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Translanguaging and the teaching of English Language in selected upper primary classrooms in Tema West Municipality

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TRANSLANGUAGING AND THE TEACHING OF ENGLISH LANGUAGE IN SELECTED UPPER PRIMARY CLASSROOMS IN TEMA WEST MUNICIPALITY

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DECLARATION

Student's Declaration

I**, Doris Afram Owusu**, declare that this thesis, with the exception of quotations and references contained in published works which have all been duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or in whole, for another degree elsewhere.

Signature: …….

Date: …….…….

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Supervisor's name: Rev. Fr. Anthony Adawu, PhD

Signature: …….

Date: …….…….

DEDICATION

This study is dedicated to the memory of my late mother, Christiana Adu Poku.

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ABSTRACT

This study explores how English language teachers in upper primary classrooms in the municipality utilize translanguaging to enhance comprehension and create opportunities for engaged learning. Grounded in the frameworks of translanguaging as a theory of language practice and pedagogical content knowledge (PCK), the study adopted a qualitative case study design. Data were collected through classroom observations and interviews with ten English language teachers from five public schools and analyzed thematically. The findings revealed that translanguaging is a valuable instructional strategy that enhances learners' comprehension, recall, engagement, and language development. Teachers skillfully integrated both English and students' L1s, employing strategies such as reviewing prior knowledge, asking questions in both languages, and encouraging peer collaboration. Despite its benefits, challenges were noted, including vocabulary limitations, structural differences between L1 and L2, and curriculum time constraints. Teachers addressed these by using dominant local languages, involving bilingual students as mediators, and employing motivational strategies to build students' confidence in speaking English. This study contributes to the growing body of knowledge on multilingual pedagogy by providing context-specific insights into the implementation of translanguaging in Ghanaian upper primary classrooms. It highlights the pedagogical potential of translanguaging in English language instruction and underscores the need for language-in-education policies that are responsive to the linguistic realities of multilingual learners.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In the formal education setting, language plays a key and irreplaceable role as the medium (media, in the case of multilingual contexts) of interaction between students and teachers (Castro et al., 2011;Skutnabb-Kangas et al., 2013). The teacher should be able to use the language to communicate effectively to the students and the success of this endeavor depends on the students' competence in the language of the classroom (Ling, 2023). The implication is that the particular language(s) used in the classroom becomes a critical component of the teaching and learning effort, so much that selecting language(s) for the classroom requires a carefully executed systematic process of making sure that the language(s) foster smooth communication between students and teachers (Kraft, 2003; Alidou et al., 2011; Trudell, 2018). This issue with respect to selecting a language of the classroom appears simple and straightforward for monolingual contexts such as Germany, Italy, Finland, Switzerland and Russia.

However, in multilingual contexts such as Ghana, the language of the classroom is a hot topic in education circles. This is due to the reality that students have diverse mother tongues (L1) and the country's official language is English. Also, rural-urban migration has popularized some local languages such as Twi, as well as the increasingly cosmopolitan nature of Ghanaian cities and major towns (Bronteng, 2018). The complexity of linguistic stock has caused Ghana to move back and forth with respect to language of instruction in the classroom. L1 use in the L2 classroom has been gaining more support from researchers in recent years (Cummins, 1991; Cook, 2000; Lin, 2015; Akinpelu, 2020). These researchers assert that L1 should not

be eliminated from the L2 classroom. For instance, De Guerrero and Villamil (2000) posit that L1 could perform important social functions and that when L1 is used judiciously, it can support the learning of L2 and its usage.

L1 use advocates contend that L1 can play a useful role in L2 teaching and learning. In other words, using L1 in L2 classrooms, to some extent can bring benefits to students' second language acquisition (SLA). Auerbach (1993) opines that the rationale that is used for the justification of English-only instruction in the classroom is neither conclusive nor pedagogically sound. Also, those who support L1 use argue that, the "English-only" Movement is just based on some assumptions and common beliefs whereas including students' L1 in the L2 classroom has been proven to be successful (Snorradottir, 2014). Moreover, one of the basic assumptions of "no L1 use" is, the way learners learn their L2 is similar to the way they acquire their first language. Cook (2001, 2008) argues that when learning another language (L2), learners' L1 and L2 are interwoven and intertwined in their minds, and therefore, it is impossible to try to separate them. This assertion is concurred by Cummins (1981, 1991) and Canagarajah (2011). Cummins states that L1 and L2 exist in the mind at the same time, and these two languages share common underlying proficiency.

Wei (2000), emphasizes Translanguaging as the intentional and systematic use of two languages in an educational environment. Canagarajah (2011, p. 401), defines translanguaging as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system." Akinpelu (2020) stated that translanguaging greatly facilitates understanding of the subject matter in the instructional process.

Based on this, learners' L1 is regarded as a tool that provides crucial scaffolding support. In other words, prohibiting L1 from L2 classrooms may ignore the cognitive reality that connects new concepts to prior knowledge that can create better opportunities for language learning success (Mambu, 2012). For instance, Anton and DiCamilla (1999) emphasize the sociocognitive role that L1 plays to help students share ideas in collaborative group work Again, as a staunch advocate for integrating L1 into L2 classrooms, Atkinson (1987) criticizes the principles of "English-only" Movement and proffers some purposes and functions of L1, including translating vocabulary, checking comprehension and giving instructions for tasks. Furthermore, Atkinson proposes that, it is proper to use 5% of L1 in the L2 classroom, concluding that using L1 is beneficial for L2 learning since L1 can assist L2 learners express exactly what they want to say.

Interestingly, the multilingual nature of Ghana and the National Literacy Acceleration Program NALAP have made the Ghanaian student today an automatic bilingual; the student can use resources of both English and their mother tongue. This has created fertile breeding grounds for the use of translanguaging in Ghanaian classrooms. Translanguaging is an umbrella term for the various types (i.e., code switching, code mixing, translation, etc.) of multilingual usage, particularly in the classroom situation. The purpose of translanguaging is to provide a supportive environment for all students to have access to the classroom interaction, be active participants, and gain as much from the lesson as their individual abilities will allow them.

1.2 Statement of the Problem

The concept of translanguaging has gained significant traction in recent years, with scholars exploring its theoretical foundations, practical applications, and implications

for language education (Canals, 2022; Helot & ÓLaoire, 2011; Hurst & Mona, 2017;Lee, 2022; Wei, 2018). At the global level, translanguaging is increasingly recognized as a pedagogical tool that enhances communication, participation, and meaning-making in multilingual classrooms (Mukhopadhyay, 2020; De Los Reyes, 2019; Wei, 2018). Research in diverse linguistic contexts—such as the United Kingdom, Spain, Wales, the Philippines, and India—indicates that translanguaging allows students to leverage their full linguistic resources to facilitate learning, even when formal instruction is in a dominant language like English (Canals, 2022; Mukhopadhyay, 2020; De Los Reyes, 2019). However, these studies also highlight challenges, including institutional constraints, teacher preparedness, and policy limitations that shape the effectiveness of translanguaging in different educational settings.

In the African context, scholars have examined the role of translanguaging in promoting the inclusion of indigenous languages in formal education. Akinpelu (2020) highlighted its potential in Nigeria, where English remains the dominant medium of instruction, yet mother tongues could enhance students' comprehension and academic performance. Similarly, studies in Ghana have examined translanguaging practices in the classroom and their pedagogical relevance. For instance, Yevudey(2013, 2014) found that Ghanaian teachers and learners perceive translanguaging positively, using it to clarify concepts, explain terminology, and encourage student participation. Bronteng (2018) further observed that kindergarten teachers in Ghana naturally adopt translanguaging to accommodate the linguistic diversity of their classrooms, thereby making learning more inclusive.

Preliminary observations conducted by the researcher in the Tema West Municipality revealed that many upper primary learners struggle to comprehend lessons and actively participate in classroom interactions conducted predominantly in English, raising concerns about the effectiveness of monolingual instructional practices in multilingual communities.

Scholarly knowledge on the specific benefits and pedagogical relevance of translanguaging in the Ghanaian classroom is scarce (Bronteng, 2018). The implication is that there is the need for more research on translanguaging in the Ghanaian classroom, so as to enhance scholarly understanding of the benefits of translanguaging as well as how a pedagogically structured policy directive of translanguaging will improve the efficacy of the NALAP program. It is for this reason that this study is conducted to find out how Basic school teachers (Primary 4- 6) apply translanguaging in their English language classrooms and to what end.

Although existing studies in Ghana (Xexudey, 2013, 2014; Bronteng, 2018) have acknowledged the pedagogical value of translanguaging, particularly in early childhood classrooms and informal teacher-learner interactions, there is still insufficient empirical focus on its systematic use in upper primary education (Basic 4–6). Much of the current research emphasizes translanguaging in lower levels of schooling or explores it in broad multilingual contexts without paying much attention to how teachers in upper primary classrooms in Tema West District understand, implement, and navigate the practice (Yevudey, 2013, 2014; Bronteng, 2018). This creates a critical gap, as upper primary education represents a transitional phase where learners are expected to strengthen literacy and academic skills in English. Furthermore, while the NALAP policy promotes early literacy in local languages, its

limited application in upper primary classrooms leaves unanswered questions about how teachers reconcile these policy constraints with the linguistic realities of their students. What is missing in the literature, therefore, is context-specific evidence on teachers' knowledge of translanguaging, their classroom practices, the challenges they encounter, and the strategies they employ to overcome them. This study seeks to fill these gaps by investigating the role of translanguaging in upper primary classrooms within Tema West Municipality. Specifically, the study aims to assess teachers' knowledge of translanguaging. Addressing these issues allows the study to contribute to both theory and practice by providing empirical evidence to inform teacher training programs on translanguaging, language education policies, and pedagogical strategies that enhance learning in Ghana's multilingual classrooms.

1.3 Purpose of the Study

The purpose of the study was to explore translanguaging and the teaching of English language at upper primary schools in the Tema West Municipality.

1.4 Research Objectives

The study aimed to address the following specific objectives:

1. assess upper primary teachers' knowledge about translanguaging in the teaching of English in selected schools in Tema West Municipality.
2. examine how teachers in the selected schools adopt translanguaging in their teaching of English in the Tema West Municipality.
3. investigate the challenges that teachers encounter in the implementation of translanguaging in upper primary classrooms.
4. examine how teachers address the challenges they face in the implementation of translanguaging in the Tema West Municipality.

1.5 Research Questions

1. What knowledge do upper primary teachers have about translanguaging in the teaching of English in selected schools in Tema West Municipality?

2. How do teachers in the selected schools adopt translanguaging in the teaching of English language in the upper primary in the Tema West Municipality?

3. What challenges do teachers face in the implementation of translanguaging in upper primary classrooms?

4. How do teachers address the challenges they face in the implementation of translanguaging the Tema West Municipality?

1.6 Significance of the Study

Insights from this study will help increase scholarly understanding of the practical application of translanguaging in the Ghanaian classroom. As scholarly understanding of translanguaging increases, teachers will have resources at hand to serve as informed guide with respect to effective teaching and learning in the classroom setting. As more teachers become competent at effectively applying translanguaging in their pedagogy, the assurance that learners can make the most out of lessons also increases. Ultimately, national policy on education can harness the useful insights that this study will yield, particularly with respect to policy direction on engaging all learners in classroom activities, a reminiscence of UNICEF's "no child is left behind" vision (Goal 2 of the Millennium Development Goals).

1.7 Definition of Terms

Translanguaging: the umbrella term for the use of more than one language in the classroom and a pedagogy that ensures the use of more than one language in teaching and learning.

Mother tongue: the child's first language; the language the child first learns to speak. Children usually begin learning this language from home. In the Ghanaian educational context, learners learn to speak the mother tongue at home and they learn to write in the mother tongue at school.

NALAP: National Literacy Acceleration Program, the bedrock of basic education since the 2009/2010 academic year. NALAP stipulates that the child be taught in their mother tongue (L1) from KG-Class 3 whiles English language is taught as subject at this stage. English language becomes the language of instruction from class four (4) to J.H.S and the mother tongue is taught as a subject.

1.8 Delimitation

The study will be delimited by two elements, thus content and geographical area. In terms of content, the focus is on translanguaging with emphasis on teaching of English and content knowledge of teachers on it. With this, it is limited to discussion on translanguaging and the effective teaching and learning of English Language presented by previous scholars. Geographically, the study will cover teachers in some selected basic 4-6 level in the Tema West Municipal in the Greater Accra Region of the Republic of Ghana.

1.9 Organization of Chapters

The study report has been divided into five chapters with chapter one being the introductory chapter for the entire study. Accordingly, the chapter one presents the background of the study, the problem statement, the purpose of the study, research questions and objectives. It also provides the significance, delimitation and the organization of the study.

The second part is labeled as Chapter Two which presents a comprehensive review of existing literature on translanguaging, pedagogical content knowledge of teachers and related subject area in the teaching and learning of English language. Under this chapter, the study presented the theoretical framework underpinning it. The chapter also discusses the overview of translanguaging, pedagogical content knowledge, language policy in various countries with emphasis on Ghana, and the importance of translanguaging to ESL classrooms.

The chapter Three provides the methodology employed in conducting the research. With this, it presents the profile of the study area (Tema West Municipal), the research philosophical underpinning and research approach and design. The study population, sample size and sampling techniques, data collection process and instruments, data analysis, the various ethical issues considered in the research are also outlined in the chapter three.

The analysis, presentation and discussion of the results of the study are provided in Chapter Four. The results are discussed in relation to existing literature.

The chapter five presents the summary of findings, conclusion and recommendations from the findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter of the study, the relevant literature that underpins the research is discussed. Specifically, for the purpose of this study, the chapter presents the theories guiding the research, the empirical literature review and some related concepts for the study.

2.1 Theoretical Framework

The study adopted two theoretical perspectives: (1) translanguaging as a theory of language practice (Cen Williams, 1994; Garcia & Wei, 2014) and (2) pedagogical content knowledge framework (Shulman, 1986)

2.1.1Translanguaging as a Theory of Language Practice

Translanguaging is a new and dynamic terminology that has gained attention as one of the most influential theoretical frameworks in monolingual ideologies in language policies and practices (Garcia & Wei 2014). The concept of translanguaging was first used by Welsh teacher, Williams (1994) when he referred to the practice of alternating between English and Welsh during language lessons. Williams asked his students to use their full knowledge of both languages to deepen their knowledge of both languages. The Welsh origins of translanguaging indicate that it was used to facilitate pupils' understanding by using languages that are familiar to the pupils in addition to the established language of instruction.

According to Lewis et al. (2012), the import of translanguaging entails using one language (L1 or mother tongue) to reinforce the other (target language) in order to increase understanding and to augment the pupil's ability in both languages. This implies that translanguaging will sharpen the utility of both languages in the learners' repertoire. They posit that translanguaging often uses the stronger language to develop the weaker language, thus contributing towards a potentially relatively balanced development of a child's two languages". There are important takeaways from the observation of Lewis et al. (2012). First, the terms 'stronger' might refer to the language that the child is most familiar with and can use competently while 'weaker' likely refers to the language that the child is less familiar with and is most probably learning to speak.

Thus, in the Ghanaian ESL educational context, the 'stronger' language refers to the child's mother tongue (i.e., L1) while the 'weaker' language refers to English (i.e., L2). The L1 is stronger in the child's linguistic repertoire because the learner has more experience with the language and is therefore familiar with the linguistic resources in that language, making it easy to tap into the linguistic resources. It will also ensure that they use them for any communication task that arises. Moreover, according to the Translanguaging theory, communication or interaction plays a crucial role in language learning development. This theory is very important in this study because it will help understand how a person acquired the L2 with the help of the L1 during their classroom interaction or teaching and learning to enhance learners' acquisition and understanding of the English language.

Garcia (2009) asserts that translanguaging as a theory of language practice basically refers to the use of languages coherently to give clarity and understanding. Translanguaging has evolved rapidly to allow multilingual switch between languages in their everyday conversations for better and effective communication (Canagarajah, 2011; Gebhard & Willett, 2015; Mazzaferro, 2018; Donley, 2022). According to Sherris and Adami (2019), "translanguaging basically refers to a theory of multilingualism that disrupts a classic, structuralist understanding of languages as a purely lexical or grammatical set of codes or rules".

Otheguy et al. (2015) argue that, translanguaging as a theory of language practice does not imply that multiple languages exist as separate categories, rather, as one unified repertoire which embodies the entirety of linguistic and symbolic resources, tools, and knowledge that are seen as active simultaneously, available, and negotiable in any given communicative interaction for better understanding. In order words, translanguaging is seen primarily as an interactional, practice-based theory of language and multilingualism (Donley, 2022). To accept translanguaging in theory and practice, the focus has to be on achieving structured, communicative practices. This can be evident by emphasizing on fluidity and flexibility regarding traditional linguistic boundaries where certain practices are deemed appropriate (Prada & Nikula, 2018).

Moreover, translanguaging in practice should be considered from the disposition of the process of communicative practices, or language, rather than languages as stable structures or standardized grammars, but embrace flexible multilingualism as inherently dynamic and creative practice with better understanding and meaning-making (Vogel & Garcia, 2019). The thematic concern of translanguaging is to distort

the hegemonic categories of national, academic, or standardized languages to open possibilities that ensure the development of a speaker's full linguistic repertoire without regard for strict adherence to any boundary of languages (Otheguy et al., 2015)

Translanguaging as Pedagogical Practice

Translanguaging can also be understood as a pedagogical practice that encourages the natural practices of bilinguals (Garcia, 2009; Williams, 2002; Garcia &Wei, 2014). Interestingly, research has found that the translanguaging that occurs in classrooms is mainly learner-directed in that it occurs as a natural and spontaneous practice by multilingual learners (Cook 2001; Garcia 2009; Lewis, Jones and Baker, 2012; Williams 2002). Researchers describe translanguaging practices as often occurring despite policies against translanguaging because it is an unavoidable consequence of communication between multilingual in multilingual communities (Cook, 2008; Rosiers 2017; Rivera & Mazak, 2017). This is because L2 acquisition is not equivalent to L1 acquisition and the L1 cannot be ignored (McLachlan, 2017). There is a debate in the literature on how and whether the L1 should be used by teachers and learners in the ESL classroom.

Baker (2011) first translated translanguaging into English, defining it as 'the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages. This definition has since been expanded on by scholars who recognize the ability of multilingual speakers to switch between languages, treating them as if they were an integrated system (Garcia, 2009; Canagarajah, 2011:401; Lewis, Jones &Baker, 2012; Garcia & Li Wei, 2014). Translanguaging can therefore be referred to as the smoothness (i.e., seamlessness)

with which bilinguals can move between languages and achieve intelligibility among the interactants. In the view of Canagarajah (2011), translanguaging can be said to be "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system" where interactants can make meaning from what the other is saying and give a similarly meaningful response.

Again, translanguaging is seen as the multilingual speakers' dynamic and fluid meaning-making activity which embodies linguistic and semiotic repertoire (Garca & Li, 2014; Otheguy et al., 2015). Similarly, translanguaging can be characterized as a language pedagogy that strengthens multilingual learners' creative and critical capacities by allowing them to use their entire linguistic and semiotic repertoire to negotiate meaning in communicative contexts (Garca et al., 2017). Translanguaging is considered as a language theory because it blurs the perceived borders between socially created named languages and offers transformational potential in terms of leveling linguistic hierarchies and uprooting monolingual ideologies (Poza, 2017; Garca & Otheguy, 2019).

Translanguaging essentially builds upon bilingualism such as the interactants must be at least bilinguals in order for translanguaging to occur. Translanguaging is the next step beyond bilingualism because whereas bilingualism respects the uniqueness of the respective languages and acknowledges the boundaries that may characterize each language, translanguaging is interested in building bridges across the languages, making transit to and from the languages seamless and fluid while preserving intelligibility.

Scholarly interest in translanguaging lies in the potential of translanguaging practices to reduce language barrier thereby enhancing communication among people with diverse linguistic backgrounds – an issue that is critically important in ESL educational contexts such as Ghana where school children have widely diverse linguistic backgrounds. Through the use of translanguaging, no child is left out of classroom interaction as a result of language barrier. In addition, transit between languages in classroom interactions can be beneficial to learners' understanding of the lesson because if a child could not understand something in one language (i.e., English), further explanation in another language (e.g., mother tongue) would help the pupil understand what is being discussed. The movement to and from the languages also helps pupils to learn how to speak the L2 (i.e., English) through the use of context cues and commonly occurring vocabulary that appear in the interactions (Lewis et al., 2012; Abdulai, 2014; Nyarko et al., 2016).

In other words, the child's vocabulary knowledge in the L1 is deep and wide since it is the language of his/her childhood and immediate environment. On the other hand, the L2 (i.e., English) is weaker because the child has limited vocabulary knowledge therein, making it difficult for the child to communicate effectively in the L2. Such a situation can create a language barrier for the child both in terms of grasping the lesson and being ability to seek further clarification through comments and questions. This is where translanguaging shines the most as translanguaging bridges the language gap thereby facilitating smooth interaction between learners and teachers and among learners. The transit between the languages also help widens learners' horizon in terms of vocabulary and culture.

The current state of multilingual and bilingual education in the United States can take different forms, but we can learn a lot about the lens through which these programs are viewed simply by looking at the nomenclature that is widely used to refer to children who speak more than one language: “English as a second language” (ESL), “English as a New Language” (ENL), and now “English Language Learners” (ELL). As the terminology evolves with the times, its focus stays consistent in the mainstream, language learning is framed around English and the goal of learning English. This is not only problematic in terms of the impact it has on Spanish Speakers, both in school and in society, but it is also simply not an effective way to teach language skills.

García (2009) argues that this stifles the potential of the children in these programs. She believes it should not be "about adding a second language" but rather it is "about developing complex language practices that encompass several social contexts" (p. 74). She also argues that this process fails the children when it comes to assessment, because "U.S. schools continue to insist on learning and assessing an English academic standard. In the few educational situations in which Spanish is also acknowledged, it is the Spanish academic standard that is taught and assessed". García puts forth that this is akin to teaching a child as if they are two separate monolingual children, which does not allow their true potential as a multilingual speaker to flourish

García also finds that despite this separation of languages at most schools, the children almost always find ways to exercise their translanguaging in the other spaces available to them (García& Wei, 2014). Translanguaging is a natural part of being bilingual.

By teaching them using translanguaging theories, they can see their culture and background valued in an academic setting. Families are often torn between the apparent choices between making sure their children learn English to succeed in the U.S. or making sure their children don't lose the culturally important language of their family. García proposes that such a choice should never have to exist, that languages are not, in fact, separate at all. ("Ofelia García - Translanguaging"). By integrating translanguaging into their practice, teachers may also be able to involve the families of their students more in their learning, and those families in turn may be able to be more involved in the school. Children will feel less pressure to assimilate when they see themselves reflected in the way they learn, rather than excluded from it.

Those in bilingual and dual-language programs, and also those who are not, develop their knowledge about translanguaging and work to implement strategies around it in their classrooms. This may be a challenge. According to Creese and Blackledge (2010), "studies show that moving between languages has traditionally been frowned upon in educational settings, with teachers and students often feeling guilty about its practice. Research shows that ''code switching is rarely institutionally endorsed or pedagogically underpinned" (p. 105). But it is a challenge that is worth overcoming if teachers want to build a community that is truly inclusive and welcoming to students from many backgrounds.

According to a study carried out by Elashhab (2020), translanguaging helps promote the growth of students' English language and develop their communication skills. Also, translanguaging is not only necessary but desirable educational practice. Translanguaging influences English language proficiency among ESL learners and some of the ways this is done include transfer of vocabulary in English Language.

Also, Leads (2022) asserts that translanguaging facilitates quality academic writing by providing clear, concise, focused, structured, and backed up by evidence, to aid the reader's understanding. Translanguaging, therefore, provides students with the tools in terms of rich vocabulary to be able to write clear, concise, and focus on academic materials and to facilitate proper understanding of relevant subject matters when academic works are taken into consideration.

Conteh (2018) conducted a review of related literature about translanguaging as a pedagogy and asserted that, translanguaging has been known as an emerging strategy necessary for developing bilingual or multilingual learners' ESL skills through simultaneous and systematic use of an individual's first language (L1) and English in teaching and learning sessions. Also, Deroo and Ponzio (2019) used a discourse analysis to examine the learning outcomes among five in-service teachers in the United States. The study sought to identify the ideological constraints that limit the adoption of translanguaging. The study concluded that, translanguaging provides opportunity to promote effective collaboration between students and teachers, making sense of English learning, leveraging learner's L1 as a learning resource for ESL and embrace learner's cultural background in the classroom.

Akbar and Taqi (2020) examined translanguaging as an ESL strategy in Kuwait and concluded that translanguaging as an ESL learning strategy is effective in developing learner's language skills and their ability to express deeper levels of thinking through L2 in oral and written English. More so, Hu (2020) conducted a review about exiting studies of translanguaging in ESL classrooms and concluded that translanguaging is necessary in promoting effective delivery of classroom instructions, clarifying linguistic content and providing enabling learning environment.

Ting and Jintang (2020) conducted a study in Malaysia to examine the interactions of 15 pre-school children among those who speak Malay, Chinese, Bidayuh and Iban natively from two classrooms with two teachers. The study found out that translanguaging between English and Malay language during an English lesson developed skills of students for both languages as they learn new English vocabulary and concepts by encouraging pre-school children to use languages they know. Also, translanguaging enhanced teacher-student communication, management and academic works in the classroom. More so, translanguaging enhances prompt and comfortable responses from pre-school children which expands their cognitive abilities.

Otheguy et al. (2018) analyzed translanguaging view of the linguistic system of bilinguals and asserted that translanguaging improves ESL learner's second language proficiency. Also, Nursanti (2021) conducted a study to discover translanguaging strategy in the process of teaching English language material to multilingual students in Indonesia. The study used qualitative research with grounded theory design. The study employed interview technique in collecting data. The study concluded that, translanguaging enhances learner's understanding and reduces students' anxiety in the classroom.

Alzahrani (2019) conducted a study using explanatory mixed-method to investigate students' perception regarding the use of their L1 to facilitate their writing in the L2 (English) and examine its influence on the quality of their writing. The study employed a sample of 7 learners in tertiary level education from different social sciences majors in the United States of America. Also, the study employed survey and semi structured interviews to collect data. The study found that, the use of L1 (first language) serves as a supportive element to writing in L2 (English language). Also,

the study concluded that the use of the first language helps students generate ideas and understand content taught better.

De Los Reyes (2019) conducted a study to investigate language practices of teachers and learners in the teaching and learning of English as a second language in Two Third Grade classrooms in a multilingual city in the Philippines. The study employed classroom observations and semi-structured interviews to collect primary data. The study found that translanguaging promotes effective communication between teachers and learners. Also, translanguaging helps teachers to successfully and effectively present their lessons, enhance students understanding, promote students' participation during lesson delivery and helps in effectively managing students' behavior.

Translanguaging Theory in ESL Context

Translanguaging has become a central concept in discussions about English as Second Language (ESL) pedagogy, particularly in multilingual contexts like Ghana. The ESL classroom is a unique linguistic space where learners attempt to acquire English while simultaneously negotiating their cultural and linguistic identities. As a researcher, I argue that translanguaging offers a more authentic reflection of how bilingual and multilingual individuals use their linguistic repertoires in real life. Unlike monolingual teaching approaches that artificially compartmentalize languages, translanguaging acknowledges the fluidity with which learners deploy both their L1 and English to make sense of academic content. This makes the theory a powerful lens for examining classroom practices in the Tema West Municipality.

One of the most significant roles of translanguaging in ESL contexts is its contribution to comprehension. English is often the language of instruction, but not necessarily the language of thought for many learners in Ghana. When teachers

strategically incorporate translanguaging, they provide learners with opportunities to access complex concepts through their home languages before transferring the knowledge into English. In upper primary classrooms where learners are expected to engage with abstract grammar rules, literary texts, and subject-specific vocabulary, translanguaging acts as a vital cognitive bridge (García & Kleyn, 2016). This bridging role prevents learners from being left behind simply because they cannot immediately process unfamiliar English structures.

Translanguaging also plays an instrumental role in meaning-making. In ESL classrooms, learners constantly attempt to negotiate meaning between what they already know in their home languages and what they are expected to express in English. Translanguaging legitimizes this process by allowing learners to draw upon familiar concepts, metaphors, and structures in L1 to express themselves more fully. For instance, a learner struggling to explain a cultural practice in English may draw from their indigenous language and then attempt to reformulate it in English with the teacher's support. Far from being a deficiency, such practice enhances the learner's capacity to communicate complex ideas.

Another dimension of translanguaging in ESL settings is its role in fostering inclusivity. In classrooms where English-only policies dominate, learners with limited English exposure are at risk of being marginalized. Translanguaging provides a pathway for these learners to participate meaningfully in classroom discussions and tasks. By creating a space where indigenous languages coexist with English, teachers acknowledge that learners' linguistic repertoires are valuable assets. This inclusivity is particularly important in Tema West schools, where classrooms are linguistically

diverse and learners' English proficiency levels vary widely. As I argue, inclusivity is not a by-product of translanguaging but one of its core strengths in ESL pedagogy.

Beyond inclusivity, translanguaging enhances learner engagement and motivation. Research suggests that when learners' identities and languages are validated, they become more motivated to learn English (Wei, 2018). If learners are consistently forced to abandon their home languages at the classroom door, English learning is experienced as a form of linguistic oppression rather than empowerment. Conversely, when learners can use familiar languages alongside English, the classroom becomes a site of affirmation rather than alienation. This enhanced engagement ultimately translates into higher levels of participation, creativity, and willingness to take risks in English communication.

Key Tenets of Translanguaging Theory

Translanguaging theory rests on several key tenets that reconfigure how educators understand language use in multilingual classrooms. The first critical tenet is the rejection of a compartmentalized view of bilingualism, which traditionally positions languages as separate, bounded systems. Instead, translanguaging posits that bilinguals draw from a single linguistic repertoire, deploying linguistic resources fluidly depending on context, purpose, and interlocutor (García & Wei, 2014). This understanding challenges the monolingual bias embedded in many educational systems and instead highlights the legitimacy of learners' full linguistic repertoires. In this study, this tenet is particularly crucial because Ghanaian classrooms in the Tema West Municipality are highly multilingual, with students shifting between English and Ghanaian languages such as Ga, Twi, and Ewe in their everyday interactions.

Another key tenet is the recognition of translanguaging as both a pedagogical practice and a sociopolitical stance. On the pedagogical front, translanguaging allows teachers to leverage students' home languages to scaffold meaning, explain complex concepts, and promote deeper understanding (Creese & Blackledge, 2015). As a sociopolitical stance, it challenges linguistic hierarchies that privilege colonial languages such as English over indigenous languages. This dual nature makes translanguaging more than just a teaching method; it is a way of resisting language inequalities. In the context of Tema West classrooms, teachers who translanguage are not only helping students learn but also affirming the legitimacy of their cultural and linguistic identities.

A further tenet is that translanguaging redefines the role of the teacher. Rather than acting as strict enforcers of language boundaries, teachers become facilitators of multilingual meaning-making. They design tasks that deliberately draw on learners' diverse linguistic resources and help students reflect on how and why they shift between languages. This redefinition is critical in Tema West classrooms where teachers must balance the curriculum's emphasis on English proficiency with the linguistic realities of their learners. By adopting a translanguaging stance, teachers align pedagogy with students' lived experiences rather than with abstract monolingual ideals.

Finally, a key tenet is that translanguaging is fundamentally about equity and social justice. It resists the marginalization of minority languages and works to democratize classroom participation (Hornberger & Link, 2012). By positioning all linguistic practices as valuable, translanguaging disrupts the dominance of English and validates the multilingual reality of Ghanaian society. In this sense, translanguaging is not

merely a set of techniques but a transformative educational philosophy. For the current study, this tenet is particularly significant, as it frames translanguaging not only as a pedagogical tool but as a strategy for challenging linguistic inequalities in Ghana's education system.

Strengths of Translanguaging Theory

Translanguaging theory is widely celebrated in contemporary language education because of its ability to capture the authentic communicative practices of multilingual speakers. One major strength of the theory lies in its rejection of the rigid compartmentalization of languages. Rather than treating learners' languages as discrete systems that must be kept apart, translanguaging positions bilinguals and multilinguals as owners of a single, integrated linguistic repertoire (García & Wei, 2014). This holistic orientation is crucial in the Ghanaian classroom, where learners often fluidly shift between English and indigenous languages in natural discourse. By acknowledging these shifts as legitimate resources rather than deficits, the theory validates local realities and disrupts traditional monolingual biases in English language teaching.

One other strength of the theory is its capacity to empower learner identities in the classroom. Translanguaging allows learners to deploy their home languages to construct meaning, thereby affirming their linguistic heritage and cultural capital. This empowerment is particularly relevant in postcolonial contexts like Ghana, where English continues to be valorized as the language of social mobility while indigenous languages are sometimes marginalized. By valorizing learners' full linguistic repertoires, translanguaging pedagogy fosters pride and confidence among learners, which in turn enhances their willingness to participate in English lessons. Thus, the

theory does not merely describe language practices but actively advances a socially just orientation to language education (García & Lin, 2017).

A further strength is its ability to promote metalinguistic awareness. Learners who engage in translanguaging practices constantly negotiate between linguistic systems, comparing structures, sounds, and meanings across languages. Such negotiation nurtures cognitive flexibility and enhances problem-solving skills (Cummins, 2008). In upper primary classrooms, where children are expected to grapple with increasingly abstract concepts in English, translanguaging provides a scaffold for cognitive development. Learners become more aware of language as a system, which enables them to make informed choices about meaning-making in academic contexts. This cognitive benefit underscores why translanguaging deserves serious pedagogical consideration.

Lastly, translanguaging contributes to global conversations on linguistic justice. It problematizes the dominance of English as the sole legitimate language of schooling and challenges the linguistic hierarchies embedded in postcolonial education systems. For Ghanaian education, adopting translanguaging is not only a pedagogical choice but also a political stance that affirms the legitimacy of indigenous languages. This strength positions translanguaging theory as a transformative framework for rethinking English teaching in upper primary classrooms.

Limitations of Translanguaging Theory

Translanguaging, while increasingly celebrated as an innovative pedagogical paradigm, is not without its limitations. One of the first criticisms directed at translanguaging theory relates to its lack of conceptual clarity. Critics argue that the definition of translanguaging often shifts across studies, with some researchers

framing it as a pedagogical strategy, others as a linguistic practice, and still others as an ideological stance (Jaspers, 2018). This multiplicity of interpretations, while enriching in some contexts, risks diluting the theoretical precision necessary for effective classroom application. For example, teachers may struggle to discern whether translanguaging is primarily about enabling fluid language use or whether it carries broader sociopolitical connotations regarding linguistic justice. This ambiguity challenges the theory's coherence and undermines its universal applicability in ESL classrooms.

Another limitation concerns the potential for translanguaging practices to unintentionally reinforce the dominance of the majority or global language, particularly English. While translanguaging ostensibly values all linguistic resources, the classroom power dynamics may still privilege English as the ultimate goal of instruction (Cummins, 2008). In Ghanaian classrooms, for instance, teachers may permit students to use their local languages initially but gradually steer them toward English as the "legitimate" academic code. Such practices can reproduce hierarchies that translanguaging aims to dismantle. Thus, although the theory emphasizes linguistic equity, the realities of educational systems with high-stakes English examinations can make translanguaging susceptible to re-inscribing existing inequalities rather than dismantling them.

Furthermore, there are institutional challenges that limit the practical implementation of translanguaging. Educational policies in many contexts, including Ghana, still operate under monolingual ideologies that promote English-only instruction, particularly in upper primary and secondary schools (Owu-Ewie & Eshun, 2015). Teachers who wish to embrace translanguaging may find themselves constrained by

curricula, standardized testing regimes, and school policies that penalize the use of local languages. This policy-practice mismatch exposes a limitation of translanguaging theory: while it offers a progressive and liberating framework, it is often at odds with entrenched institutional structures that demand conformity to monolingual norms.

Application of Translanguaging Theory in This Current Study

The present study applies translanguaging theory as a guiding lens to examine how teachers in the upper primary classrooms of Tema West Municipality draw on students' multilingual resources to facilitate English language learning. Translanguaging theory provides an interpretive framework through which classroom interactions are not judged by monolingual standards but rather analyzed as dynamic processes of meaning-making across linguistic repertoires (Wei, 2018). By applying this theoretical perspective, the study is able to situate teachers' strategies, not as deviations from the "ideal" of monolingual English teaching, but as pedagogical choices embedded in the multilingual realities of Ghanaian classrooms.

The theory is particularly relevant to this study because the Ghanaian upper primary classroom is a linguistically diverse space where students come with backgrounds in Akan, Ga, Ewe, and other local languages alongside English. Translanguaging theory allows the study to conceptualize this multiplicity of languages not as a challenge to be suppressed but as a resource to be harnessed (García & Wei, 2014). Thus, rather than dismissing teachers' code-switching or students' reliance on home languages as deficiencies, the theory interprets such practices as creative linguistic acts that can advance English language competence.

The theory is also useful in understanding how teachers navigate and mitigate these challenges. One of the study's objectives is to investigate how teachers address barriers to translanguaging. The theory suggests that teachers often negotiate between institutional monolingual policies and classroom multilingual realities by strategically framing their practices as scaffolding, clarification, or learner-centered pedagogy (Canagarajah, 2011). This study draws on translanguaging theory to examine whether teachers in Tema West deploy similar strategies of negotiation and adaptation to sustain their multilingual practices.

2.1.2 Pedagogical Content Knowledge (PCK) Theoretical Framework

Pedagogical Content Knowledge (PCK) is a theoretical framework that describes the knowledge and skills that teachers need to teach a particular subject effectively. PCK is a complex and multidimensional construct that includes a combination of content knowledge and pedagogical knowledge. This analysis provides an overview of the PCK framework, its components, and its significance in the field of education.

The concept pedagogical content knowledge in academia is credited to Shulman (1986). According to Shulman (1986), pedagogical content knowledge seeks for the attention of knowledge that teachers use and need to teach specific content to promote student achievement in a specific subject. Pedagogical content knowledge can be viewed as a specific form of knowledge for enhancing teaching through transformation of subject matter knowledge with the primary goal of facilitating students understanding. Marks (1991) argues that the development of pedagogical content knowledge should be in the form of an integrative process resolving round the interpretation of subject matter knowledge and the specification of general

pedagogical knowledge. In the words of Gess-Newsome (2015), pedagogical content knowledge can best be interpreted as the knowledge of reasoning and planning for teaching a particular topic in a special way for a specific purpose to enhance the performance of specific students.

Shulman (1987), termed pedagogical content knowledge as the knowledge base for teaching which is classified into seven categories, three of which are content related; thus, content knowledge, pedagogical content knowledge, and curriculum knowledge. However, the other four are referred to as the general pedagogy, learners and their characteristics, educational contexts, and educational purposes. Interestingly, Mishra and Koehler (2006) opine that the PCK theory comprises three main components: knowledge of content and students, knowledge of pedagogy, and knowledge of the intersection between content and pedagogy. Knowledge of content involves an understanding of the subject matter and how it is structured. Also, knowledge of students includes students' prior knowledge and misconceptions. More so, Knowledge of pedagogy involves an understanding of teaching strategies, instructional design, and classroom management. Knowledge of the intersection between content and pedagogy involves an understanding of how to teach content in ways that are appropriate for specific learners.

Hashweh (2005) posits that pedagogical content knowledge is a collection or repertoire of pedagogical construction which teachers acquire through teaching of certain topics repeatedly. Also, pedagogical content knowledge improves learning by helping students develop creative thinking skills (Lannin, 2013). Further, Loughran et al. (2008) posit that pedagogical content knowledge helps learners understand the content of a subject matter better. In addition, PCK theory is said to have significant

implications for teacher education and professional development. Teachers who possess strong PCK are more effective in the classroom and more capable of addressing student needs and misconceptions (Cochran-Smith & Zeichner, 2005). The development of PCK is critical for teacher preparation programs and in-service professional development programs which will translate into learners' development and comprehension of the English language. PCK can also help teachers to become more reflective practitioners, continuously improving their teaching practice over time (Hammerness, Darling-Hammond, & Bransford, 2005).

Contexts

Contexts represent a range of factors influencing PCK (Koehler & Mishra, 2009). Porras-Hernandez and Salinas-Amescua (2013) classify these factors into three levels (micro, meso, and macro) and two actors (teacher and students). Micro factors involve the specific, individual-level influences that directly impact the learning experience. These include student-teacher interaction, the unique ways in which students prefer to learn, whether through visual aids, hands-on activities, or other personalized approaches, individual learning needs such as different learning abilities, and learning disabilities. Other examples of micro factors include the design and layout of the classroom, as well as available resources for teaching and learning. Meso factors involve influences that operate at the intermediate level, impacting groups or institutions. These include policies and practices within an educational institution, the dynamics among teachers within a school or department, the relationship between students and teachers, peer interaction, the overall learning environment, and the role of parents.

Macro factors are the societal conditions that affect teaching, learning, and the development of teachers and learners. These include changes in national curriculum standards, advancements in educational technology, or shifts in teaching methodologies across the entire educational system. Porras-Hernandez and Salinas-Amescua (2013) describe teachers and students as the main actors in the classroom context. They add that both teacher and student factors play a central role in facilitating learning. These factors include; teaching styles, teacher-student relationship, students' prior knowledge, attitudes, preconceptions, interests, and many more.

Mishra (2019) believes that it is important for teachers to know and understand their context. Understanding their context and how their contextual factors influence teaching and learning would enable them to tailor their instructions to suit the instructional needs of the learners. Again, it will enable educators and institutions to adapt their approaches, ensuring they align with the evolving educational practices and meet the needs of a changing society (Porras-Hernandez & Salinas-Amescua, 2013).

The PCK framework suggests that content, pedagogy, and teaching and learning contexts have roles to play separately and collectively (Koehler & Mishra, 2009). Understanding the roles they play ensures a comprehensive and effective approach to teaching and learning, and also promotes a more dynamic, engaging, and inclusive educational environment.

Critiques of the PCK Framework

However, critiques of PCK framework include concerns about its complexity and the difficulty of defining and measuring its components. Some researchers have also

suggested that PCK theory may not be relevant or applicable to all subject areas and that it may not capture the full range of knowledge and skills required for effective teaching (Grossman, 2015). In essence, Pedagogical Content Knowledge (PCK) theory is a complex and multidimensional construct that describes the knowledge and skills that teachers need to teach a particular subject effectively. PCK theory has significant implications for teacher education and professional development hence, this theory is very relevant for the theoretical underpinning of this study.

Another aspect that calls for attention is the abstract nature of the PCK framework. The abstract nature of the PCK framework refers to the challenges educators face in translating theoretical knowledge into practice. Some critics argue that teachers may have knowledge of their subject matter, teaching strategies, and technological devices but may have difficulties in translating the knowledge into practice. This difficulty may limit educators in applying the framework in their instruction.

Lastly, another limitation is the focus on teacher knowledge and not student learning. Some critics argue that the PCK framework places emphasis on teachers' knowledge rather than directly addressing how technology integration impacts student learning outcomes. This perspective raises questions about the frameworks' effectiveness in enhancing students' engagement and achievement.

Application of PCK Theoretical Framework in this Study

This framework provides a conceptual lens through which the researcher is able to understand how language teachers use translanguaging in teaching English language in Ghanaian upper primary classrooms.

Since teaching and learning do not take place in a vacuum but within a specific context, the framework enables the researcher to understand the context within which language teachers use translanguaging as a language teaching and learning resource to facilitate language learning.

Finally, the framework will enable the researcher to understand the challenges associated with teachers' use of translanguaging in ESL Ghanaian context. This deeper understanding can inform recommendations for teacher professional development and policy initiatives.

2.2 Review of Key Concepts

This study empirically reviews literature on translanguaging and teaching of English language in ESL classrooms by exploring studies that have examined the impact of translanguaging on teaching. It covers topics liketranslanguaging and code switching, the importance of translanguaging in ESL classrooms, the debate about language of instruction and translanguaging in sub-Sahara Africa.

2.2.1 Translanguaging in Sub-Saharan Primary Schools

In a study conducted by Nyimbili and Mwanza (2020), the objective was to ascertain the pedagogical significance of translanguaging in terms of the academic performance of first graders in the multilingual classrooms of Lundazi district in Zambia. The study was founded upon the hypothesis that there could be difference in performance between learners taught in translanguaging pedagogy and learners taught in a monolingual pedagogy, given that both groups of learners are multilinguals and that the language of the monolingual class is L2.

The results of the study indicated significantly higher scores for learners in the experimental group compared to score for learners in the control group, indicating that performance improved for learners who went through the translanguaging pedagogy. The study results signaled that translanguaging offered desirable benefits for children learning in a multilingual environment compared to when the L2 monolingual pedagogy is used and this finding agrees with many studies (e.g.,; Benson, 2000; Caffery et al., 2016; Carrol & Mazak, 2017) that concern language of instruction in multilingual settings.

Among the benefits found to be attributable to translanguaging is that learners observed were more active in the lessons since they could now use their mother tongue to ask and answer questions. It was also observed that learners' literacy levels in the mother tongue improved as they began to use the mother tongue in class. The researchers, therefore, concluded that per the study results, translanguaging pedagogy leads to improvement in learner achievements in bilingual/multilingual education contexts whereas monolingual pedagogy has no such benefits. The researchers further noted that translanguaging pedagogy facilitated multilingual literacy development in learners, as it allowed space for the preservation of culture all while building solid foundations in the learner for the learning of a given target language. The results of the study implied that translanguaging, given its immense benefits as shown in the study, should be given attention by teachers.

Another study on translanguaging was conducted by Makalela (2015) on the potential positive effects – if any of translanguaging – on reading comprehension in a primary school in South Africa. The study was specifically guided by two research questions; (1) what are the effects of translanguaging techniques on reading comprehension in

primary schools? And (2) what is the role of translanguaging techniques in the teaching of African languages to speakers of African languages?

The results of the study indicated that translanguaging facilitated benefits in all the aforementioned areas – oral reading proficiency, bilingual vocabulary contrast, print environment, and text comprehension. The participating students found translanguaging useful in terms of helping them develop confidence in their multilinguistic identities, sharpening their multilingual abilities, and reducing the tensions between the mother tongues (L1) and the English language (L2). It was further noted that translanguaging offered a more mutually beneficial – alternative to learning in a multilingual context compared to the L2 monolingual pedagogy establishment.

A study conducted at Roskilde University, Denmark, focused on the results of translanguaging in a classroom where students were explicitly asked to use the practice of translanguaging (Daryai-Hansen et al., 2017). The results show that the students' attitudes towards implementing translanguaging are positive since it allowed the students to use their 'stronger' language to develop their 'weaker' language (Daryai Hansen et al., 2017). Most of the student participants explained that they had more courage to participate in the classroom when they were allowed to use their other languages (Daryai-Hansen et al., 2017). The teachers showed a strong willingness to use translanguaging in the classrooms; however, only when the other languages were Danish and/or English (Daryai-Hansen et al., 2017).

Also previous studies, such as a study of Cantonese-English classrooms, in 1996, showed that the observed classes benefitted from using translanguaging methods in English classes, such as writing in English but speaking in Cantonese.

Research such as the work of Cummins (dual iceberg and threshold theories), and Collier and Thomas (2002) recommend a socio-culturally supportive school environment for EAL learners that allows natural language, academic, and cognitive development to flourish in their first and second languages. Welsh's research into bilingual education (Baker and Wright 2017) points to the advantages of bilingualism and bilingual education; there is also research that suggests the cognitive benefits continue into later life (e.g., Bialystock et al., 2012). Again, researchers into translanguaging, such as Garcia and Li, argue that allowing learners to use their full language repertoire empowers them and enables them to reach their full potential. The importance of a positive attitude to multilingualism has been suggested by various researchers and activists for a long time. For example, Skutnabb-Kangas (1984) coined the term 'linguistic human rights' and challenged what she saw as 'linguicism'. Levy et al. (2014) suggested that learners whose first language is seen as low status in schools feel less included. Conteh (2015) reinforces the idea that valuing multilingualism in schools promotes success for all learners.

It gives room for the transfer of basic vocabulary from the native to the desired language being learned. The educational sector in Ghana in practice often uses Ghanaian languages to enhance pupils' understanding of the national language, English (Owu-Ewie, & Eshun, 2015). As such, poems and other literature learned in the native languages ensure that students' vocabulary is already rich, when students are taught the preferred languages, it becomes much easier for them to adopt, the vocabulary transferred is much richer and ensures students can express understanding and express themselves properly. Translanguaging promotes a deeper understanding of subject matter, by discussing in one language and writing in another (Lewis et al.,

2012). Students will always reference what they already know from their first language when working with a second language.

Translanguaging facilitates easy transfer of knowledge within the classroom. Transfer of knowledge refers to sharing or dissemination of knowledge and providing inputs to problem-solving (García & Lin, 2017). In the classroom, this is a regular happening though in most cases it goes unnoticed. Through translanguaging, students can transfer knowledge from their native cultures in their native languages to the classroom and transformed it into the desired language under study. Translanguaging without a doubt is a very important tool used for transferring knowledge in the classroom and has been one of the major attributes of the concept.

The importance of translanguaging within the confines of the classroom cannot be overlooked. It provides the foundation for most aspects of the teaching and learning in today's world (Vogel& García, 2017). Students often transfer knowledge from their native languages to enable understanding and proper communication in their desired language under study. Nonetheless, the importance of translanguaging is broad and relative from one student to another which often makes it difficult to measure. This seems to make it go under radial when the overall success of the student is looked at in a broader context. Translanguaging is used by all students irrespective of the field of study through a nearly perfect or ideal approach for learning new languages, as such; its importance cannot be overlooked.

García and Wei (2014) also speak about the importance of translanguaging as a foundational "stance" when approaching teaching. She argues that translanguaging should not be seen as scaffolding, but rather as an avenue to transformation and learning in and of itself. The reason Spanish-speaking children should be able to use

their Spanish in school is not just so that they can work towards understanding content and using more English. It is because allowing children to approach issues using translanguaging allow them to approach learning with everything they have. García maintains that, "When translanguaging is not taken into account, you are doing injustice to the children", because, "all bilingual communities' translanguage. It is the norm in bilingual communities", and therefore, "if you don't take translanguaging into account, you are instructing the children with less than half of their repertoire and you are assessing only less than half of their repertoire, so of course, they are always going to do poorer than monolingual children" (García & Wei, 2014, p. 17).

Teachers who are entrenched in the current system of bilingual learning where languages are separated, and English is centered may have a difficult time adapting to these ideas. Givvin et al. believe, "To see it in action is to clearly understand the significant benefits for learners, in terms of their language development, their English development, their content learning, and their social development". Many authors support this view, maintaining that a new approach, one that integrates translanguaging theories, is more beneficial to students (García & Lin, 2017).

Translanguaging is a process that happens in the everyday lives of multilingual children, even at a very early age, an approach to teaching that takes this into account is beneficial for all ages. Because most multilingual children are not in schools or classes that offer structured support to multilingual children, let alone full dual-language programs, it is essential that teachers in any classroom, including those who may not speak the languages their students do, have access to educational resources that will help them use translanguaging theories in their everyday practice.

2.3 Review of Empirical Studies

2.3.1 Teacher Knowledge of Translanguaging

Research has shown that teachers' understanding of translanguaging often determines whether they view it as a legitimate pedagogical tool or a mere code-switching practice. While code-switching involves alternating between languages, translanguaging transcends such simplistic shifts by integrating all of a learner's linguistic abilities to foster deeper comprehension (Wei, 2018). In Ghana, English language serves as the medium of instruction and coexists with over 80 indigenous languages, (Ghana Statistical Service, 2021), translanguaging could potentially bridge linguistic gaps. However, misconceptions about translanguaging as being counterproductive to English language acquisition persist among some educators, underscoring the need for a nuanced understanding.

One of the significant barriers to teachers' knowledge about translanguaging is the lack of professional training on its theoretical and practical dimensions. Many teacher training programs in Ghana emphasize monolingual ideologies, prioritizing English as the sole language of instruction (Opoku-Amankwa, 2020). Consequently, teachers often perceive the use of indigenous languages in the classroom as a deviation from academic standards. Such misconceptions are deeply rooted in colonial legacies that associate proficiency in English with intellectual competence. Thus, to foster translanguaging practices, teacher education must prioritize multilingual pedagogies that challenge these ideologies.

Moreover, teachers' knowledge about translanguaging is influenced by their personal beliefs about language learning. Research by García and Wei (2014) indicates that teachers who perceive linguistic diversity as an asset are more likely to adopt

translanguaging strategies. In Ghana, however, many teachers exhibit deficit views, seeing students' use of indigenous languages as a hindrance rather than a resource. This mindset often results in punitive measures against students who speak their native languages in English-medium classrooms. Such practices not only alienate students from their linguistic identities but also undermine their cognitive and academic development.

The practical application of translanguaging requires teachers to understand how it facilitates knowledge construction and literacy development. Studies by Canagarajah (2011) reveal that translanguaging enables students to access complex ideas, especially when learning abstract concepts in a second language like English. For instance, in upper primary classrooms, teachers who allow students to discuss scientific or mathematical concepts in their native languages before translating their thoughts into English help them develop a deeper understanding. However, without adequate knowledge of translanguaging, teachers might fail to create such inclusive learning environments, thus hindering students' academic progress.

Another dimension of teachers' knowledge involves the ability to design instructional materials that support translanguaging. Effective translanguaging pedagogy goes beyond spontaneous language use to include carefully planned activities that incorporate multiple languages (Creese & Blackledge, 2010). In Ghanaian classrooms, this might involve creating bilingual glossaries, encouraging peer collaboration in different languages, or using multilingual texts. Teachers who lack knowledge of such strategies may default to rigid monolingual approaches, thereby limiting students' access to comprehensive learning resources.

Teachers' knowledge of translanguaging is also shaped by the educational policies governing language use in schools. The Ghanaian language policy mandates English as the medium of instruction from upper primary onwards, while indigenous languages are relegated to non-academic domains (Ministry of Education, 2002). This policy creates a tension between theory and practice, as teachers might be hesitant to incorporate translanguaging for fear of contravening official guidelines. Thus, raising awareness about how translanguaging aligns with educational goals is essential for promoting its adoption among Ghanaian teachers.

Furthermore, teachers' knowledge about translanguaging extends to understanding its socio-cultural benefits. Research indicates that translanguaging fosters inclusivity, enhances student participation, and validates learners' cultural identities (Hornberger & Link, 2012). In Ghana, where classrooms are often linguistically and culturally diverse, translanguaging can serve as a tool for building solidarity among students. However, teachers who are unfamiliar with these socio-cultural dimensions may overlook opportunities to create equitable and culturally responsive classrooms, reinforcing linguistic hierarchies instead.

Critically, teachers' knowledge of translanguaging should not be seen as static but as an evolving process that requires continuous professional development. Seminars, workshops, and collaborative learning communities can help teachers refine their translanguaging practices. However, studies by Opoku-Amankwa et al. (2021) suggest that such opportunities are scarce in Ghana, leaving many teachers ill-equipped to implement translanguaging effectively. This highlights the urgent need for systemic reforms in teacher education to integrate translanguaging into both pre-service and in-service training curricula.

Lastly, teachers' understanding of translanguaging must be contextualized within the realities of Ghanaian classrooms. While translanguaging offers significant pedagogical benefits, its implementation may be constrained by large class sizes, inadequate resources, and high-stakes assessments that prioritize English proficiency. Teachers must, therefore, balance translanguaging practices with these systemic challenges, demonstrating creativity and adaptability in their pedagogical approaches. This underscores the importance of equipping teachers with not only theoretical knowledge but also practical tools to navigate these complexities effectively.

2.3.2 The Implementation of Translanguaging in the ESL Classrooms

The adoption of translanguaging in multilingual classrooms represents a transformative shift in pedagogical practices, especially in Ghana, where English and indigenous languages coexist within educational settings. Translanguaging entails a deliberate and systematic use of students' entire linguistic repertoire to facilitate learning and engagement (García, 2009). In upper primary classrooms within the Tema West Municipality, teachers' adoption of translanguaging requires an exploration of their instructional strategies, beliefs, and the contextual dynamics that shape their practices.

One of the key factors influencing the adoption of translanguaging is teachers' ability to recognize its pedagogical value in fostering comprehension and language acquisition. Research by García and Li Wei (2014) highlights that translanguaging enables students to draw on their native languages to access prior knowledge and scaffold new learning. For instance, in the Ghanaian context, where English is not the first language for most students, translanguaging allows teachers to clarify complex concepts by leveraging students' mother tongues. However, the extent to which

teachers in Tema West employ these practices is shaped by their understanding of translanguaging as a legitimate pedagogical approach.

Additionally, the adoption of translanguaging is influenced by teachers' willingness to challenge the prevailing monolingual ideologies that dominate Ghanaian classrooms. The longstanding emphasis on English as the sole medium of instruction often marginalizes the use of indigenous languages, perpetuating a perception that they lack academic utility (Opoku-Amankwa et al., 2021). Teachers who adopt translanguaging in Tema West, therefore, must navigate these ideological tensions, advocating for a pedagogy that values multilingualism as a resource rather than a hindrance. This calls for a critical interrogation of language policies and their impact on classroom practices.

Teachers' adoption of translanguaging also depends on their ability to integrate it into specific instructional strategies. Research has shown that translanguaging can be employed effectively through collaborative learning activities, bilingual glossaries, and multimodal resources (Creese & Blackledge, 2010). For example, in teaching English grammar, a teacher in Tema West might encourage students to discuss sentence structures in their native language before translating their responses into English. This approach not only reinforces understanding but also affirms students' linguistic identities. However, teachers must be adequately trained to design and implement such activities intentionally.

The availability of instructional resources further affects the extent to which teachers can adopt translanguaging. In many Ghanaian schools, including those in Tema West, teaching and learning materials are predominantly in English, leaving little room for the incorporation of indigenous languages (Ministry of Education, 2002). Teachers

who embrace translanguaging must therefore adapt these materials creatively, developing supplementary resources such as bilingual storybooks or posters. This process requires both time and institutional support, underscoring the need for systemic reforms that prioritize multilingual education.

Teachers' adoption of translanguaging is also shaped by their perceptions of its effectiveness in meeting students' academic needs. While some educators recognize its potential to enhance engagement and comprehension, others view it as a distraction from mastering English. This dichotomy reflects broader debates in the literature about whether translanguaging supports or impedes second language acquisition (Wei, 2018). In the context of Tema West, these perceptions may influence how consistently teachers apply translanguaging in their classrooms. Thus, professional development programs must address these concerns by highlighting evidence-based practices.

Classroom dynamics, including student diversity and teacher-student interactions, also play a crucial role in shaping translanguaging practices. Tema West, being a linguistically diverse area, presents opportunities for teachers to draw on students' varied linguistic resources. However, managing such diversity requires a nuanced understanding of when and how to use translanguaging effectively. Studies by Canagarajah (2011) emphasize the importance of creating an inclusive environment where all languages are valued equally. Teachers must therefore adopt a flexible approach, balancing the use of English and indigenous languages to cater for diverse learner needs.

Moreover, teachers' adoption of translanguaging is influenced by their understanding of its socio-cultural implications. Translanguaging not only facilitates academic learning but also promotes cultural inclusion and identity affirmation (Hornberger & Link, 2012). In Tema West, where classrooms often reflect a mix of ethnic and linguistic backgrounds, translanguaging can serve as a tool for fostering solidarity among students. Teachers who adopt this approach acknowledge the interconnectedness of language, culture, and identity, creating a learning environment that respects and celebrates diversity.

The role of educational policies in shaping teachers' adoption of translanguaging cannot be overlooked. The Ghanaian education system's emphasis on English as the primary medium of instruction often constrains teachers' ability to incorporate indigenous languages freely (Opoku-Amankwa, 2020). However, research suggests that translanguaging does not necessarily conflict with policy directives but can complement them by improving students' overall language competence. Teachers in Tema West Municipality who adopt translanguaging must therefore navigate these policy constraints creatively, advocating for its inclusion as a supplementary instructional strategy.

Institutional support, including training and mentorship, is essential for teachers to adopt translanguaging effectively. Many teachers in Ghana, including those in Tema West, lack access to professional development opportunities that focus on multilingual pedagogies (Opoku-Amankwa et al., 2021). Addressing this gap requires targeted interventions, such as workshops, peer mentoring programs, and collaborative learning communities. These initiatives can equip teachers with the

skills and confidence needed to implement translanguaging in their classrooms successfully.

Finally, the adoption of translanguaging must be contextualized within the broader challenges facing Ghanaian education, including large class sizes, limited resources, and high-stakes assessments. Teachers in Tema West who incorporate translanguaging into their teaching must balance these realities while ensuring that their practices are inclusive and effective. This requires a pragmatic approach that combines theoretical knowledge with practical strategies, enabling teachers to navigate complex classroom dynamics and foster meaningful learning experiences.

2.3.3Challenges in Implementing Translanguaging

In a study conducted by Mwanza and Bwalya (2019), the research focus was to analyze teachers' language practices in multilingual classrooms and the effects on students' understanding of classroom interactions. The site of research was multilingual classrooms in the Chibombo district of the Republic of Zambia. The cause-and-effect relation being studied was how students reacted to teachers' language practices in the classroom, with the multilinguistic context as the background.

The sociolinguistic makeup of the participating teachers was that 40% had Bemba as their mother tongue while 23% had Tonga as their mother tongue, followed by Nyanja (15%), English (10%), Lenje (7%) and then Others (5%). The "other languages" mentioned in the interviews with teachers were Koande, Namwanga and Lozi. As for the learners, it was discovered that 29% spoke Lenje at home, 23% used Bemba, 22.5% used Nyanja, 16% used Tonga, 7% used other languages and 2.5% used English. Thus, the mother tongues spoken by most of the pupils were Lenje, Bemba,

Nyanja and Tonga while the least spoken mother tongue was English. From the study results, it was clear that language zoning is problematic as it does not really reflect the mother tongue(s) spoken in an area. In addition, the zoning of language turns to suggest that languages are static and that the linguistic situation of the area is static.

Nyimbili and Mwanza (2020) conducted a study with the aim of examining the obstacles teachers and learners face in the first-grade multilingual literacy classrooms in Zambia. The research study was conducted in a grade one experimental class of 41 learners. The learners ranged from five to eight years of age in the Lundzi district in Zambia. Learners were examined on literacy skills which were hindering effective implementation of translanguaging practices in the classrooms. Classroom observations, interviews and document analysis were utilized as tools for data collection in the study.

Results from the study indicated that teachers and learners faced challenges in the process of using translanguaging practices in the primary school. In the first place, there was a mismatch between the language of instruction and the language of play for learners in the teaching of literacy. The language of instruction was a challenge which hindered the acquisition of literacy by the learners in the translanguaging class because the learners were obliged to write in a different language which was unfamiliar to them. The language policy was not flexible enough to allow teachers to use translanguaging. The rigidity of the policy was such that monolingualism is the expected practice, thereby making the implementation of translanguaging ineffective. Translanguaging was also perceived to be time consuming, assessment was monolingual-based and there was inadequate teaching and learning materials. The

classroom linguistic environment was not favoring multilingual development and thus, translanguaging was difficult to practice.

It was also found in the study that the monolingual ideologies embedded in the curriculum were an impediment to the teaching literacy using translanguaging practices in the primary school. It was noted that the one language instruction was not the way to teach literacy as it interfered learner's literacy development in their emergent languages. The other challenge the teacher faced was regarding the management of time in the translanguaging class. In the first week of introducing the teaching practice, the teacher could not manage time very well and the observation was that learners were given more time to express themselves which was good on one hand, yet turned out to be a challenge as the lessons were not concluded early enough to allow another teacher into the class. The other obstacle which was observed regarding the teaching of literacy using translanguaging practices was that assessment was administered in standard Cinyanja which was read for the learners. This means that the language for assessment and that for instructions would be different.

From the study results regarding challenges, it can be asserted that African languages are no longer confined to the linguistic boundaries which the earlier planners thought would be restrictive and be of benefit to such regional communities. Mwanza and Bwalya (2019) posit that this limited and colonized mentality has brought abouta linguistic disarray in the classrooms of today. From the studies, Nyimbili and Manza (2021) asserted that the teachers and learners faced challenges which were not pedagogical oriented in the classrooms of today but were as a result of the monolingual medium of instruction (MOI) policies which were used to teach literacy to early graders in primary schools. Makalela (2015) stated that the implication of the

study in the Sub-Saharan children in primary schools is that the education system needs to respond to the complex and dynamic social and linguistic classroom environment to suit the learners of today. The study implies also that the use of the few prescribed languages as enshrined in the constitution was a hindrance to the implementation of translanguaging as these practices calls for classroom decolonization and linguistic liberalization. This has manifested in the classrooms through the multilingualism which is existing today.

From the foregoing, the benefits can be seen that translanguaging is a more progressive teaching and learning pedagogical practice of which evidence to multilingual teaching and knowledge impartation has been proven from the teachers' and learners' perspectives. From the Zambian experience which is not unique to other Sub-Saharan countries, Nyimbili and Mwanza (2020) contend that translanguaging has provided enough evidence as to why the Zambian education system should consider realigning its policy direction and move away from monolingual practices. This will then foster the policy change and adopt translanguaging in the Zambian schools. From the studies, it could be noted that translanguaging practices are more effective practices which have to be adopted in multilingual countries in order to provide relevant teaching content which is cultural cutting and relevant to every multilingual learner in class. It is from this point that Nyimbili and Mwanza (2021) conceptualized translanguaging as "the teacher's pedagogical knowledge to utilize the learners' emergent literacies (community languages) to support content/knowledge acquisition in a multilingual classroom in order to promote multiliteracy development in every learner's language" (p. 119).

From the discussion above, linguistic knowledge should be broadened to other languages through policy amendments which will help to recognize and use any community language to provide knowledge to every learner. Through this policy change, teachers will be helped to respond to the sociolinguistics of the classroom and provide equal benefits to language learning for every learner in Sub-Saharan Africa. Such amendments will enable dying African languages to be maintained and improve the identity of the African minority language speakers in the community and the country as a whole.

It should be emphasized that translanguaging has to be used to teach literacy in Sub-Saharan schools through policy changes in order to cut the linguistic barriers in knowledge acquisition. Once this is done, we shall have learners who will be learning and appreciating their culture which will be used by the teacher in the class. The cases where learners are not breaking through will reduce because every child will break through in his or her language independently, and then as a class if at least one of the languages used in the classroom is familiar to the children.

Mother tongue-based multilingual education (MTB MLE) provides leaners with the opportunity to learn in a language with which they are familiar and can provide them with a solid foundation in literacy skills before acquiring literacy in a second language such as English (Heugh, 2002; Ball, 2011). Recent discoveries in research suggest that for MTB MLE to be effective, the period in which familiar language is used should be as long as possible before a transition to another language takes place. Huegh et al. (2007) suggest that this should be for at least six years in sufficiently resourced, effective learning environments.

However, in Sub-Saharan Africa, early exit transitions are the common practice, with the medium of instruction moving away from a familiar language to a less familiar language such as English after the lower primary stage (Simpson, 2017). The minimal time spent using a familiar language is thus not sufficient for learners to be able to develop the language and literacy skills that are required to effectively learn in the new medium of instruction. Current policy and practice in most part of Sub-Saharan Africa does not effectively incorporate learners' and teachers' multilingual resources into education, and goes against research evidence of the benefits of MTB MLE (Opoku-Amankwa & Brew-Hammond, 2011).

This is largely due to perceived disadvantages or challenges of adopting a multilingual approach. Two of the major challenges are that (1) it is considered to be economically burdensome to incorporate multiple languages into the classroom (Schmied, 1991; Breton, 2003) and (2) colonial languages such as English are perceived as more suitable for educational purposes and inherently more valuable for learners to know for life opportunities (Huegh et al., 2007; Tembe & Norton, 2008; Bamgbose, 2014; Berker 2014). While there is increasing evidence of the benefits of mother tongue and multilingual education (Cummins 2000; Ball 2011, Yevudey, 2013), there is also an increase in the use of English as a medium of instruction across various levels of education globally (Dearden, 2014).

The challenges in terms of promoting mother tongue education in Sub-Saharan Africa reflect the situation where promotion of mother tongue policies can conflict with regional/international socio-political structures which promote English. Increasingly, calls are being made to recognize and incorporate the benefits which multilingual teaching practices have within the classroom. This involves interchangeably using

more than one language, drawing on a wide range of linguistic resources, within one lesson. This type of language use is widespread amongst multilinguals (Lopez & Tsimpli, 2017) and in multilingual classrooms, although often unofficial and looked down upon (Ferguson, 2003; Heugh, 2013; Mazak & Carroll, 2016).

Research shows that multilingual instruction has a wide range of pedagogical benefits such as aiding student participation and performance (Clegg & Afitska, 2011; Viriri & Viriri, 2013), content clarification (Ferguson 2003), humanizing the classroom environment and expressing a shared identity among teachers and learners (Ferguson, 2003), increasing understanding of subject content (Baker 2001; Yevudey, 2013), and facilitating home-school links (Baker 2001). While these practices are found to occur widely in multilingual contexts (Heugh 2013), they are often looked down upon and not accepted at an official policy level.

Research into multilingual teaching practices has been seen to be largely descriptive and uncritical as it has usually attempted to highlight that multilingual language use is an effective strategy in the classroom. Research as often focused on high-resource contexts (Creese & Blackledge, 2011; Garcia & Li Wei, 2014). It has been suggested that to harness multilingual language practices effectively, appropriate resources, curricula, pedagogies, and teacher training are necessary (Adendorff, 1993; Vorster, 2008; Erling et al., 2017). There are increasing advocates for language policies which adopt a flexible multilingual approach (Lasagabaster & Garcia 2014; Guzula et al., 2016). However, further research is needed on how to effectively implement these policies and engage all stakeholders in supporting flexible multilingual policies (Weber, 2014; Miligan et al., 2014; Erling et al., 2017).

Accessible multilingual education is viewed as an essential step in achieving inclusion and quality for all education, as outlined in SDG4. As inclusive and quality education is viewed as a key foundation in achieving all SDGs, multilingual education is key to achieving sustainable development (Vuzo, 2018).

2.3.4Addressing Challenges in Translanguaging Implementation

The implementation of translanguaging in upper primary classrooms is fraught with numerous challenges, as outlined in previous literature. However, an equally significant area of inquiry lies in how teachers address these challenges to optimize the benefits of translanguaging. Addressing these challenges requires strategic interventions, professional development, innovative classroom practices, and support from educational stakeholders. This section explores the ways teachers mitigate the obstacles they face, with a focus on the Ghanaian context, particularly in Tema West Municipality.

One critical strategy for addressing challenges is leveraging teacher training programs to build capacity in translanguaging pedagogy. Research indicates that many teachers struggle to implement translanguaging due to inadequate training in multilingual instructional strategies (Creese & Blackledge, 2010). Professional development workshops and in-service training programs that explicitly focus on translanguaging can empower teachers with practical tools and techniques to integrate multiple languages effectively into their teaching. By equipping teachers with the requisite skills, these initiatives help bridge the gap between policy expectations and classroom realities.

Teachers in multilingual contexts often develop creative solutions to address the lack of teaching and learning materials that support translanguaging. For instance, they may create their own bilingual resources or adapt existing materials to include indigenous languages (Hornberger & Link, 2012). In Ghana, where textbooks are predominantly in English, some teachers incorporate oral storytelling and folk narratives from local cultures to engage students. This approach not only enriches the learning experience but also validates students' linguistic and cultural identities, fostering a more inclusive classroom environment.

Collaboration among teachers has emerged as an effective strategy for overcoming translanguaging challenges. Peer support networks allow teachers to share experiences, strategies, and resources, thereby creating a community of practice that supports multilingual pedagogy (Canagarajah, 2011). In Tema West Municipality, teachers can form clusters to co-develop lesson plans and exchange ideas on how to navigate linguistic diversity in their classrooms. This collaborative approach ensures that no teacher feels isolated in addressing the demands of translanguaging.

Advocacy and engagement with educational stakeholders, including school administrators and policymakers, are also essential. Teachers who face resistance to translanguaging from school authorities can initiate dialogue to demonstrate its pedagogical benefits, supported by empirical evidence. Research by García and Li Wei (2014) underscores the importance of advocacy in creating institutional buy-in for translanguaging. By articulating how translanguaging improves language acquisition and cognitive development, teachers can garner the support needed to implement it more effectively.

Furthermore, teachers often address societal resistance to translanguaging by educating parents and communities about its benefits. In Ghana, where English is often viewed as the sole pathway to academic and professional success, many parents are skeptical of incorporating indigenous languages into education (Opoku-Amankwa, 2020). Teachers can counter this perception through workshops and meetings that highlight the cognitive and cultural advantages of bilingualism. By involving parents in the educational process, teachers create a supportive environment that extends beyond the classroom.

Flexible classroom management strategies are another way teachers mitigate translanguaging challenges. In classrooms with diverse linguistic backgrounds, teachers may use grouping techniques to pair students with similar language proficiencies or encourage peer tutoring to facilitate learning (Creese & Blackledge, 2010). These strategies not only promote inclusivity but also enable teachers to manage large class sizes, a common issue in Ghanaian schools. Such adaptability underscores the resourcefulness of teachers in addressing practical challenges.

To counter the constraints of rigid language policies, some teachers adopt a "soft resistance" approach by subtly incorporating translanguaging practices within the confines of official guidelines. For example, they may use indigenous languages during informal classroom interactions or integrate them into classroom discussions without formal acknowledgment (Hornberger & Link, 2012). This approach allows teachers to balance policy compliance with pedagogical effectiveness, although it requires careful navigation of institutional expectations.

Assessment remains a significant challenge in translanguaging contexts, as traditional tools often fail to capture the full spectrum of students' linguistic abilities. To address this, some teachers in multilingual settings design alternative assessment methods, such as oral presentations or bilingual portfolios, that recognize and value students' use of multiple languages (Canagarajah, 2011). In Tema West Municipality, teachers could collaborate with curriculum developers to advocate for assessment practices that align with translanguaging principles, ensuring that students' achievements are evaluated holistically.

Teachers also draw on their personal linguistic competencies to model translanguaging practices for their students. By demonstrating how to seamlessly alternate between languages for different communicative purposes, teachers provide students with practical examples of how translanguaging can be used as a learning tool. García (2009) argues that such modeling not only enhances students' language skills but also normalizes the use of multiple languages in academic contexts, challenging monolingual norms.

Finally, the integration of technology has emerged as a promising avenue for addressing translanguaging challenges. Digital tools such as language apps, online dictionaries, and multimedia resources can support teachers in creating multilingual lesson plans and materials. In Ghana, where access to technology is uneven, teachers in well-resourced schools in Tema West Municipality can leverage these tools to enhance their translanguaging practices. However, it is crucial to ensure that technological solutions are inclusive and accessible to all teachers and students.

2.4 Chapter Summary

This chapter dealt with theoretical and empirical studies and key concepts related to the study. In terms of theoretical framework, the study looked at the pedagogical content knowledge and translanguaging as a theory of language practice. The study also drew inspiration from extant literature by looking at teacher knowledge of translanguaging, translanguaging in ESL classrooms, challenges in implementing translanguaging, and strategies for addressing challenges relating to translanguaging. The study also looked at key concepts such as translanguaging and code switching and the NALAP policy on teaching language in Ghana.

The reviewed studies provide a comprehensive understanding of translanguaging strategies which are being applied in various educational contexts, especially in multilingual classrooms. This study on translanguaging in upper primary classrooms in Tema West Municipality builds on these existing findings by examining how these strategies specifically work in the Ghanaian contexts, where English language is a second language, and multiple indigenous languages are spoken. Additionally, the reviewed work offer foundational theories and concepts that guide the understanding of translanguaging. It also helped to identify gaps and helped design suitable research approach for this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter encompasses the methods of research including, sampling techniques, data collection procedures, population and sample characteristics as well as ethical considerations. The chapter presents with justification some methodology and methods upon which the entire research is based. The methodology which basically deals with the systematic or scientific manner of solving the research problem includes "what informs a researcher" ahead of practical methods to employ. This is also known as philosophy or approach and methodology. The subsequent sections discuss with justification the research approach, data collection method and analyses techniques. The methods and procedures discussed in this chapter serve as the soil upon which the whole research is planted. Considering the pivotal relevance of this chapter, I have endeavored to make the descriptions of the processes as clear and logical as possible.

3.1 Philosophical Underpinning

Research philosophy deals with the source, nature and development of knowledge (McLeod, 2019). Generally, a research philosophy deals with the belief about the manner in which the required data needed to study a particular phenomenon should be collected, analyzed and interpreted. This study favors 'interpretivism' as its philosophical underpinning. The interpretivism position is of the view that social science research should only or at least, offer accounts in the form of interpretations of meaning (Collins, 2010). The argument has been that researchers are only able to offer adequate interpretation to results when they make use of qualitative methods and

techniques. The interpretivists often assume that access to reality about a social construction is best and only understood through social constructions such as language, shared meanings, consciousness and instruments.

As an advantage, the interpretivism position encourages researchers as social actors to appreciate the differences that exist between people. As strength, interpretivism allows the use of flexible research instruments such as unstructured interviews and participants observations (Collins, 2010). This current study is of the view that translanguaging, and the teaching of English language in the upper primary classroom, can best be explored through qualitative approach, tools and techniques. It is only through this that the reality about the teaching of English language in the upper primary classroom, in translanguaging can be interpreted and given meaning.

3.2 Research Approach

Research approach deals with the purpose of the research, data access and challenges likely to affect the study (Creswell & Creswell, 2023). This study employs the qualitative research approach as the major plan and procedure for the research. Qualitative research emphasizes words rather than quantification in the collection and analysis of data. It associates with inductive approach to the relationship between theory and research with accent placed on generation of theories (Bryman & Bell, 2017). Qualitative research is essential for category formation such as content analysis, thematic analysis and grounded theory (Creswell & Creswell, 2023). Also, qualitative research is essential for direct observations such as classroom observations (Scheunpflug et al., 2016). More so, qualitative research helps to use several statistical approaches to non-numerical data in constructing abstract categories and establish relations between these categories (Agresti, 2013). The approach enabled the

researcher to explore and build an in-depth understanding of the use translanguaging in the teaching of English language in selected upper primary classrooms in Tema West Municipality.

The selection of the qualitative approach enabled the researcher to systematically interact with the selected participants in Tema West Municipality through the use of semi-structured interviews, and observations in other to have a deeper understanding of the use of translanguaging in teaching English language in upper primary classrooms.

3.3 Research Design

The study utilizes a qualitative case study design, favoringobservations and interviews as data collection method event (McLeod, 2019). Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, one or more individuals. Cases are bounded by time and place (or setting), and researchers collect detailed information using a variety of data (Creswell and Creswell, 2023).

A case study is an in-depth investigation into a phenomenon or event (McLeod, 2019). The case study design originated from medicine, as an effective way of getting thorough details about patients and their conditions with the aim of helping them recover or improve (Creswell & Creswell, 2023). Although, case studies have medical origin, it has since been used in several other disciplines, particularly in areas where the objective of the research is to obtain in-depth data about an occurrence or phenomenon. For example, case study design has proven useful in fields such as sociology, social problems such as drug addiction, employment and poverty (Johnson, 2006) as well as education.

The present study utilized case study as the suitable research design. Case study seeks to gain an in-depth knowledge about an event or phenomenon in its natural environment event (McLeod, 2019). Adopting a case study design brought a lot of benefits to the study. For example, this design helped the researcher to conduct an in-depth investigation into the phenomenon under consideration. Also, the case study design allowed the researcher to study internal complexities including how factors such as learners' L1 could help or impede translanguaging practice in the ESL classroom.

3.4 Research Setting

This study is carried out in the Tema West Municipality. In the Tema West municipality, education is recognized for playing a very critical role in the development of human resource. Accordingly, the municipality can boast of 22 public Schools and 300 Private Schools. The Municipality has a teacher population of 574 in the public basic schools. There are 52 teachers in the KG, 252 in the primary, 270 in the JHS and the SHS have 241 teachers. The Ghana Education Service has five circuits in the Municipality for effective supervision and improved teaching and learning. These are; Community 2, Community 5, Sakumono, Adjei Kojo/Lashibi and Batsona/Kotobabi.

Community 2 circuit has four (4) basic schools comprising: Salvation Army, Don Bosco Roman Catholic School, Aggrey Road No. 1 and 2 Basic, and Mexico No. 1 and 2 Basic. For community 5 circuit, there are five (5) schools, that is, Ahmadiyya Basic, Star Basic, Community 5 No. 1 and 2 Basic, and Community 5 No. 3 Basic. Adjei Kojo/Lashibi circuit also has four (4) schools made up of Adjei Kojo Cluster of schools and Lashibi No. 1 and 2 schools. Batsona/Kotobabi circuit has four (4) basic

schools. These are Batsona A and B schools, and Kotobabi A and B schools. Finally, the Sakumono circuit also has five (5) basic schools. These are Holy Child R/C, Sakumono TMA A and B schools, and Sakumono Complex A and B schools.

In Tema West Municipality, the educational subsector has performed tremendously well over the years. As a result of urbanization coupled with other unrelenting factors of population growth, the provision of educational infrastructure has become a major preoccupation of the Municipality.

3.5 Population

The population of a study refers to a group of people or objects with same or similar features that aids in research work (Opoku-Amankwa & Brew-Hammond 2011). Also, population encompasses the larger group of people or objects that are investigated (McLeod, 2019). The study considers upper primary English teachers in Tema West Municipality as its population. Tema West Municipality has five (5) circuits comprising 22 basic schools. The upper primary English language teachers in the Tema West Municipality are thirty-eight (38). Out of the twenty-two schools in the five (5) circuits within Municipality, two schools were selected from each circuit for the study.

3.5.1 Target Population

The target population for this study consisted of the thirty-eight (38) English language teachers in the five circuits in Tema West Municipality. The thirty-eight English language teachers teach in the twenty-two schools in the circuits. The number of teachers in the schools varies due to the learner population in each school.

3.5.2 Accessible Population

The accessible population for this study comprised twenty-one (21) upper primary English teachers from the five selected schools from the five circuits in the Municipality. The five schools and the participants for the study were selected based on availability, accessibility and proximity. Also, the selected schools represent the type of schools in the circuit, thus, public mission school and community schools. Public mission schools are those schools public schools that are missionary in nature but have government partnership. The community public schools are those schools that have been constructed by the government specifically for the communities.

3.6 Sample and Sampling Technique

The sample for a study is the selected group of individuals encompassing persons, entities and or objects from a study population to complete a given study scientifically event (McLeod, 2019). Creswell and Creswell (2023) describe a sample as elements selected with the intention of finding out something about the total population from which they are taken. Sample selection for a study is important because it makes data collection and analyses easier and reliable (Opoku, Ahmed & Akotia, 2016). For the purpose of this study, the researcher employed purposive sampling to select a sample size of ten (10) teachers from the twenty-one (21) upper primary English language teachers (5) schools in the five circuits, which was considered for the study. Two teachers each from the following schools; Ahmadiyya, Salvation Army, Holy child R/C, Batsona A & B, and Adjei Kojo Basic School were considered for the study. All the ten teachers teach upper primary classes, thus, from basic four (4) to six (6). Out of the ten (10) selected teachers, four (4) are males while six (6) are females.

Creswell and Creswell (2023) posit that purposive sampling involves the deliberate choice of subjects based on specific characteristics or criteria that align with the research objectives. In applying purposive sampling to the study, the selection of the teachers was guided by several criteria to ensure that the study included teachers that were relevant and representative of the research focus.

One of the key criteria in selecting the teachers was accessibility and cooperation. To gain access to the public schools, the researcher approached the education office in the Municipality to obtain an official letter of introduction, which was intended to facilitate access to the public schools. Secondly, the professional experience of the teaching staff was a critical factor. The study included teachers of English at the upper primary level. This requirement was intended to ensure that the educators had sufficient professional experience to provide informed perspectives on the use of translanguaging in the teaching of English language. This criterion contributed to the quality and depth of the study's findings. By applying the purposive sampling criteria to the study, it enabled the researcher to have informative participants who could contribute meaningfully to the study.

3.7 Data Collection Instruments

The study employed two main data collection tools which are semi-structured interviews and direct observation to collect data from the respondents. The study employed direct observation as a means of collecting primary data from the school environment. The researcher visited the selected schools in order to directly observe the translanguaging processes and practices and teachers' reflective practices. Key notes were taken during observation process at all the five selected schools.

Observation gave the researcher on-grounds exposure of learners' and teachers' experiences with translanguaging in the English as a Second Language (ESL) classroom. Observation afforded the researcher the opportunity to find out how teachers use translanguaging to refine classroom interaction so as to aid learners' and to enhance understanding of lessons. Another important tool used in collecting data was interviews. As indicated by Creswell & Creswell (2023), there are different types of interviews which include telephone interview, in-person (face-to-face) interview and emailing among others. Ten (10) selected teachers from the five selected schools were interviewed to give a rich data on teachers' experience with translanguaging and its effects on the general teaching and learning. An interview guide was designed to guide the interview process between these respondents and the researcher. Semi-structured interviews were utilized as this type of interview is well-tuned to elicit participant responses that culminate into rich data for analysis. During the interview, all responses provided by the respondents were recorded and coded for further analysis. Together, observation and interview helped yield reliable data for analysis and interpretation, in an ethically responsible manner.

3.7.1 Observation Checklist

The study employed direct observation to collect primary data from the school environment. An observation checklist was designed to serves as a tool for data collection to help achieve the study's objectives. It also helped to assess how teachers integrate translanguaging strategies to facilitate learning. The observation checklist focused on four key areas: teacher knowledge, use of translanguaging (L1 and L2), challenges encountered**,** and strategies for addressing these challenges.

1. Teacher Knowledge – Assesses the teachers understanding of L1 and L2 as learning resources, including the allowance of responses in multiple languages and paraphrasing between L1 and L2.

2. Use of Translanguaging – Examines strategies such as using L1 to activate prior knowledge, asking questions in both languages, and explaining complex concepts in L1 to enhance understanding.

3. Challenges in Using Translanguaging – Identifies obstacles such as the presence of multiple L1s in the classroom, teacher proficiency in different languages, and balancing L1 use while encouraging English learning.

4. Addressing Challenges – Evaluates how teachers adapt strategies to overcome language barriers and ensure effective learning through translanguaging.

3.7.2 Interview Protocol

The researcher developed an interview protocol to collect primary data from research participants. This protocol is designed to explore how teachers integrate translanguaging strategies in English language instruction, particularly in the Tema West Municipality. The researcher visited the participants in their various schools and interviewed them face-to-face. This was recorded with the permission of the research participants. The interview questions were based on the four research objective, which included teacher knowledge, use of translanguaging in the classroom, challenges in implementation, and strategies for addressing challenges. Below is a detailed breakdown of the questions that each of the objectives has.

1. Teacher Knowledge

This section assesses teachers' understanding of translanguaging and their perceptions of using both English (L2) and local languages (L1) as instructional resources. It aims to gauge their attitudes toward students responding in L1 and their overall stance on multilingual classroom practices.

2. Use of Translanguaging in the Classroom

This part explores how teachers implement translanguaging strategies in their English lessons. It examines specific situations where L1 is used, the frequency of such practices, and how both students and teachers engage with multiple languages during lessons. Additionally, it investigates students' reactions to translanguaging approaches.

3. Challenges in Implementing Translanguaging

This section identifies obstacles teachers face when incorporating L1 in English instruction. The questions address potential difficulties such as:

- The presence of multiple first languages in a single classroom.
- Learners' varying levels of proficiency in English and L1.
- The impact of translanguaging on English language acquisition.

4. Strategies for Addressing Challenges

The final section focuses on how teachers navigate and resolve the difficulties associated with translanguaging. It seeks to uncover practical strategies used to manage linguistic diversity and ensure effective learning while balancing the use of English and local languages.

The interview guide is structured to gather qualitative insights into teachers' perspectives, experiences, and challenges in using translanguaging as a pedagogical tool. The findings will help inform educational policies and classroom strategies that enhance bilingual or multilingual learning environments, ultimately improving English language acquisition among students.

3.8 Data Collection Procedure

The introduction letter was sought from the Department of English Education of the University of Education, Winneba and taken to the Tema West Municipal education office for permission and introductory letters to help collect data from the schools. Each of the five schools selected for the data collection were visited on two occasions, to conduct the observation and interview the teachers. The lesson observation lasted for 60 minutes in each selected school since their duration for a period is 30 minutes, the days they have double periods for English language will be used. For the interview, each selected school was visited once to conduct the interview. The interview session lasted for at least 30 minutes. The interview was recorded using audio recording and note-taking.

3.9 Data Analysis Procedure

The analysis of data is the process where one is trying to gather and present the data in such a way that it has a good structure and becomes easy to understand (Repstad, 2019). In addition, data analysis is a process of bringing order, structure and meaning to the mass of collected data (McLeod, 2019). The goal of the analysis was to be able to come up with trustworthy conclusions which are based on empirical data.

The data was analyzed after all observations and interviews were gathered. Data were discussed based on thematic analysis. This approach allowed for the identification of codes and themes that emerged from the data. The initial step involved the transcription of the interview data. Here, each of the interviews was transcribed using the intelligent verbatim transcription method (Widodo, 2014). The selection of this method was to preserve the responses of the research participants in their entirety. The process of familiarization followed the transcription of interviews, where the researcher thoroughly read and re-read the interview transcripts in order to familiarize with the context and content of the data. This iterative review enabled a deeper understanding of the data and provided insights into potential areas for further exploration (Widodo, 2014). This data familiarization was followed by data coding process.

The next step in the analysis process was data coding, which involved the use of Saldana (2021) coding methods. For the initial coding phase, the researcher employed in vivo coding as part of the first cycle coding. In vivo coding was chosen for its ability to preserve participants' exact words, ensuring that their voices remained at the forefront of the analysis. This approach allowed the coding process to be directly linked to the study's research questions, ensuring that the data remained focused on participants' lived experiences. As the researcher systematically reviewed the transcripts, key words and phrases emerged as codes, capturing the essence of the teachers' responses regarding translanguaging and English language teaching.

After the initial in vivo coding, the second phase involved pattern coding, which was used to identify larger themes. In this phase, similar structural codes were clustered together to form higher-level, interpretative patterns that represented key ideas and

relationships within the data. Pattern coding allowed for the grouping of codes into broader themes that reflected the deeper meanings embedded in the participants' experiences (Saldana, 2021). These themes were refined through multiple iterations to ensure their accuracy and alignment with the research questions. The final themes were then developed into a narrative that captured the complexity and richness of the data. These themes were supported by direct quotes from participants to provide illustrative examples and to ground the analysis in the participants' voices. Data from observation was also organized and analyzed based on each research question to support each of the theme-based findings in the study.

All data files, including transcriptions and coded segments, were stored in password-protected folders to maintain participant confidentiality and data integrity. Backup copies were stored on a secure external drive to prevent data loss.

3.10 Data Analytical Framework

The study employs a thematic analysis to analyze data collected through interviews and observations. The analysis process begins with the transcription of interviews and the organization of observation notes, followed by systematic coding to identify key themes related to translanguaging in English language instruction. The data analysis is conducted in two cycles: the first cycle utilizes in vivo coding to capture participants' voices, while the second cycle employs pattern coding to synthesize and categorize emerging themes. Additionally, observation data is used to triangulate interview findings, ensuring a more comprehensive and reliable interpretation of teachers' translanguaging practices in the selected upper primary classrooms in Tema West Municipality. The following sections provide a detailed breakdown of the data analysis process.

3.10.1 Analysis of Observation Data

The observation data was analyzed using a structured thematic approach. The observation checklist guided the organization of data into four key areas: teacher knowledge, use of translanguaging, challenges encountered, and strategies for addressing these challenges. Observational notes were examined to identify recurring behaviors, instructional strategies, and classroom interactions involving translanguaging. The analysis focused on how teachers integrated L1 and L2 to enhance comprehension, the frequency and contexts in which translanguaging occurred, and its impact on students' engagement. Observational insights were then compared with interview data to validate patterns and strengthen the study's findings through methodological triangulation.

3.10.2 Analysis of Interview Data

The interview data was obtained from the five schools employed in the study. There were two interviewees from each school giving a total of ten (10) interviewees. Each interviewee was assigned to a code ranging from P01 to P10. For instance, P01 represent participant one (P1) while (P10) represent the tenth participant. The assigning of these codes would be seen in the analysis of the interview data. Data was transcribed as described below.

3.10.2.1 The Transcription Process

The first step in the data analysis involved the transcription process. The researcher employed the intelligent verbatim transcription method to transcribe the recorded audio into text. This selective transcription was driven by the focus of this study on the content of the interviews rather than the intricacies of speech patterns such as filler words, false starts, repetitions and other non-essential elements. The researcher

undertook key procedures in transcribing the data. First, the researcher ensured that all necessary materials were prepared, including the audio recordings, and a reliable laptop. A quiet workspace was established to minimize distractions and to facilitate accurate transcription. The researcher began by listening to each recording in its entirety to familiarize her with the content and the flow of the conversation. This initial listening helped the researcher to identify the different speakers and understand the context of the discussion (Azevedo et al., 2017). Again, the researcher replayed the audio recordings for a second stage of listening. This was to enable the researcher to recognize the key ideas of the data and identify some emerging findings that may answer or relate to research questions. The researcher did a final listening where she transcribed the spoken data. At this listening while transcribing stage, the researcher listened to the audio data repeatedly and intermittently while transcribing the audio data. By repeatedly listening to the audio data, engaging in focused writing and reflecting on the transcribed text, the researcher was able to convert the audio data into written text and organized the written text accordingly (Widodo, 2014). Since the focus of the study is on the content and not the intricacies of speech patterns, the researcher at the final listening stage removed filler words, repetitions, and other non-essential elements. This allowed for a streamlined and coherent transcript that accurately captures the content of the discussions without altering the meaning or intent of the participants' responses. Again, by doing away with the non-essential elements, it helped preserve the nuances of the spoken language, thereby supporting a detailed and contextually rich analysis of the data. This structure allowed for easy data coding and analysis (Widodo, 2014). The researcher reviewed the entire transcript while listening to the recording again. This step helped correct any errors and ensured the accuracy of the transcription. Upon completing the transcription of the interview

data, the researcher employed peer debriefing to ensure the accuracy and reliability of the transcripts. This allowed the researcher to engage in peer review by sharing the transcripts with other researchers who were familiar with qualitative research methodologies and were also familiar with the topic (McLellan et al., 2003). These researchers meticulously examined the transcripts for any discrepancies, errors, or omissions. Their feedback was invaluable in identifying areas that required clarification or correction, thereby enhancing the overall accuracy and credibility of the transcription.

3.10.2.2 Data Coding Process

The study utilized Saldana's (2021) coding methods for qualitative data analysis, which were in vivo codes and Pattern codes. in vivo coding was employed in the first cycle, followed by Pattern coding in the second. These codes were then categorized to generate themes that addressed the research questions.

In vivo Coding Method

The first cycle of coding involved the application of in vivo coding, a method that emphasizes the use of participants' own words as codes. This approach was particularly well-suited to the study, as it allowed the researcher to remain grounded in the lived experiences of the teachers, ensuring that their voices were prominently featured in the analysis. The process began with an initial reading of the transcribed data, during which the researcher familiarized herself with the content and context of the discussions. This was followed by a more focused reading, where significant words, phrases, and expressions that encapsulated key ideas or recurring concepts were identified and highlighted. These were then systematically recorded as in vivo codes.

In vivo coding was instrumental in capturing the essence of the participants' perspectives on the strategies they employed in teaching English, the factors influencing their choices, and the challenges they faced. This approach ensured that the participants' voices were preserved and prominently featured in the analysis, providing an authentic and credible representation of the data. This coding method enabled the researcher to systematically analyze the data to address the research questions that this study sought to answer.

Pattern Coding Method

In the second cycle, pattern coding was employed to synthesize the in vivo codes into broader themes. This stage involved:

- Grouping similar in vivo codes to develop categories reflecting teachers' translanguaging practices.
- Identifying relationships between the categories to form overarching themes.
- Comparing themes across different interviews to establish consistency in findings.
- Integrating interview themes with observational insights to enhance the reliability of the study's conclusions.

This dual coding approach facilitated the identification of key trends in translanguaging practices, the challenges teachers face, and the strategies they employ to navigate these challenges in the classroom. The combined use of interviews and observation data ensured a well-rounded analysis that accurately captures the role of translanguaging in English language instruction in upper primary classrooms in Tema West Municipality.

3.11 Strategies for Ensuring the Quality of Research.

1. Credibility: To ensure the credibility of the study, the researcher conducted a pilot test with a small group that was similar to the target participant. The pretest was conducted in Twedaase Basic School located in the Tema Metropolitan Assembly. This school was used for the pretest because it is similar to the schools selected for the main study. Three teachers were interviewed and observed during the pre-testing. During the pre-testing, the researcher realized that not every teacher was willing to participate in the data collection process. Again, it was very difficult to get the participants from which the researcher could collect data for the study. These informed the researcher to choose schools that are closer to minimize cost since the schools that will be considered for the study were to be visited more than once before getting the information needed. Also, the pre-testing helped in limiting the intended teachers to be considered for the study to two from each school. The pretest helped in identifying ambiguities, weaknesses, or logistical issues related to the instruments, as well as assessing the clarity, comprehensiveness, and relevance of the questions in capturing the intended data.

2. Transferability: To ensure transferability, a detailed description of the research context, participants, and the research process was provided to enable other researchers to understand the nuances of the study, making it easier to assess the transferability to another context.

3. Dependability: Dependability has to do with the degree to which the results reported in the study can be trusted or are reliable(McKay,2006).To achieve dependability, the researcher provided comprehensive details about the procedures and catalogued the data in such a way that others could retrieve and review the

evidence provided in the research reports. By so doing, the researcher provided a rich description of the language teachers involved in the study, the context for the study, and, most importantly, all of the steps the researcher took to carry out the study.

4. Transparency: The researcher gave a detailed explanation of the research design, including the research questions, objectives, and rationale for choosing qualitative methods. Again, the researcher described the process of obtaining informed consent from participants, ensuring that their rights and privacy are respected.

3.12 Ethical Considerations

Strict standards of ethics were adhered to in this study. Permission was sought and obtained from the Department of English Education of the University of Education, Winneba, and from the Tema West Municipal education office as well as from the heads of the various basic schools which are the site of data collection. Primary 4- 6 teachers served as the immediate guide and intermediary between the researcher and the learners. Through the teachers, the objectives of the study as well as their roles as participants were explained before the commencement of the data collection. Space was allowed for teachers to ask questions for further clarification. To adhere to confidentiality and anonymity codes of ethics, teachers' names were not captured in the data. Efforts were made to ensure that no activity poses any form of danger, physical or emotional, to participating learners and teachers.

3.13 Limitation

One possible limitation of this study was of sampling bias as the study was done in schools in the Tema West Municipality which did not allow for wider reach of teachers and schools. In addition, the data collected from the Tema West Municipality was from a limited response rate as compared to other Municipalities or Metropolitan

Assemblies. The findings may not be generalizable because this study was confined to only one municipal education unit. It is important to acknowledge these limitations as they provide a clear understanding of the scope of the study, ensuring that the findings are appropriately interpreted and applied.

3.14 Chapter Summary

This chapter outlines the research methodology used in the study, including the research philosophy, approach, design, population, sampling techniques, and data collection procedures. The study adopts an interpretivist philosophical approach, which emphasizes understanding social phenomena through participants' perspectives. This approach aligns with the study's qualitative nature, as it allows for in-depth exploration of translanguaging in English language instruction. A qualitative research approach is employed, emphasizing non-numerical data collection and analysis. This method is appropriate for exploring teachers' experiences and perspectives on translanguaging. The study adopts a descriptive case study design, which enables an in-depth investigation of translanguaging practices in selected schools. The research is conducted in Tema West Municipality, which has a well-structured education system with numerous public and private schools. The study focuses on upper primary English teachers in this municipality. The target population consists of 38 English teachers, while the accessible population includes 21 teachers from five selected schools.

A purposive sampling technique is used to select 10 teachers from five schools, ensuring that participants meet specific criteria, such as professional experience and accessibility. The study utilizes two primary data collection methods: Direct observation, which allows for first-hand assessment of translanguaging practices in

the classroom, and Semi-structured interviews, which provide in-depth insights into teachers' perspectives on translanguaging, its challenges, and strategies used. An observation checklist and an interview protocol guide data collection. The checklist assesses teacher knowledge, translanguaging strategies, challenges, and solutions. The interview protocol covers similar themes to capture teachers' insights on the role of L1 and L2 in English language instruction. Overall, this chapter establishes a clear and systematic research framework to investigate translanguaging practices in the ESL classroom. The methodology ensures the study captures rich qualitative data that will contribute to understanding the role of multilingualism in English language learning.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS OF FINDINGS

4.0 Introduction

The previous chapters provided an overview of the entire research, reviewed relevant literature and discussed the methodology of the study. This chapter presents the analysis of data and discussion of findings relating to translanguaging in teaching of English language in upper primary classrooms in the selected schools. As indicated in chapter three, the data for the study were collected through observations and interviews from five schools in the Tema West Municipality. In each school, two separate classrooms were observed and two teachers from each of the five schools were interviewed. Each school has two classes for each level. For the upper primary classes that were used for the study, each school has the following level of classes: 4A and 4B, 5A and 5B, 6A and 6B. For the observational data, in Adjei Kojo Basic School, classes 5A and 6A were considered. In Ahmadiyya Basic School, classes 4A and 6B were used; in Batsona Basic School, classes 4B and 6A were observed. Also, at Salvation Army Basic, classes 4B and 6B were observed, and at Holy Child Basic, classes 5A and 5B were used for the observation. The analysis and discussion of the observational and interview data is presented in the subsequent sections.

4.1 Analysis of Data and Discussion of Findings in Relation to Question One:

> *What knowledge do upper primary teachers have about translanguaging in the teaching of English in the selected schools in Tema West Municipality?*

This section presents a detailed analysis and discussion of teachers' knowledge of translanguaging in English instruction at the upper primary level. Through thematic analysis, the study identifies key insights into teachers' understanding and application

of translanguaging as a pedagogical approach. Additionally, data from classroom observations have been analyzed to support and validate findings from the interviews. The discussion situates these findings within existing literature and theoretical frameworks, highlighting their implications for effective English language teaching.

4.1.1 Analysis of Data

To explore this research question, a thematic analysis was conducted using in vivo and pattern coding methods. This approach enabled the identification of key themes related to teachers' knowledge and perceptions of translanguaging. The themes were developed systematically by categorizing in vivo codes, recognizing patterns among them, and synthesizing these patterns into broader themes. Table 4.2 presents the analysis of data obtained from interview transcripts. The second column lists the in vivo codes, capturing the participants' exact words from the first column. The third column displays the pattern codes, grouping similar in vivo codes. The fourth column highlights the emerging themes, while the first column provides supporting excerpts from the interview transcripts, reinforcing the validity of the identified themes. This structured approach provides a comprehensive understanding of teachers' knowledge of translanguaging in upper primary English instruction.

Table 4.1: Coding of Interview Data Related to Question One

RQ1: What knowledge do upper primary teachers have about translanguaging in the teaching of English in the selected schools in Tema West Municipality?			
Excerpts from Interviews	**In Vivo Codes**	**Pattern Codes**	**Themes**
*Excerpt 1 (P1): **"It gives students** opportunity to express themselves very well. English is a second language.*	"gives students opportunity" "local language" "express themselves very well" "get the concepts very well"	**Translanguaging to Bridge Conceptual Understanding**	**Theme 1** **Translanguaging as Language Transition Support and a Bridge to Conceptual**

They must understand but if you permit the learners to use the local language, they get the concept very well and are able to move with you."	"able to move with you"		**Understanding**
	"understanding of concept"	**Language Transition Support**	**Theme 2**
	"make understanding better"		**Reinforcing Language Proficiency Through L1**
	"appropriate vocabulary"		
Excerpt 2 (P2): "As a resource I would say using local language is good because from the scratch the children picked their local language from the home. They are able to learn some basic things said in the local language when it comes to teaching them. So, it is a guard resource."	"understand the concept" "transition from L1 to L2"	**Reinforcing Language Proficiency Through L1**	
	"translate it to English language"		
	"dominant language is the L1"		
	"child understands"		
	"learners understand concepts better"		
	"English and local language in teaching is very helpful"		
	"use of different languages in teaching"		
	'learn from known to unkown"		
Excerpt 3 (P3): "What I understand is using other languages in addition to the English language to teach to the understanding of concept to learners."	"need to come to the level of the kids"		
	"express themselves in L1"		
	"erode some of the challenges"		
	"learners' understanding"		
	"grasp concept early"		
Excerpt 4 (P4): "It depends on the topic you are treating. Sometimes, you need to come to	"appreciation of the concept"		

the level of the kids because, their document language is the L1. So, when they understand the concept in L1, it is easy for them to carry it to the L2 to easily understand the concepts."	
Excerpt 5 (P8): "As a facilitator it helps me to help the leaners understand concepts better. It is a tool I use often without knowing I'm even using translanguaging." *The child learns from the known to the unknown"(P10)*	

To thoroughly examine teachers' knowledge of translanguaging in English instruction at the upper primary level, data from classroom observations have been analyzed to complement the findings from the interview data. This combined approach provides a comprehensive understanding of teachers' awareness, perceptions, and application of translanguaging in their instructional practices. Table 4.3 below presents a detailed analysis of the observation data, which has been used to substantiate the interview findings. This dual approach ensures that the research question is effectively addressed by integrating both observed classroom practices and teachers' reported experiences.

Table 4.2*: Observational Data Related to Question One*

RQ1: What knowledge do teachers have about translanguaging in the teaching of English in the upper primary classrooms		
CRITERION	**OBSERVATION**	
Teachers' knowledge	**YES**	**NO**
Exhibits knowledge of translanguaging	All the ten (10) teachers observed exhibited knowledge in translanguaging. They mostly switch between the L2 and L1. However, one teacher had difficulty expressing himself in the L1	
Teacher allows responses in other languages	Most of the teachers (8) allow responses in the L1	Two (2) of the teachers insisted on only in L2
Paraphrases sentences in English to L1 and vice versa	Eight (8) of the teachers allowed students to do that	Two (2) of the teachers insisted students paraphrase only in English
Allows learners to communicate in L1 during group discussions	Five (5) teachers allowed students to communicate in L1 during group discussion	Five (5) teachers did not use group discussions

4.1.2 Discussion of Research Question One Findings

This section presents a detailed discussion of the findings related to Research Question One, which investigates teachers' knowledge of translanguaging in the teaching of English in upper primary classrooms. The discussion follows a thematic analysis approach, employing Saldana's (2021) coding methods, with first-cycle In Vivo coding and second-cycle Pattern coding. The analysis is conducted rigorously

and transparently, ensuring the researcher's voice remains central to the interpretation of the data.

4.1.2.1 Translanguaging as Language Transition Support and a Bridge for Conceptual Understanding

Translanguaging serves as a pivotal pedagogical strategy in classrooms where English is taught as a second language. Teachers' knowledge of this approach underpins its efficacy, particularly in supporting students' transition from their first language (L1) to the second language (L2). Participants' insights reveal that translanguaging facilitates comprehension, bridges linguistic gaps, and enhances learners' grasp of academic concepts. This discussion explores how translanguaging addresses conceptual understanding through a critical analysis of patterns coded as "language transition support" and "bridge for conceptual understanding," using participants' excerpts and scholarly literature for support.

Participants emphasized that translanguaging fosters deeper conceptual understanding by allowing learners to utilize their first language (L1) as a scaffold for grasping complex ideas. One participant (P1) explained that, *"It gives students the opportunity to express themselves very well. English is a second language. They must understand, but if you permit the learners to use the local language, they get the concept very well and are able to move with you."* The data found that all ten (10) teachers in the sample demonstrated excellent knowledge and understanding of translanguaging by incorporating both English (L2) and students' L1 during lesson delivery. This aligns with Canagarajah's (2011) assertion that translanguaging enables learners to access abstract and challenging concepts by integrating their full linguistic repertoire. From the analysis, it is evident that teachers view translanguaging as a resourceful tool for

bridging linguistic and conceptual gaps, particularly in content-heavy subjects like science and mathematics.

The argument that translanguaging bridges conceptual understanding is further strengthened by participants (P8) acknowledgment that *"learners understand concepts better"* when L1 is integrated into instruction. Observation data indicated that when learners were permitted to alternate between English and their L1, their comprehension of the content deepened. This supports the findings of García and Li Wei (2014), who argue that translanguaging not only facilitates comprehension but also promotes inclusivity. From both interview and observational analysis, it is evident that teachers view translanguaging as a resourceful tool for bridging linguistic and conceptual gaps, particularly in content-heavy subjects like science and mathematics. However, while the practical benefits are recognized, the lack of formal training can limit teachers' ability to optimize these practices. The study revealed that when students were allowed to connect new knowledge with their prior linguistic experiences, teachers were able to foster a learning environment where complex ideas were demystified. However, it is crucial to note that many of the teachers adopted translanguaging intuitively rather than as a deliberate pedagogical strategy.

Interestingly, another participant (P10) noted that *"child learns from the known to the unknown and basically, they are exposed to their local language before coming to school."* This observation resonates with the constructivist principle that prior knowledge forms the foundation for new learning. Translanguaging, therefore, provided a cognitive bridge, which enabled learners to transition smoothly from familiar linguistic contexts to the demands of English-medium instruction. However, the participant's reliance on personal experience rather than structured training

highlighted a gap in teacher education. The study revealed that addressing this gap was imperative for maximizing the potential of translanguaging in fostering conceptual understanding. Observational data further corroborates this assertion. The study further revealed that teachers who seamlessly switched between L1 and L2 created more interactive and participatory classroom environments. During lessons, students demonstrated higher engagement and confidence when allowed to use their L1 to articulate ideas before transitioning to English. This observation is consistent with the socio-cognitive perspective of language learning, which posits that learners benefit from leveraging their L1 as a stepping stone to mastering L2 (Hornberger & Link, 2012).

Furthermore, translanguaging role in bridging conceptual understanding is not without challenges. Findings indicated that some teachers expressed concerns about *"eroding some of the challenges"* but admitted to feeling unequipped to address the systemic issues that hinder effective implementation. These include large class sizes, high-stakes assessments, and the dominance of English in official educational policies. While the theoretical advantages of translanguaging are well-documented, its practical integration into Ghanaian classrooms requires a tailored approach that balances pedagogical innovation with systemic constraints.

The data highlights that translanguaging supports students in transitioning between L1 and the second language (L2), particularly in contexts where English is the medium of instruction. One teacher (P4) remarked, *"It depends on the topic you are treating. Sometimes, you need to come to the level of the kids because their dominant language is the L1. So, when they understand the concept in L1, it is easy for them to carry it to the L2 to easily understand the concepts."* This aligns with the socio-cognitive

perspective of language learning, which posits that learners benefit from leveraging their L1 as a stepping stone to mastering L2 (Hornberger & Link, 2012). In Ghanaian classrooms, this practice is especially significant given the linguistic diversity and the dominance of L1 in students' early cognitive and linguistic development.

The use of translanguaging as a transitional tool underscores its role in bridging the gap between home and school languages. Another participant (P2) observed, *"...from the scratch, the children picked their local language from home. They are able to learn some basic things said in the local language when it comes to teaching them."* Observation data further revealed that students who started with their L1 before transitioning to English performed better in oral and written exercises. This was evident in classrooms where teachers strategically used translanguaging to clarify difficult concepts. This view echoes García and Li Wei's (2014) argument that translanguaging enables learners to transfer linguistic and cognitive skills across languages, thereby enriching their overall learning experience. However, the study revealed that the participants' reliance on informal practices suggested a need for structured methodologies that aligned with the principles of translanguaging pedagogy.

A critical aspect of language transition support is its adaptability to diverse classroom contexts. Participants noted that *"using other languages"* and *"translating to English"* help students navigate the complexities of English-medium instruction. This is particularly relevant in rural and semi-urban schools, where students' exposure to English is often limited to the classroom. Findings from the data indicated that by integrating translanguaging into lesson planning, teachers were able to create a more

equitable learning environment that acknowledged and valued students' linguistic realities.

Despite its potential, translanguaging as a language transition tool faces significant obstacles. Teachers highlighted the challenge of balancing L1 use with the expectation to prioritize English proficiency, a tension rooted in Ghana's language-in-education policy (Ministry of Education, 2002). One teacher (P8) described translanguaging as *"a tool I use often without knowing I'm even using translanguaging."* This statement reveals an intuitive understanding of translanguaging but also reflects a lack of awareness about its pedagogical significance.

The effectiveness of translanguaging as a transitional strategy, hinges on the broader educational ecosystem. The study revealed that while teachers played a central role, the success of translanguaging depended on supportive policies, adequate resources, and a cultural shift toward valuing linguistic diversity. This concord with the findings of Creese and Blackledge (2010), who argue that translanguaging should be viewed not as a remedial strategy but as a transformative approach that redefines the boundaries of language education.

4.1.2.2 Reinforcing Language Proficiency through L1

Teachers' understanding of translanguaging is often demonstrated through their recognition of its ability to provide learners with opportunities to express themselves effectively. Excerpt 1, *"It gives students opportunity to express themselves very well,"* highlighted this view, emphasizing how integrating L1 into the classroom enabled learners to articulate their thoughts more confidently. Observational data supported this, as students who were encouraged to use L1 before expressing ideas in English

exhibited greater fluency and confidence in classroom discussions. This perspective aligns with García and Li Wei's (2014) assertion that translanguaging empowers students by leveraging their full linguistic repertoire. The teacher's reflection suggests that rather than hindering English acquisition, L1 use in upper primary classrooms can scaffold learners' understanding of English concepts, thus fostering linguistic growth. The researcher interprets this as a shift from monolingual ideologies to an inclusive, resource-driven pedagogy.

Interestingly, the phrase "opportunity to express" also indicates a deeper pedagogical understanding of how translanguaging can mitigate language-related barriers. Translanguaging, in this regard, is not merely a tool for comprehension but a mechanism for active participation. As Hornberger and Link (2012) highlight, inclusive language practices enhance learner engagement, thus bridginggaps in English proficiency.

Another recurring pattern in teacher knowledge of translanguaging was their recognition of L1 as a scaffold for transitioning to L2 (English). Excerpt 4 elaborates on this by noting, *"When they understand the concept in L1, it is easy for them to carry it to the L2 to easily understand the concepts."* This insight aligns with García and Wei's (2014) assertion that translanguaging facilitates linguistic fluidity, enabling learners to transfer knowledge across languages. The researcher views this as an indication of teachers' implicit understanding of how language acquisition operates in bilingual contexts.

The transition from L1 to L2 is not merely linguistic but also cognitive. Excerpt 5 illustrates this with, "Child learns from the known to the unknown and basically, they are exposed to their local language before coming to school." This resonates with

Vygotsky's Zone of Proximal Development (ZPD), which emphasizes building on learners' prior knowledge to facilitate new learning. Teachers who adopt translanguaging, whether intentionally or not, leverage this principle to ease learners into English comprehension, thereby enhancing their cognitive and linguistic abilities.

The study revealed that for translanguaging to be maximized, there should be an essential shift from monolingual ideologies to multilingual pedagogies. As Creese and Blackledge (2010) argue, translanguaging should not be viewed as a remedial strategy but as a transformative approach that redefines the boundaries of language education. The findings of this study contribute to the growing body of literature that advocates for translanguaging as a legitimate and effective pedagogical practice, reinforcing the need for structured professional development programs to enhance its implementation in Ghanaian classrooms.

4.2 Analysis of Data and Discussion of Findings in Relation to Question Two:

> *How do teachers in the selected schools adopt translanguaging in the teaching of English language in the upper primary in the Tema West Municipality?*

This section presents a detailed analysis and discussion of how teachers integrate translanguaging strategies in English language instruction at the upper primary level in the Tema West Municipality. Through thematic analysis, the study identifies key patterns in translanguaging practices, examining both instructional and pedagogical implications. Data from classroom observations have also been analyzed to support the interview findings, ensuring a comprehensive understanding of teachers' approaches. The discussion situates these findings within existing literature and theoretical perspectives, emphasizing the role of translanguaging in facilitating English language learning.

4.2.1 Analysis of Data

To address the research question, a thematic analysis was conducted using in vivo and pattern coding methods. This process involved systematically categorizing in vivo codes, identifying recurring patterns, and synthesizing them into broader themes. Table 4.2 presents the analysis of interview transcripts, demonstrating how in vivo codes drawn from teachers' direct responses—were grouped into pattern codes and subsequently developed into key themes. The first column contains excerpts from interviews, reflecting teachers' exact words. The second column organizes related in vivo codes into pattern codes. The third column identifies the themes that emerged from these patterns, while the final column provides emerging themes from the interview transcripts to validate the identified themes. This structured analytical approach ensures a clear and insightful interpretation of how teachers employ translanguaging in English language instruction

Table 4.3*: Coding of Interview Data Related to Question Two*

RQ2: How do teachers in the selected schools adopt translanguaging in the teaching of English language in the upper primary in the Tema West Municipality?			
Excerpts from Interviews	**In Vivo Codes**	**Pattern Codes**	**Themes**
Excerpt 6 (P8): ***It is a tool*** *I use often without knowing I'm even using translanguaging."* *"In aspects of their learning, I will encourage them when they start with expressions on any concepts if the understanding is very clear in the local language; I don't see why they shouldn't if they can't express themselves in*	"A tool" "Will encourage" "Others help" "Bring it back to English" "Makeslearning smooth and perfect"	**Translanguaging as a Pedagogical Tool**	**Theme 3** **Translanguaging as a Pedagogical Tool and** **Promoting Comprehension via L1**

English, because there will be others to help them bring it back into the English and it will make the learning perfect and smooth."			
Excerpt 7 (P4): *"So, if they are not getting the concepts of what you are teaching, you need to encourage them to use the L1 so afterwards they can easily translate to L2. When the class becomes boring it means; they are not getting what you are saying, so when you translate; you see them coming out."*	"Not getting what you are saying"	**Promoting Comprehension via L1**	**Theme 4** **Classroom Engagement through Translanguaging**
	"Encourage them to use L1"		
	"Easily translate to L2"		
	"See them coming out"		
Excerpt 8 (P7):*"When I see that the child has an idea but lacks the appropriate vocabulary, I sometimes ask them to use the L1 to express themselves then later on, I help with the English language. When a child wants to narrate incidents that has occurred; they sometimes use the L1."*	"Use L1 to express themselves"	**Classroom Engagement through Translanguaging**	
Excerpt 9 (P1):*"The teacher uses the local language to get them to understand the concept and motivating them to speak out what they want to speak."*	"Get them to understand"		
	"Motivate them"		
	"Speak out"		

Table 4.5 below presents a detailed analysis of the observation data, which has been used to substantiate the interview findings. This dual approach ensures that the research question is addressed by incorporating both observed classroom practices and teachers' reported experiences.

Table 4.4*: Observational Data Related to Question Two*

RQ2: How do teachers in the selected schools adopt translanguaging in the teaching of English language in the upper primary in the Tema West Municipality?		
CRITERION	**OBSERVATION**	
Use of translanguaging	**YES**	**NO**
Uses L1 in reviewing R.P. K	Two (2) teachers reviewed R.P.K in L1	Eight (8) teachers used L2 in reviewing R.P. K
Ask questions in both L1&L2	Eight (8) teachers used both L1 and L2	Two (2) teachers used only the L2
Uses L1 when students are extremely quiet during lesson delivery.	All the teachers used the L1 to get students engaged in the lesson	
Repeats what is said in L1 in L2.	All the teachers repeated sentences, questions, explanations and instructions learners seemed not to understand in the L2 in L1	
Explains some concepts in L1	All the teachers explained concepts in L1	

4.2.2Discussion of Findings Related to Research Question Two

This section presents a detailed discussion of the findings related to Research Question Two, which examines how teachers in the selected schools adopt translanguaging in the teaching of English language in the upper primary in the Tema West Municipality. The discussion is guided by a thematic analysis approach,

employing Saldana's (2021) coding methods, with first-cycle In Vivo coding and second-cycle Pattern coding. A rigorous and transparent analytical process ensures that the researcher's voice remains central to the interpretation of the data.

4.2.2.1 Translanguaging as a Pedagogical Tool for Promoting Comprehension via L1

Teachers in upper primary classrooms in Tema West Municipality adopt translanguaging as a deliberate pedagogical strategy to enhance language learning and comprehension. The practice is particularly effective when students struggle to articulate their thoughts in English, allowing them to use their first language (L1) to convey their ideas. Excerpt 4 exemplifies this approach: *"I will encourage them when they start with expressions on any concepts if the understanding is very clear in the local language; I don't see why they shouldn't if they can't express themselves in English."* This underscores a pragmatic recognition of multilingualism as a resource, as theorized by García and Li Wei (2014), who argue that translanguaging fosters cognitive engagement by leveraging students' full linguistic repertoire.

Building on the literature, the adoption of translanguaging aligns with the principle that learning is most effective when students can scaffold new knowledge on existing linguistic competencies. Teachers in the study frequently emphasized that using L1 facilitates smoother transitions into English learning, as highlighted in Excerpt 8: *"Others will help them bring it back into English, and it will make the learning perfect and smooth."* This echoes findings by Creese and Blackledge (2010), who emphasize that translanguaging bridges conceptual understanding across languages, fostering deeper learning.

Moreover, the interactive nature of translanguaging promotes classroom engagement, countering the perception of a "boring class" mentioned in Excerpt 11. Teachers adopt group discussions and presentations, ensuring a dynamic and inclusive learning environment where students *"freely express themselves"* (Excerpt 7). This approach resonates with Canagarajah's (2011) call for inclusive classrooms that value multilingual interactions, emphasizing translanguaging as a tool to transform language barriers into opportunities for participation.

Observational data corroborates these findings. Eight out of ten teachers were observed to ask questions in both L1 and L2, ensuring students understood instructions and concepts. Moreover, all teachers repeated sentences, questions, explanations, and instructions learners seemed not to understand in English by restating them in L1. This aligns with the interview data where teachers reported that translanguaging enhances comprehension and classroom engagement.

However, implementing translanguaging requires careful teacher mediation to ensure balance. While it encourages students to express themselves, teachers must guide them in transitioning to English to meet curriculum objectives. Excerpt 10 captures this dual role: *"When you are teaching English and they are not getting it well, you are forced to send it to their local language. Then you go by saying that is what you mean in English."* This demonstrates the pedagogical dexterity required to manage translanguaging effectively while aligning with Opoku-Amankwa et al.'s (2021) critique of the rigidity in monolingual instructional ideologies.

Observational findings also revealed that all teachers used L1 when students were extremely quiet during lesson delivery to engage them in discussions. This confirms the interview data where teachers emphasized that translanguaging helps create an interactive and engaging classroom atmosphere.

Observational data further supports this practice. All teachers were seen explaining some concepts in L1, reinforcing the interview data that suggests translanguaging bridges linguistic gaps and aids comprehension. Additionally, two teachers explicitly reviewed students' prior knowledge using L1, while eight teachers opted to use English (L2), suggesting varied translanguaging practices across different classrooms.

The literature reinforces that L1 use is particularly beneficial in addressing students' linguistic challenges. Teachers' comments reflect an awareness that *"majority understand the Twi"* (Excerpt 11), demonstrating sensitivity to the linguistic realities of their classrooms. Translanguaging here serves as a bridge, enabling students to grasp difficult concepts before transitioning to English. This supports the argument by Wei (2018) that translanguaging does not hinder second language acquisition but complements it by promoting comprehension and confidence.

Additionally, translanguaging motivates students to participate actively in classroom discussions. As seen in Excerpt 9, *"The teacher uses the local language to get them to understand the concept and motivating them to speak out what they want to speak,"* translanguaging empowers students who might otherwise hesitate to contribute. This aligns with Hornberger and Link's (2012) perspective on translanguaging as a tool for cultural inclusion, affirming students' identities while promoting academic success.

The findings from the data highlighted that all teachers in the study repeated explanations given in English in L1 when students struggled to grasp concepts. Furthermore, group discussions and presentations facilitated through translanguaging enabled students to express their ideas freely, reinforcing the findings from interview data.

The findings from both interview and observational data illustrate that translanguaging is an essential pedagogical strategy in upper primary classrooms in the Tema West Municipality. By integrating students' first languages into English instruction, teachers foster comprehension, participation, and engagement. However, successful implementation requires careful balancing, institutional support, and recognition of the multilingual realities of Ghanaian classrooms.

4.2.2.2 Classroom Engagement through Translanguaging

The adoption of translanguaging practices in the teaching of English language in upper primary classrooms within the Tema West Municipality demonstrates its effectiveness as a pedagogical strategy for enhancing classroom engagement. Translanguaging enables students to access their entire linguistic repertoire, thereby facilitating comprehension, expression, and interaction. This section examines the strategies teachers employ to foster classroom engagement, as evidenced by their statements and actions. The discussion is enriched by participant excerpts and aligned with relevant literature to substantiate each pattern.

Teachers in Tema West leverage translanguaging to ensure students understand complex concepts. One teacher noted, *"The teacher uses the local language to get them to understand the concept and motivating them to speak out what they want to speak"* (Excerpt 6). This practice aligns with García and Li Wei's (2014) assertion

that translanguaging scaffolds learning by drawing on students' native languages to bridge knowledge gaps. By translating abstract ideas into the local language, teachers reduce cognitive load and enable students to grasp key concepts more effectively. This strategy also fosters a deeper understanding of the English language, as students can subsequently translate the clarified concept back into English. Observational data revealed that two (2) teachers used L1 in reviewing students' relevant prior knowledge (R.P.K), while eight (8) teachers relied on L2.

Moreover, the practice of explaining concepts multiple times in the local language before reverting to English demonstrates a deliberate and systematic use of translanguaging. One teacher observed, *"When you are teaching English and they are not getting it well, you are forced to send it to their local language, and as soon as you explain one or two times, they get the concept"* (Excerpt 10). This iterative process enhances students' confidence in engaging with English while simultaneously affirming their linguistic identities Observational data supported this claim, as all teachers explained some concepts in L1 to aid comprehension.

Encouraging students to express themselves in their first language is a recurring strategy among teachers. For instance, a teacher remarked, *"When I see that the child has an idea but lacks the appropriate vocabulary, I sometimes ask them to use the L1 to express themselves, then later on, I help with the English language"* (Excerpt 12). This approach not only validates students' linguistic resources but also supports their cognitive development. Canagarajah (2011) highlights that translanguaging creates an inclusive space where students feel free to articulate their thoughts without fear of linguistic inadequacy. Classroom observations showed that eight (8) teachers used both L1 and L2 to ask questions, while two (2) teachers exclusively used L2.

This strategy also addresses the issue of limited vocabulary in English, which often impedes students' ability to communicate effectively. By allowing students to narrate incidents or explain ideas in their first language, teachers provide a bridge to English proficiency. As one participant observed, *"When a child wants to narrate incidents that have occurred, they sometimes use the L1"* (Excerpt 12). This practice aligns with the literature, emphasizing that translanguaging is not a deviation but a resource for fostering linguistic and cognitive growth (Hornberger & Link, 2012). Observational data indicated that all teachers repeated sentences, questions, explanations, and instructions learners seemed not to understand in L2 in L1, reinforcing comprehension.

Translanguaging fosters a more interactive and livelier classroom environment. Teachers noted that translating difficult concepts into the local language revitalizes disengaged students. As one participant stated, *"When the class becomes boring, it means they are not getting what you are saying, so when you translate, you see them coming out"* (Excerpt 11). This observation underscores the role of translanguaging in creating a dynamic learning atmosphere. Research by Creese and Blackledge (2010) supports this view, highlighting how translanguaging strategies can make learning more engaging by involving students in collaborative activities and discussions. Observations confirmed that all teachers used L1 when students were extremely quiet during lesson delivery, a strategy that encouraged participation and engagement.

Additionally, group discussions and presentations facilitated through translanguaging enable students to express their ideas freely. A teacher shared, *"In group discussions to enable the children to freely express themselves and also in group presentations"* (Excerpt 7). Such activities not only enhance peer-to-peer learning but also build

students' confidence in using both their first language and English. By making the class interactive, teachers encourage students to view language as a collaborative tool rather than a barrier.

Translanguaging also plays a crucial role in building students' confidence and motivation to participate actively in class. A teacher observed, *"I will encourage them when they start with expressions on any concepts if the understanding is very clear in the local language; I don't see why they shouldn't if they can't express themselves in English"* (Excerpt 8). This perspective aligns with Hornberger and Link's (2012) assertion that translanguaging affirms students' linguistic identities, fostering a sense of belonging and self-worth. When students feel their linguistic resources are valued, they are more likely to engage actively and confidently in classroom activities.

Furthermore, the practice of motivating students to speak in their first language and subsequently transition to English fosters a sense of achievement. As noted by a participant, *"The teacher uses the local language to get them to understand the concept and motivating them to speak out what they want to speak"* (Excerpt 6). This dual focus on comprehension and expression illustrates the transformative potential of translanguaging as a pedagogical tool for enhancing language acquisition and classroom participation.

4.3 Analysis of Data and Discussion of Findings in Relation to Question Three

> *What challenges do teachers face in the implementation of translanguaging in upper primary classrooms?*

This section provides a detailed analysis and discussion of the challenges encountered by upper primary school teachers in implementing translanguaging in classroom instruction. Through thematic analysis, the study identifies key instructional and non-

instructional challenges that hinder the effective use of translanguaging. Data from the observation checklist has also been analyzed to support the findings from the interview data. These challenges are examined within the framework of existing literature and theoretical perspectives, emphasizing their impact on classroom engagement and language learning.

4.3.1 Analysis of Data

To investigate this research question, a thematic analysis was conducted using in vivo and pattern coding methods. This analytical approach facilitated the identification of key themes that encapsulate the difficulties teachers face in integrating translanguaging into their teaching practices. The themes were generated through a systematic process that involved categorizing in vivo codes, identifying recurring patterns, and synthesizing them into broader themes.

Table 4.6 below presents the analysis of data obtained from interview transcripts, demonstrating how in vivo codes were categorized using pattern codes to derive the study's themes. The first column contains excerpts representing the direct words of participants. The second column displays the in vivo codes. The third column presents the themes that emerged from pattern codes. The final column provides the identified themes. This structured approach offers a comprehensive insight into the challenges teachers face in implementing translanguaging in upper primary classrooms.

Table 4.5: ***Coding of Interview Data Related to Question Three***

RQ3: What challenges do teachers face in the implementation of translanguaging in upper primary classrooms?			
Excerpts from Interviews	**In Vivo Codes**	**Pattern Codes**	**Themes**
Excerpt 11 (P1): ***"They don't*** *get the right vocabulary for local expression by translating it from Twi to English poses a big challenge. Selecting a right word becomes a problem."*	"don't get the right vocabulary"	**Language Barriers and Vocabulary Limitations**	**Theme 5** **Language Barriers and Vocabulary Limitations**
	Translating from Twi to English		
Excerpt 12 (P10): *"The local language has a different structure and English has its structure so that's why the student sometimes turns to translate the concept or expressions direct from the L1 to English"*	Selecting a right word		
	"poses a big challenge	**Incompatibility Between L1 and L2 Structures**	**Theme 6** **Incompatibility Between L1 and L2 Structures**
Excerpt 13 (P5)*: "They feel too comfortable in using their local language so when we are translating it to English it becomes too difficult."*	"different structure'		
	Direct translation of concepts and expressions	**Time and Curriculum Constraints**	
Excerpt 14 (P2)*: "When the child is used to too much in local language; they turn to have a problem of expressing themselves in L2."*	Too comfortable with local language'		**Theme *7*** **Time and Curriculum Constraints**
Excerpt 15 (P6)*: "They are not supposed to use the L1 in class, but when I use the Twi in most times, they turn to remember the Twi most at times which is very worrying."*	translation from L1 to L2 becomes difficult		
	'is used to too much local language'		

Excerpt 16 (P9*) "You're not able to finish the lesson you planned because of the use of the 2 languages. In a situation where you are in a class where there is no dominant language that you could use as L1, it becomes difficult because when you use one local language; majority of them are disenfranchised; any of them that you use and so you're at a fist not knowing which language to use. Any one you use majority may not understand.*	'Turn to have problem expressing themselves in L2" "not supposed to use the L1 in class" 'turn to remember the twi most times' usually disrupts the class" "Time constraint" "majority may not understand" "takes a lot of time" Not able to finish lesson No dominant language as L1

To thoroughly examine the challenges that teachers face in implementing translanguaging in the teaching of English language at the upper primary level in the Tema West Municipality, data from classroom observations have been analyzed to complement the findings from the interview data. This integrated approach provides a comprehensive understanding of the obstacles teachers encounter when incorporating translanguaging into their instructional practices. Table 4.7 below presents a detailed analysis of the observation data, which has been used to substantiate the interview

findings. This dual approach ensures that the research question is addressed by incorporating both observed classroom challenges and teachers' reported experiences.

Table 4.6*: Observational Data from the schools Related to Question Three*

RQ3: What challenges do teachers face in the implementation of translanguaging in upper primary classrooms?		
CRITERION	**OBSERVATION**	
Challenges in using translanguaging	**YES**	**NO**
Are learners encouraged to use the English language?	It was observed that in three (3) of the classes, the learners are encouraged to use the English language	In seven (7)of the classes, the learners' motivation to use the English language was low
Is there the presence of more than one L1 languages?	Eight (8) of the observed classes indicate the presence of multiple L1 language	Two class revealed the presence of one L1 language
Does the teacher understand and speak more than one L1 language	Six (6) of the teachers understand and could speak more than one L1 language	Four (4) of the teachers understand and could speak only one L1 language

4.3.2 Discussion of Findings Related to Research Question Three

The implementation of translanguaging in upper primary classrooms in Ghana presents several challenges, particularly concerning language barriers, structural incompatibilities between L1 and L2, curriculum and time constraints. This section explores these difficulties, drawing on participants' perspectives and observational data to provide a critical analysis. By engaging with relevant literature, the discussion highlights how students' limited bilingual proficiency, structural disparities between languages, and rigid curriculum demands hinder the effective adoption of translanguaging. Addressing these challenges requires targeted pedagogical strategies,

policy reforms, and teacher training to ensure that translanguaging fulfills its potential as an inclusive educational approach.

4.3.2.1 Language Barriers and Vocabulary Limitations

One major issue raised by participants is the difficulty students' face in finding the appropriate vocabulary when translating from their L1 to L2. Participant 7 noted, *"They don't get the right vocabulary for local expression by translating it from Twi to English poses a big challenge. Selecting a right word becomes a problem."* This aligns with García and Li Wei's (2014) observation that translanguaging can expose gaps in students' bilingual proficiency, particularly when lexical equivalence is lacking. Observational data corroborates these findings. In three of the observed classes, learners were encouraged to use the English language, while in seven classes, learners' motivation to use English was low. This aligns with interview findings that suggest students struggle with finding appropriate vocabulary in L2, reinforcing the challenge of translanguaging implementation.

The study also revealed that another pattern that complicated translanguaging practices was the structural disparity between L1 and L2. One teacher observed, *"The local language has a different structure, and English has its structure, so that's why the students sometimes turn to translate the concept or expressions directly from the L1 to English"* (Excerpt 13). This structural incongruence resulted in literal translations, which failed to convey the intended meaning in English. Canagarajah (2011) emphasizes that translanguaging requires not just bilingual proficiency but also metalinguistic awareness – an understanding of how languages function differently. Observations further revealed that eight out of ten classes had multiple L1 languages present, while two classes had only one dominant L1. This linguistic diversity

exacerbated structural disparities, making it difficult for teachers to implement translanguaging strategies effectively across multiple L1 backgrounds.

Findings also reveal that policy constraints further exacerbated the challenges related to language barriers. Participants revealed that they are often discouraged from using L1 extensively due to institutional mandates. One participant shared, *"They are not supposed to use the L1 in class, but when I use the Twi most times, they turn to remember the Twi most at times, which is very worrying"* (Excerpt 15). This tension reflects the dichotomy between policy and practice; where the rigid English-only instruction policy marginalizes the rich linguistic repertoires students bring to the classroom (Opoku-Amankwa et al., 2021). García (2009) argues that translanguaging requires an environment that values and legitimizes all languages as resources for learning. Observational data support this challenge, indicating that six of the ten teachers observed understood and spoke more than one L1, while four teachers understood and spoke only one L1. This suggests that teachers with limited multilingual proficiency may struggle to implement translanguaging effectively, reinforcing the barriers identified in the interview data.

The diversity of linguistic backgrounds in Ghanaian classrooms presents another layer of complexity. One teacher highlighted, *"In a situation where you are in a class where there is no dominant language that you could use as L1, it becomes difficult because when you use one local language; the majority of them are disenfranchised"* (Excerpt 16). The findings of the study revealed the need for context-specific translanguaging strategies that addressed the realities of multilingual classrooms, as noted by Creese and Blackledge (2010).

The study found that the emotional and cognitive demands of navigating between languages cannot be overlooked. One participant remarked, *"When the child is used to too much in the local language, they turn to have a problem of expressing themselves in L2"* (Excerpt 14). This statement highlighted how over-reliance on L1 inadvertently hindered students' proficiency in L2, a challenge compounded by the societal emphasis on English as a marker of academic success (Opoku-Amankwa, 2020).

The study further revealed that the challenges of language barriers and vocabulary limitations in implementing translanguaging were deeply rooted in systemic, structural, and pedagogical issues. Participants' excerpts vividly illustrated the interplay between students' linguistic struggles, teachers' instructional constraints, and broader societal attitudes toward language.

4.3.2.2 Incompatibility between L1 and L2 Structures

The challenge of structural incompatibility between L1 (indigenous languages) and L2 (English) is a significant impediment to implementing translanguaging in upper primary classrooms. Participants highlighted this issue, exemplified by Excerpt 12: *"The local language has a different structure, and English has its structure, so that's why the student sometimes turns to translate the concept or expressions directly from the L1 to English."* This observation underscores the linguistic mismatch between the syntactic, morphological, and semantic systems of the students' native languages and English. Translanguaging in this context becomes fraught with the risk of negative transfer, where students apply L1 grammatical rules to L2, resulting in errors that hinder their linguistic development. As García and Li Wei (2014) assert, the success

of translanguaging requires teachers to bridge these structural gaps thoughtfully, yet many Ghanaian teachers lack the training to navigate these complexities effectively.

The observational data provide further evidence of these structural challenges. Observations across ten classrooms revealed that in seven classes, learners showed low motivation to use the English language. This suggests that learners may struggle with English due to structural differences, reinforcing the challenges noted in the interview data. Additionally, eight of the observed classes indicated the presence of multiple L1 languages, while only two classrooms had a dominant L1. This linguistic diversity exacerbates the difficulty of reconciling L1 and L2 structures, as students may transfer different grammatical rules into English, increasing the likelihood of structural interference.

The incompatibility also manifests in students' tendency to directly translate L1 expressions into English without adapting to its grammatical conventions. Such linguistic interference can lead to awkward constructions and misunderstandings, complicating both teaching and learning processes. For instance, one teacher noted that students frequently struggle to construct sentences due to mismatched verb systems between English and their native languages. The literature supports this concern, with Opoku-Amankwa et al. (2021) emphasizing that rigid monolingual language policies exacerbate these challenges by limiting teachers' ability to guide students in reconciling L1 and L2 structures. This tension highlights the need for professional development programs that equip teachers with strategies to facilitate accurate cross-linguistic transfer.

Participants further reported that structural discrepancies undermine students' confidence and willingness to engage in translanguaging practices. Teachers indicated that students often feel frustrated when their direct translations are met with corrections or perceived as errors, leading to disengagement. This finding aligns with Creese and Blackledge (2010), who argue that translanguaging requires careful scaffolding to ensure that students see the process as an opportunity for learning rather than as a source of failure

A critical barrier to addressing this structural incompatibility is the lack of resources tailored to Ghanaian multilingual classrooms. Teachers often struggle to find materials that incorporate both L1 and L2 linguistic structures, forcing them to improvise at the expense of curriculum targets. Excerpt 12 reflects this burden: teachers are left to reconcile incompatible language systems on their own, without institutional support or guidance. Observational data showed that six of the ten observed teachers understood and could speak more than one L1, whereas four teachers could only speak one L1. This linguistic limitation affects how teachers navigate structural differences between students' multiple L1s and English. As Canagarajah (2011) notes, the absence of multilingual pedagogical resources leaves teachers ill-equipped to address structural differences effectively.

The sociocultural attitudes toward language further compound the issue. Students and parents often view English as superior to indigenous languages, which discourages investment in understanding L1 structures. This perception aligns with Opoku-Amankwa (2020), who highlights the societal devaluation of indigenous languages in Ghana. Teachers face the dual challenge of fostering respect for L1 while addressing

structural incompatibilities, a task made more daunting by high-stakes examinations that prioritize English proficiency.

By situating these challenges within the participants' lived experiences and the scholarly context, it becomes clear that addressing structural incompatibilities requires comprehensive strategies that integrate teacher training, resource development, and systemic reform.

4.3.2.3 Time and Curriculum Constraints

Time and curriculum constraints emerge as a critical barrier to the effective implementation of translanguaging practices in upper primary classrooms. Teachers navigate a curriculum dense with expectations, leaving limited time to integrate multilingual strategies. As one participant noted: *"You're not able to finish the lesson you planned because of the use of the two languages"* (Excerpt 16). This challenge underscores a conflict between policy mandates and pedagogical aspirations. Teachers, already burdened with completing the prescribed syllabus, find that translanguaging requires additional preparation and planning, which the rigid structure of the curriculum does not accommodate. Such time limitations directly hinder the pedagogical creativity and inclusivity that translanguaging demands.

Scholars like García and Wei (2014) argue that translanguaging requires intentional planning to integrate multiple linguistic resources, yet Ghanaian teachers are constrained by a curriculum that prioritizes standardized content delivery. For instance, the pressure to meet deadlines often leads to the exclusion of multilingual strategies, even when their benefits for learning are well understood. Another participant explained: *"When you use one local language, the majority of them are*

disenfranchised" (Excerpt 16). This highlights the additional burden on teachers to tailor lessons equitably for linguistically diverse classrooms.

Observational data from classrooms further confirmed these challenges. In three (3) of the observed classes, learners were encouraged to use the English language, whereas in seven (7) classes, learners' motivation to use English was low. This indicates inconsistencies in language use across classrooms, potentially influenced by time constraints and curriculum demands. Additionally, eight (8) of the observed classes exhibited the presence of multiple L1 languages, making the effective application of translanguaging even more complex, while only two (2) classes had a single L1 language present. The ability of teachers to manage this linguistic diversity is further complicated by their own linguistic competencies; six (6) of the teachers understood and spoke more than one L1 language, while four (4) could only speak one. These observations highlight the difficulties teachers face in balancing linguistic inclusivity with rigid curricular expectations.

The literature supports these practical struggles. Opoku-Amankwa et al. (2021) identify the rigid English-only policies in Ghanaian schools as a systemic issue, discouraging innovative multilingual approaches. In such a context, translanguaging is perceived as a time-intensive practice that risks derailing lesson pacing. This systemic inflexibility exacerbates the cognitive load on teachers, who must simultaneously navigate language diversity and curriculum targets. As one teacher revealed: *"You are at a fist not knowing which language to use"* (Excerpt 16). This statement underscores the complexity of decision-making in multilingual classrooms, which further compounds the challenge of adhering to tight schedules.

Again, dense curricular content leaves no room for experimentation with translanguaging. Canagarajah (2011) notes that effective translanguaging requires iterative planning, but time limitations curtail such opportunities. Participants in this study consistently pointed out the inadequacy of time to integrate translanguaging thoughtfully. One remarked that *"it becomes difficult because when you use one local language, the majority may not understand"* (Excerpt 16). This scenario reflects how rigid curriculum pacing not only inhibits the teacher's ability to adapt but also risks alienating significant portions of the student body.

The time and curriculum constraints faced by teachers highlight a critical challenge to the implementation of translanguaging. The excerpts from participants, such as *"not knowing which language to use"* (Excerpt 16), emphasize the practical difficulties of navigating linguistically diverse classrooms within rigid curricular frameworks.

4.4 Analysis of Data and Discussion of Findings in Relation to Research Question Four:

How do teachers address the challenges they face in the implementation of translanguaging in the Tema West Municipality?

4.5.1 Analysis of Data

To explore this research question, a thematic analysis was conducted using in vivo and pattern coding methods. This analytical process identified key strategies that teachers employ to overcome the challenges associated with translanguaging in the classroom. The themes were developed through a systematic categorization of in vivo codes, recognition of patterns, and synthesis into broader themes. Table 4.8 presents the analysis of interview transcripts, showing the categorization of in vivo codes into pattern codes, which were then used to generate themes. The second column lists in vivo codes reflecting participants' exact words in the first column, the third column

groups these into pattern codes, and the fourth column presents the emergent themes. The first column includes supporting excerpts from the interviews, validating the identified codes and themes. This structured approach provides a detailed understanding of how teachers navigate the challenges of implementing translanguaging in the Tema West Municipality.

Table 4.7: Coding of Interview Data Related to Question four

RQ4: How do teachers address the challenges they face in the implementation of translanguaging in the Tema West Municipality?			
Excerpts from Interviews	**In Vivo Codes**	**Pattern Codes**	**Themes**
Excerpt *17 (P10)*: ***"I reduced the learning outcomes or indications so that I can get more time to explain the concept."***	"reduce the learning outcomes"		**Theme *8***
	"Explain the concepts"	**Adaptation to Classroom Realities**	**Adaptation to Classroom Realities and Instructional Techniques**
	"allow them to speak Twi"		
Excerpt *18 (P6)*:*"When I allow the children to start expressing themselves in English and I realize they are finding it difficult to communicate then I allow them to speak Twi and correct them later on. I sometimes make to summary it in both English and Twi."*	"correct them"	**Instructional Techniques to Aid Understanding**	
	"Summarize in Twi and English"		
	"child helps me to translate"		
Excerpt 19 (P5): "Getting a child to help me translate it. The kids know a lot of things so when you involve them, you the teacher end up learning a lot of things"	"involving them"	**Use of Resources and Peer Assistance**	
	"make use of learners in class"		
	"use peer teaching'		
Excerpt 20 *(P2)*:***"Sometimes I** bring in real objects, TLMs to assist, I also make sentence cards and use the demonstration method to get*	"Bring in real objects"		
	"use TLMs""" make		

their understanding."	sentence cards" "use demonstration" "getting a child to help translate"" kids know a lot" "when you involve them"	
Excerpt 21 (P5): "Getting a child to help me translate it. The kids know a lot of things so when you involve them, you the teacher end up learning a lot if things"		**Theme *9*** **Use of Resources and Peer Assistance**

4.4.2 Discussion of Findings Related to Research Question Four

This section discusses the findings related to Research Question Four, focusing on how teachers in the Tema West Municipality adapt to classroom realities and implement instructional techniques to facilitate translanguaging. Given the linguistic diversity in these classrooms, teachers face significant challenges in balancing policy expectations, curriculum demands, and the needs of multilingual learners. However, the findings reveal that teachers employ a range of adaptive strategies to navigate these complexities effectively.

4.4.2.1 Adaptation to Classroom Realities and Instructional Techniques

The implementation of translanguaging in classrooms often necessitates significant adaptation to meet the diverse linguistic needs of students. Teachers in the Tema West Municipality faced some challenges in using translanguaging, but they developed several strategies to address these obstacles. A key approach, as highlighted by the participants, involves the adaptation of instructional goals and methods to fit the classroom realities. For instance, one participant notes the need *to "reduce the learning outcomes or indications so that I can get more time to explain the concept"* (Excerpt 17). This strategy directly aligns with the literature on the need for teachers

to adjust their instructional pacing in response to the complexity of translanguaging practices.

In line with these adjustments, teachers also employ instructional techniques to support students' understanding of complex concepts. One participant shares how they use both English and Twi to aid communication*: "When I allow the children to start expressing themselves in English and I realize they are finding it difficult to communicate, then I allow them to speak Twi and correct them later on. I sometimes make a summary in both English and Twi"* (Excerpt 18). This practice resonates with García's (2009) argument that translanguaging should be viewed not as a disruption but as a dynamic strategy for enabling effective communication. By incorporating students' first language, teachers reduce cognitive overload and enhance comprehension, allowing students to grasp difficult concepts before transitioning to English. This adaptation reflects the flexibility required for effective translanguaging, aligning with the research findings that suggest the integration of multiple languages within the same lesson can be beneficial for student engagement and understanding (Creese & Blackledge, 2010).

The integration of real objects and the use of teaching and learning materials (TLMs) is another strategy used by teachers in the Tema West Municipality to aid the implementation of translanguaging. One participant explains, *"Sometimes I bring in real objects, TLMs to assist, I also make sentence cards and use the demonstration method to get their understanding"* (Excerpt 20). This strategy supports the literature on the importance of contextualizing learning through tangible resources. Hornberger and Link (2012) argue that such tools bridge the gap between abstract academic content and the students' lived experiences, making learning more accessible and

relevant.

Another important technique is the use of peer teaching, where students are encouraged to help one another understand difficult concepts. One participant highlighted "*Getting a child to help me translate it". The kids know a lot of things, so when you involve them, you the teacher end up learning a lot of things"* (Excerpt 21). This form of peer collaboration is in line with Canagarajah's (2011) view that teacher collaboration and peer support are crucial in a multilingual classroom setting. Peer teaching allows students to contribute their linguistic skills, fostering an inclusive and collaborative environment. It also empowers students, as they take on the role of a teacher, reinforcing their own language skills while helping their peers. This mutual exchange of knowledge challenges traditional teacher-student hierarchies and supports a more dynamic, interactive classroom.

The final adaptation discussed in the excerpts concerns how teachers model their own use of translanguaging. One participant state, *"I believe this research will help us teachers to model our teaching"(P3)*, which reflects an understanding of the critical role teachers' play in demonstrating translanguaging practices. García (2009) emphasizes that teachers must actively model the use of multiple languages to normalize this approach within the classroom. By modeling translanguaging, teachers show students how to switch between languages depending on the context and communicative needs, thus providing a practical framework for students to follow. The use of modeling also ensures that students develop a metacognitive awareness of language use, which can help them navigate multilingual environments outside the classroom.

In conclusion, the challenges associated with implementing translanguaging in the Tema West Municipality are met with creative, resourceful strategies that reflect the teachers' commitment to ensuring that students are equipped with the language skills necessary for academic success. The patterns emerging from the teachers' responses—such as adaptation to classroom realities, the use of instructional techniques, peer support, and modeling—align with key insights from the literature, which emphasize the importance of flexibility, resourcefulness, and community in overcoming challenges in multilingual classrooms. Through these methods, teachers not only address the practical obstacles of implementing translanguaging but also contribute to the development of a more inclusive and linguistically rich educational environment.

4.4.2.2 Use of Resources and Peer Assistance

The implementation of translanguaging in classrooms, particularly in the context of the Tema West Municipality, is a complex and multifaceted process, laden with challenges. Teachers were tasked with balancing policy constraints, diverse student needs, and a lack of instructional resources. However, they employ various strategies to mitigate these obstacles, drawing on their creativity, resourcefulness, and professional skills. In examining how teachers address these challenges, several key patterns emerged, with particular emphasis on the use of resources and peer assistance, which proved critical in enhancing translanguaging pedagogy. This section will delve into these strategies, supported by InVivo codes and participant excerpts, to demonstrate how teachers in Tema West navigate the complexities of multilingual teaching.

A prominent strategy that teachers in Tema West utilized to address translanguaging challenges is the effective use of resources and peer assistance. As highlighted by the participants, the incorporation of tangible teaching and learning materials (TLMs), real objects, and sentence cards helps bridge linguistic gaps in multilingual classrooms. For instance, one teacher shared, “Sometimes I bring in real objects, TLMs to assist, I also make sentence cards and use the demonstration method to get their understanding” (Excerpt 20). This approach allows students to grasp concepts more concretely, especially when they struggle to express themselves in English. The use of real objects and sentence cards facilitates a more interactive and engaging learning environment, where translanguaging becomes a tool for enhancing comprehension. By referring to everyday items and using visual aids, teachers create a bridge between languages, ensuring that students have a more accessible entry point into the subject matter. This aligns with the literature by Hornberger and Link (2012), who argue that effective use of culturally relevant materials can support students’ linguistic and cognitive development in multilingual classrooms.

Furthermore, peer assistance emerges as an important strategy in overcoming translanguaging barriers. As noted in Excerpt 21 “*Getting a child to help me translate it. The kids know a lot of things so when you involve them, you the teacher end up learning a lot of things*.” Teachers often encourage students to help their peers understand concepts, leveraging the multilingual competencies within the classroom. Peer assistance serves as a powerful tool, as it not only aids in the immediate comprehension of the lesson but also fosters a collaborative learning environment. This participatory approach not only enhances students' linguistic proficiency in both English and indigenous languages but also builds a sense of ownership and

responsibility for their learning, reinforcing the idea of translanguaging as a communal practice.

Another significant strategy employed by teachers is the adaptation and modeling of teaching methods. Teachers recognize the importance of demonstrating translanguaging practices by modeling the use of multiple languages in their lessons. As stated by a participant (P3),*"I believe this research will help us teachers to model our teaching*", highlighting the importance of teacher role modeling in fostering a multilingual classroom. By modeling translanguaging, teachers not only facilitate language acquisition but also normalize the practice, making it an integral part of classroom interactions. This aligns with García's (2009) argument that teachers who model bilingual practices help students see the value of language diversity, making them more confident in using multiple languages. In addition to modeling, teachers adapt their methods to suit the learning context, such as adjusting learning outcomes and time management. One teacher noted, "*I reduced the learning outcomes or indications so that I can get more time to explain the concept"* (Excerpt 17), reflecting a practical approach to overcoming time constraints while ensuring that students benefit from both languages during the learning process.

Classroom management and time management are recurring challenges in the implementation of translanguaging, particularly in large, multilingual classrooms. Teachers in the Tema West Municipality often adapt their classroom practices to accommodate the diverse linguistic needs of their students. A significant strategy is to create a balance between the curriculum requirements and the time available for instruction. For example, one teacher shared, "*I reduced the learning outcomes or indications so that I can get more time to explain the concept*" (Excerpt 17). This

approach demonstrates how teachers strategically prioritize essential learning objectives while allowing enough time for students to express themselves in both their first language and English. By adjusting the scope of the lesson, teachers ensure that students are not overwhelmed by the complexity of language acquisition. This approach is consistent with Creese and Blackledge (2010), who argue that flexible teaching strategies, such as adjusting lesson plans to suit the pace of students' understanding, are essential in multilingual settings.

The integration of linguistic diversity into the classroom is another critical aspect of how teachers address challenges in translanguaging. One teacher explained, *"When I allow the children to start expressing themselves in English and I realize they are finding it difficult to communicate then I allow them to speak Twi and correct them later on. I sometimes make a summary of it in both English and Twi*" (Excerpt 18). This approach highlights the importance of fluid language use in supporting students' learning. By allowing students to switch between English and their first language (L1), teachers help them overcome communication barriers while simultaneously reinforcing the importance of both languages in the learning process. This practice validates the students' home languages and encourages them to use their full linguistic repertoire, as advocated by García and Li Wei (2014). It also challenges the monolingual norms that often dominate educational systems, particularly in settings where English is seen as the only language of academic success.

Finally, peer teaching and collaborative learning are pivotal strategies that teachers use to overcome the challenges associated with translanguaging. In classrooms where students are encouraged to collaborate, both teachers and students benefit from shared learning experiences. The practice of peer teaching allows more proficient students to

assist their peers in understanding difficult concepts, thereby reinforcing their own learning while helping others. One teacher noted, "*Use peer teaching"* (Excerpt 19), illustrating the emphasis placed on collaborative strategies. By involving students in teaching each other, teachers create an inclusive environment where all students have an opportunity to engage with the content and with each other's linguistic strengths. This collaborative approach not only supports the students' language development but also fosters a sense of community within the classroom, as argued by Canagarajah (2011), who emphasizes the importance of peer support networks in multilingual pedagogy.

Thus, teachers in the Tema West Municipality demonstrate resourcefulness and creativity in addressing the challenges of translanguaging implementation. By utilizing a combination of resources, peer assistance, modeling, time management strategies, and integrating linguistic diversity, teachers create inclusive learning environments that support the development of students' linguistic and cognitive abilities. These strategies reflect the broader pedagogical principles outlined in the literature, emphasizing the importance of flexibility, collaboration, and the normalization of multilingual practices in the classroom. As the teachers in Tema West continue to innovate and adapt their practices, they contribute to the ongoing evolution of translanguaging as a powerful pedagogical tool in multilingual educational contexts.

4.5 Synthesis of Findings and Discussions

This section synthesizes findings from both observation and interview data in response to the study's four key research questions. It presents an integrated

discussion highlighting patterns, contradictions, and scholarly insights that emerged from the data.

The study found that teachers in the selected upper primary schools within the Tema West Municipality demonstrated a commendable understanding of translanguaging and its role in English language instruction. Observation and interview data both revealed that all ten teachers were familiar with the concept, and actively integrated both English (L2) and students' first language (L1) into lesson delivery. Teachers used L1 strategically to clarify abstract concepts, build background knowledge, and scaffold students' transition to English, confirming findings by Williams (1994), Mazzaferro (2018), and Donley (2022).

Teachers perceived translanguaging as a valuable pedagogical approach that facilitates comprehension, fosters confidence, and supports conceptual development. This aligns with Canagarajah's (2011) and García and Li Wei's (2014) assertions that translanguaging enhances deeper learning and promotes linguistic and cognitive growth. Interview responses further indicated that teachers viewed translanguaging as a form of linguistic scaffolding that maintains learners' fluency in their home language while supporting their acquisition of English. However, a few teachers misinterpreted translanguaging as mere code-switching—an issue similarly noted by Opoku-Amankwa (2020) highlighting the need for professional development to clarify conceptual distinctions.

Despite their intuitive use of translanguaging, systemic barriers such as large class sizes, policy restrictions, and a lack of structured training limited the effectiveness and consistency of translanguaging practices. The findings reinforce Creese and

Blackledge's (2010) argument that L1 use can enhance rather than hinder L2 acquisition when applied strategically.

The study also revealed that teachers deliberately adopted translanguaging practices to enhance comprehension, recall, and classroom participation. Observation data showed that teachers reviewed prior knowledge in both English and L1, used bilingual questioning techniques, explained key concepts in L1, and encouraged paraphrasing in both languages. These practices resonate with Donley (2022), Elashhab (2020), and Deroo and Ponzio (2019), who all underscore the cognitive and participatory benefits of bilingual instruction.

Interview findings reinforced these observations, with teachers affirming that translanguaging promotes inclusivity by enabling students to express themselves freely in the language they are most comfortable with. This supports Canagarajah's (2011) and Hornberger and Link's (2012) claims that translanguaging fosters learner engagement and supports language development.

The use of students' L1 was particularly effective in enabling deeper conceptual understanding and classroom interaction. However, misconceptions regarding the purpose of translanguaging and systemic constraints such as rigid curriculum demands and a lack of resources impeded more its implementation. These findings echo the works of Opoku-Amankwa et al. (2021) and the Ministry of Education (2002), which highlight the need for supportive policies and targeted teacher training to enable effective translanguaging pedagogy.

Despite its perceived benefits, teachers encountered notable challenges in implementing translanguaging. Both observation and interview data revealed difficulties arising from vocabulary gaps, cognitive overload, and the structural

differences between English and students' L1s. Students often defaulted to their home languages—particularly Twi and Ga—before attempting English translation, indicating a lack of metalinguistic awareness. These issues support García and Wei's (2014) observations on the complexity of managing multiple linguistic repertoires in the classroom.

Multilingual diversity within classrooms posed another significant challenge, as the absence of a dominant L1 made it difficult to implement a uniform translanguaging approach. Teachers also struggled with literal translations that distorted meaning, further complicating instruction. These findings echo Creese and Blackledge's (2010) and Hornberger's (2002) emphasis on the challenges of multilingual education in linguistically heterogeneous contexts.

Moreover, restrictive language policies and curriculum structures discouraged the extensive use of L1. Teachers reported difficulties in managing time effectively due to additional planning demands and the pressure to complete the syllabus, limiting the scope for translanguaging practices. These structural and policy-related constraints mirror those identified in prior studies (Opoku-Amankwa et al., 2021).

In response to these challenges, teachers employed several adaptive strategies to facilitate effective translanguaging. One prominent approach involved the selective use of the most widely spoken L1 (usually Twi or Ga) to accommodate the linguistic diversity within classrooms. Where teachers were unfamiliar with a student's L1, they utilized peer support, assigning bilingual students to assist their peers in translation and comprehension. This collaborative strategy aligns with Canagarajah's (2011) advocacy for peer-assisted learning in multilingual classrooms.

To manage time constraints, teachers reduced the number of lesson outcomes and slowed down lesson pacing, allowing more time for explanation and language processing. This flexible approach resonates with Creese and Blackledge's (2010) recommendations for adaptable curriculum delivery in multilingual settings. The integration of teaching and learning materials (TLMs) such as sentence cards, real objects, and demonstrations—was also observed as a means of bridging linguistic gaps. These multimodal aids supported comprehension by contextualizing lessons, in line with Hornberger and Link's (2012) argument for culturally and linguistically responsive resources.

Additionally, teachers helped students build metacognitive awareness. This reflects García's (2009) notion of translanguaging as a dynamic and intentional instructional strategy rather than a spontaneous switch.

Motivational techniques were also employed, including rewards and praise, to encourage students to attempt expressing themselves in English while retaining access to their L1 for clarification. These strategies not only supported comprehension but also promoted a safe and inclusive learning environment where students could build confidence in their language abilities.

The synthesis of observation and interview findings reveals that teachers in the Tema West Municipality possess substantial knowledge of translanguaging and actively employ it to support English language instruction in upper primary classrooms. However, while the intuitive adoption of translanguaging positively influences student learning, various challenges ranging from conceptual misunderstandings and linguistic diversity to systemic constraints undermine its full potential. To optimize translanguaging as a structured and intentional pedagogical strategy, there is a need

for professional training, curriculum flexibility, resource allocation, and supportive policy frameworks. Such efforts will ensure the effective harnessing of students' linguistic repertoires to foster inclusive, meaningful, and academically rich classroom experiences.

4.6 Chapter Summary

The main purpose of the study was to examine the adoption and implementation of translanguaging in selected upper primary classrooms in Tema West Municipality. Specifically, the study also looked at teachers' knowledge about translanguaging, the challenges teachers encountered in implementing translanguaging in the teaching of English language in selected classrooms and how these challenges are mitigated. The study employed both observation and interviews to examine teachers' knowledge, strategies, challenges and impact of translanguaging in learners learning.

Key findings from the study indicated that all the teachers employed in the study exhibit strong knowledge of translanguaging where they used both English (L2) and learners first language (L1) to enhance comprehension and facilitate language transition. Teachers recognized translanguaging as an effective tool for bridging conceptual understanding and support learners shift from L1 to L2. This aligns with Gracia and Lei Wei (2014) and Canagarajah (2011), who highlight translanguaging as a means of developing conceptual understanding.

Also, both observation and interview findings confirmed that translanguaging fosters learners' engagement and participation, enabling learners to process complex concepts in their L1 before transitioning to English, improving comprehension and recall. However, the study revealed that multilingual classrooms pose a challenge for

translanguaging and teachers face policy and systemic challenges in implementing translanguaging.

As mitigating strategies, teachers adjusted instructional pacing to support language processing, use motivational strategies to encourage English language use.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This final chapter summarizes the findings from the preceding chapters and present a comprehensive summary of the study's key insights into translanguaging practices and the teaching of English language in some selected upper primary classrooms in the Tema West Municipality. Drawing on data collected through observations and interviews from five selected schools in the Tema West Municipality, as well as thematic analysis, this chapter offers a synthesis of the research findings and presents conclusions that contribute to the existing body of knowledge in the field of language education.

This chapter begins by summarizing the key findings derived from the thematic analysis of observational and interview data. The study explores the various ways in which translanguaging is employed in upper primary English classrooms, the perceived benefits and challenges of its implementation, and its impact on classroom dynamics and student learning experiences.

This study sought to investigate the role of translanguaging in upper primary English classrooms, with a focus on understanding how teachers leverage students' linguistic diversity to enhance English language learning outcomes. By examining the practices, perceptions, and challenges associated with translanguaging, the study sought to provide valuable insights into effective language pedagogy in multilingual educational contexts.

5.1 Summary of Research Findings

5.1.1 Summary of findings about research question one: What knowledge do teachers have about translanguaging in the teaching of English in the upper primary classrooms?

The findings from both observation and interview data revealed that teachers in the selected upper primary classrooms demonstrated a strong understanding of translanguaging and its instructional benefits. All ten teachers observed, skillfully incorporated both English (L2) and students' local languages (L1) in their lesson delivery, allowing learners to alternate between languages to deepen comprehension and engage more fully with academic content. Teachers viewed translanguaging as a valuable strategy for enhancing conceptual understanding, building learner confidence, and facilitating the transition from L1 to English. This aligns with existing research by García and Li Wei (2014), Canagarajah (2011), and Hornberger and Link (2012), which highlights the pedagogical power of translanguaging in multilingual contexts. However, the findings also indicate that most teachers used translanguaging intuitively rather than through structured or planned strategies. Some educators confused it with simple code-switching, echoing concerns raised by Opoku-Amankwa (2020). Constraints such as large class sizes, limited training, and strict English-only policies further limit effective implementation. Nonetheless, the consistent use of L1—even if informal—positively impacts learner outcomes. The study emphasizes the need for professional development and policy reform to better support systematic, purposeful translanguaging practices in multilingual classrooms.

5.1.2 Summary of findings about research question two: How do teachers in the selected schools adopt translanguaging in the teaching of English language in the upper primary in the Tema West Municipality?

The study revealed that teachers in upper primary schools in the Tema West Municipality intentionally adopted translanguaging as a strategy to enhance comprehension, participation, and transition between languages. Observations showed that some teachers activated students' prior knowledge using both English and learners' L1, while others asked strategic questions and encouraged sentence paraphrasing in both languages to promote deeper understanding and active participation. All ten teachers observed explained key concepts in L1 to support engagement and comprehension, consistent with existing research. Interviews further confirmed that teachers viewed translanguaging as a tool to aid learning by clarifying difficult concepts in L1 before shifting to English, thus facilitating cognitive engagement. This aligns with García and Li Wei (2014) and Wei (2018). Translanguaging also allowed students to express themselves more freely, creating inclusive and engaging learning environments, as supported by Canagarajah (2011) and Hornberger and Link (2012). However, the data also revealed challenges: some teachers confused translanguaging with code-switching and structural issues such as limited resources and unclear language policies impeded its effective implementation. These findings reinforce the need for teacher training and supportive multilingual education policies to optimize the benefits of translanguaging in language classrooms.

5.1.3 Summary of findings about research question three: What challenges do teachers face in using translanguaging in the teaching of English in upper primary schools in the Tema West Municipality?

The study revealed several challenges teachers face in implementing translanguaging strategies in upper primary classrooms in the Tema West Municipality. Observation data showed that while translanguaging was used effectively, students often relied on local languages like Twi and Ga before translating into English, revealing their difficulty in using English independently. The presence of multiple L1 languages in classrooms further complicated instruction, making it hard for teachers to choose a consistent linguistic medium. Interview data corroborated these findings, highlighting vocabulary limitations, structural differences between L1 and L2, and lack of metalinguistic awareness among students, which led to cognitive overload and frequent misinterpretations during translation. Teachers also reported that policy restrictions discourage extensive use of L1, reinforcing English dominance and marginalizing students' linguistic assets. In multilingual classrooms with no dominant L1, implementing equitable translanguaging strategies becomes particularly challenging. Additionally, time and curriculum constraints hinder planning and executing multilingual lessons effectively. These challenges align with previous research by Creese and Blackledge (2010), García and Li Wei (2014) and Opoku-Amankwa et al. (2021), who emphasize the need for systemic reforms. The findings underscore the importance of teacher training, policy support, and flexible curricula to enhance translanguaging practices in linguistically diverse classrooms.

5.1.4 Summary of findings about research question four: How do teachers address the challenges they face in the implementation of translanguaging in the Tema West Municipality?

Teachers modified their instructional goals and pacing to allow students more time to process concepts in their home language before transitioning to English. This involves reducing the number of learning outcomes to ensure deeper comprehension. Such flexibility aligns with research emphasizing the importance of adapting instructional pacing to multilingual settings (Creese & Blackledge, 2010).

Teachers employed bilingual instruction, using both English and Twi to aid communication. When students struggled to express themselves in English, teachers allow them to use Twi and then summarize lessons in both languages. This approach reduces cognitive overload and enhances comprehension, supporting García's (2009) argument that translanguaging should be viewed as a dynamic learning strategy rather than a disruption.

To enhance student understanding, teachers integrated real objects, sentence cards, and demonstrations into their lessons. These materials bridge linguistic gaps and provide contextual support for abstract concepts. This strategy aligns with Hornberger & Link's (2012) argument that culturally relevant materials enhance linguistic and cognitive development by connecting academic content to students' lived experiences.

Peer support plays a crucial role in overcoming translanguaging barriers. Teachers encourage students to help each other translate and understand lessons, creating a participatory learning environment. This approach fosters language development and reinforces content mastery, supporting Canagarajah's (2011) view that peer collaboration is essential in multilingual classrooms.

Teachers model translanguaging practices by actively demonstrating language-switching techniques. This helps students develop metacognitive awareness of language use and normalizes multilingual communication in the classroom. García (2009) highlights the significance of teacher modeling in promoting bilingual learning and boosting students' confidence in using multiple languages.

Managing time and balancing curriculum requirements are ongoing challenges. Teachers strategically adjust lesson pacing by reducing learning objectives, ensuring sufficient time for explanation and language processing. This approach aligns with Creese & Blackledge's (2010) findings on the need for flexible lesson planning in multilingual settings.

Teachers allow students to switch between English and their first language (L1) when necessary, reducing communication barriers and validating their home languages. This approach fosters multilingual competence and supports García & Li Wei's (2014) argument that integrating linguistic diversity in the classroom enhances students' language acquisition and academic engagement.

5.2 Conclusions

The study focused on examining the use of translanguaging in teaching English language in upper primary classrooms in Tema West Municipality. The study gathered primary data using classroom observation and interview. The study employed thematic analysis to find out the teachers understanding and adoption of translanguaging strategies in their teaching. Also, the study examined challenges teachers encounter with the implementation of translanguaging and how they handle

the challenges. The study revealed that (i) teachers effectively use both English (L2) and learners' native languages (L1) during lessons, enhancing students' comprehension and engagement (ii) alternating between languages deepens learners' understanding of the content (iii) the use of diverse translanguaging strategies enhanced students recall, collaborative learning and class participation.

In recent years, the concept of translanguaging has gained prominence as an innovative pedagogical approach geared towards leveraging students' multilingual abilities in educational settings. Translanguaging involves the strategic use of multiple languages including students' native languages (L1), alongside the target language of instruction to promote deeper understanding and engagement in the learning process.

In the context of English language education, translanguaging holds significant implications for instruction, particularly in multicultural and multilingual settings but how to particularly use it was a challenge by most teachers in the upper Primary. The Upper Primary Classrooms in Tema West Municipality represent a diverse educational environment characterised by students from various linguistic backgrounds, including different Ghanaian languages and English Language. Understanding how translanguaging was used in these classrooms to teach English language has been found as essential for developing effective language pedagogy tailored to the needs of diverse learners through the data analysis.

The data analysis sought to explore the dynamics of translanguaging and its impact on the teaching of English language in Upper Primary Classrooms within Tema West Municipality. By examining observational and interview data collected from those classrooms, the study identified patterns, themes, and challenges related to the implementation of translanguaging practices. Additionally, the study sought to gain

insights into the effectiveness of translanguaging strategies in promoting language learning and engagement among students.

Through the analysis, the study has been seen as a contributory study to the existing body of knowledge on translanguaging in education. By understanding how translanguaging can be effectively integrated into teaching practices, educators can better support the linguistic development and academic success of all students, fostering a more inclusive and enriching learning environment.

5.3 Recommendations for Practice

Based on the key findings, the following recommendations could be relevant for learners, teachers, curriculum developers, and educational policymakers.

1. Teachers should be allowed to use L1 as one of the media of instruction in teaching English language in upper primary classes.
2. Stakeholders of education should implement professional development workshops for teachers to enhance their understanding and application of translanguaging in the classrooms since it has become part of instructional delivery.
3. It is again recommended that the institution in charge of education in Ghana develop teaching materials and resources that promote translanguaging practices to create a more inclusive learning environment.
4. Lastly, it is recommended that teachers and stakeholders conduct regular assessment and evaluations to measure the effectiveness of translanguaging strategies in improving English language proficiency among students.

5.4 Suggestions for Further Research

The following suggestions are proposed for future research:

1. The Impact of Translanguaging on English Language Assessment Outcomes in Multilingual Classrooms: Although this study highlights the pedagogical value of translanguaging, there is a need for further research into its direct impact on students' academic performance. Specifically, future studies could investigate how translanguaging affects learners' outcomes in standardized English language assessments. Such research could provide empirical evidence to support the inclusion of translanguaging strategies in formal language instruction and assessment policies.

2. Teacher Training and Professional Development for Translanguaging Pedagogies: This study revealed that teachers employed various translanguaging strategies effectively; however, it did not assess the nature or extent of their professional training in this area. Further research could examine the preparedness of teachers to implement translanguaging, the availability and quality of related training programs, and the institutional support systems in place to facilitate pedagogical innovation in linguistically diverse classrooms.

3. Learners' Perceptions and Attitudes Towards Translanguaging: Understanding learners' views is essential to implementing learner-centered pedagogical practices. Future studies could explore how pupils perceive the use of translanguaging during English lessons, how it influences their motivation and confidence, and whether it contributes to or hinders their language learning experience.

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APPENDICES

APPENDIX A

OBSERVATION CHECKLIST

RESEARCH TOPIC: Translanguaging and the Teaching of English Language in Selected Upper Primary Classrooms in Tema West Municipality

Participant's Code……

Name of School……..

Class…….. Date…….

S/N	CRITERION	YES	NO	OBSERVATION
	TEACHER KNOWLEDGE			
1	Demonstrates understanding of both L1 and L2 as resource for learning in the classroom			
2	Allows responses in other languages aside English			
3	Paraphrases sentences in English to L1 and vice versa			
4	Allows learners to communicate in L1 during group discussions			
	USE OF TRANSLANGUAGING			
1	Uses L1 in reviewing R.P. K			
2	Asks questions in both L1 &			
3	Uses L1 when students are extremely quiet during lesson delivery			
4	Repeats what is said in L1 in L2			
5	Explains some concepts in L1			
	CHALLENGES IN USING TRANSLANGUAGING			
1	Are learners encouraged to use the English language?			
2	Are there multiple L1s in the classroom?			
3	Does the teacher understand and speak more than one L1?			
	ADDRESSING CHALLENGES			
	Takes different steps to address challenges.			
	OTHER OBSERVATIONS			

APPENDIX B

INTERVIEW GUIDE

Introduction

Thank you for granting this interview. The purpose of this interview is to seek your views on aspects and concepts of teaching of English language in upper primary classrooms in Tema West Municipality. Please be assured that we hold in high regard your privacy and thus, any information provided would be used solely for the intended research purpose.

TEACHER KNOWLEDGE

1. What comes to mind when you hear the term translanguaging? Or what does the term mean to you?
2. [Follow up question, if needed] What is your view about using both English and local languages (L1) together as resource for teaching and learning in the classroom?
3. How would you feel if you ask a question and a learner answers the question in his or her first language?

USE OF TRANSLANGUAGING IN THE CLASSROOM

Examine how teachers in the selected schools adopt translanguaging in their teaching of English in the Tema West Municipality

1. In what situation or situations would you encourage learners to use their first language in the classroom?
2. How often do such situations occur in your classroom (or in your teaching)? Can you talk a bit more about that?
3. [Follow up questions, if needed] Do you allow learners to ask or answer questions in their first language? Why/ why not?
4. How about you the teacher? Do you sometimes use a local language? Why/ why not?
5. [Follow up question] Which L1 do you use in your teaching?

6. [Follow up question] What are the reactions of students when you use L1 during lesson delivery?

CHALLENGES

Investigate the challenges teachers encounter in the implementation of translanguaging in upper primary classrooms

1. What do you consider as a challenge in using both English and the local language together as resource in teaching English?
2. [Follow up question] How does the use of local languages in teaching English affect learners' effort to understand and speak English?
3. Which local languages do learners normally use in the classroom?
4. [Follow up question] Do you have learners who do not understand the first language (L1) that is commonly used in the classroom?
5. How does the existence of multiple first languages in the classroom affect your delivery as the teacher?

OBJECTIVE FOUR (4)

How do teachers address the challenges they face in the implementation of translanguaging in West Municipality?

1. How do you handle the difficulties you face when using L1 in teaching English?