 2 **(3)** 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 2 **(3)** 4 5

PLEASE COMPLETE SURVEY BY: _____

RETURN TO: _____

THANK YOU!

9

SURVEY FOR STUDENTS

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

Age: 19

Gender: Female

Home language(s): Oshiwambo

Other language(s) spoken: English

Degree: A Bachelor Degree on Computer Science.

SECTION B: STUDENTS' ATTITUDES TOWARDS USING HOME LANGUAGE IN AN ENGLISH FOR ACADEMIC PURPOSES (EAP) CLASS

Circle the correct numeric response to each question

#	Question	Survey Scale: 1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree
1.	I use my home language(s) in the class.	1 **(2)** 3 4 5
2.	I usually hear my classmates use their home languages in the class.	1 **(2)** 3 4 5
3.	I prefer to sit next to a classmate who speaks my home language.	1 2 **(3)** 4 5
4.	I use my home language(s) in class more than I use English.	**(1)** 2 3 4 5
5.	I believe that students should be allowed to use their home languages in class.	1 2 3 4 **(5)**
6.	My home language is important to me.	1 2 3 4 **(5)**
7.	I feel confident when I use my home language(s) in class.	1 2 **(3)** 4 5
8.	I feel more motivated to learn when I use my home language(s) in class.	1 2 **(3)** 4 5
9.	I believe that using my home language(s) in class will help me improve my writing skills.	1 2 3 **(4)** 5
10.	I believe that the use of home language in the class will help me improve my academic performance.	1 2 3 **(4)** 5
11.	I think that only English should be used in the class.	1 **(2)** 3 **(4)** 5
12.	The use of home language in class helps me learn English.	1 **(2)** 3 4 5
13.	I think that home language is necessary to better understand difficult ideas.	1 2 3 **(4)** 5
14.	I think home language is necessary to better identify meanings of new vocabulary words.	1 2 3 **(4)** 5
15.	I want to be able to speak my home language in class when I feel I need to.	1 2 **(3)** 4 5
16.	I prefer my lecturer to only use English when teaching.	1 **(2)** 3 4 5
17.	The use of home language helps me to grasp content and get deeper in a topic.	1 2 3 4 **(5)**
18.	I feel that, as students, we should be allowed to use our home languages in discussions when working in pairs or groups.	1 2 3 **(4)** 5
19.	As students, we should be allowed to use our home language to ask questions related to the lesson in home language if we do not understand.	1 2 **(3)** 4 5
20.	I prefer to use my home language with my classmates in the class.	1 2 **(3)** 4 5
21.	Given the choice, I would prefer using my home language in class instead of English only.	1 2 3 **(4)** 5

PLEASE COMPLETE SURVEY BY:

RETURN TO:

THANK YOU!