TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS

By

Clifford Kgabo Dihangoane

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Department of Educational Psychology

Faculty of Education

University of Pretoria

SUPERVISOR:

Prof Funke Omidire

PRETORIA

November 2024

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Declaration

I, Clifford Dihangoane, declare that this thesis, TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS is my own work and has not previously been submitted by me for a degree at this or any other institution.



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The author, whose name is stated on the title page of this thesis, has acquired the necessary research approval for the research reported in this work. The author affirms compliance with the ethical standards outlined in the University of Pretoria's code of ethics for researchers and the Policy guidelines for responsible research.



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Clifford Dihangoane (Author) 26 November 2024

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> *Romans 4:8: Against all odds, when it looked hopeless, God's proclamation was fulfilled.*

Additionally, there is Jeremiah 29:11, which states:

> *"For I am aware of the plans I have for you, declares the Lord, strategies to bring you success and not cause harm, strategies to provide you with hope and a promising future."*

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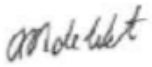
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Anna M de Wet

SATI MEMBER 1003422

BA (English, Classical Languages) (Cum Laude), University of Pretoria.
BA Hons ((Latin) (Cum Laude), University of Pretoria.
BA Hons (Psychology), University of Pretoria.

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Abstract

This study explored translanguaging as leverage for developing inclusive communication in the superdiversity contexts of inner-city schools where the LoLT is English. Superdiversity contexts are communities, especially cities, that are diversified in terms of language, ethnicity, religion, race, countries of origin, socioeconomic status, education levels, and migration history. The aim was to understand the facilitation of teaching and learning in these contexts and explore the use of translanguaging as a support strategy to develop inclusive communication and enhance learning. The study employed sociocultural and experiential theories and a qualitative research approach. The participants were eight teachers and thirty-three learners from two inner-city schools in Pretoria. Data was collected through semi-structured interviews, focus groups and workshop reflections and analysed using inductive thematic analysis. The main findings included participants' awareness of the pedagogical benefits of translanguaging, such as concept clarification, heightened motivation and interest in the subject, learner engagement, improved academic performance, acknowledgement of learner identity, inclusive communication, learning and acceptance of language and cultural differences, improved learner-teacher relationship, and an improvement in the sense of belonging. Overall, teachers welcome the use of translanguaging, but they are sceptical about the implementation processes. Most learners believe the development of English is important as they regard it as an economic language which will assist them in securing employment and interacting on a global scale. These profound pedagogical issues may help comprehend how translanguaging can be implemented in superdiverse contexts, consequently bridging the gap between philosophy and practice. This study provides valid inputs on the implementation of translanguaging methods in the classrooms in developing inclusive communication.

Keywords: English second language, inclusive communication, inner-city school, multilingualism, superdiversity, translanguaging.

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List of Abbreviations

Abbreviation	Meaning
ADCET	Australian Disability Clearinghouse on Education and Training
ASD	Autism Spectrum Disorder
CAPS	Curriculum Assessment Policy Statement
CSL	Community Service Learning
DBST	District District-Based Support Team
DoE	Department of Education
EFAL	English First Additional Language
ELT	Experiential Learning Theory
EMI	English Medium of Instruction
FP	Foundation Phase
HL	Home Language
IL	Indigenous language
ILAT	Indigenous Language Acquisition Theory
ILST	Institutional Level Support Team
IP	Intermediate Phase
L1	First language
L2	Second Language
LiEP	Language in Education Policy
LoLT	Language of Teaching and Learning
NGO	Non-Governmental Organisation
NYSIEB	New York State Initiative on Emergent Biliteracy
PIRLS	Progress in International Reading Literacy Study
S A	South Africa
SBST	School-Based Support Team
SCT	Social Cognitive Theory
TA	Thematic Analysis
TGTL	Targeted Language
TL	Translanguaging
US	United State
WGU	Western Governors University

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CHAPTER 1
STUDY OVERVIEW

1.1 Introduction

This study aimed at investigating translanguaging as leverage for developing inclusive communication in the superdiversity contexts of inner-city schools in the Tshwane district in Gauteng province, in South Africa. Superdiversity describes the diversification of communities (cities in particular) – in South Africa and globally – "along several dimensions, including language spoken, race and ethnicity, countries of origin, socioeconomic status, levels of education levels, and modes of arrival or migration history" (Park et al., 2018, p. 6). Inclusive communication refers to the integration of all types of communication, both oral and written; written communication is usually just as significant to the meaning as what is being uttered (Australian Disability Clearinghouse on Education and Training [ADCET], 2021). The term translanguaging (TL) describes multilingual individuals who deliberately and purposefully use different languages in their repertoire in an integrated form for learning and communication (Song, 2016). When bilinguals, multilinguals, and indeed, all language users choose and use specific characteristics from a complete range of accessible languages to comprehend and communicate in a particular setting, instead of just using two or more language structures, they are engaging in TL (Vogel & García, 2017). Multilingualism refers to being able to "use, speak or write in several languages" (Mayor, 2012, p. 1148). However, according to the literature reviewed, a major gap exists regarding the significance of translanguaging approaches in multilingual communication. The following chapters will go into depth on all of the principles listed above.

Translanguaging strives to close the break between learners' different life domains. Inspiring learners to acknowledge and utilise language diversity as a resource for learning can usually assist all learners in developing and preparing for internationally linked societies and changing working techniques (García & Wei, 2014; New London Group, 1996). Consequently, there is a need to explore the significance of TL as leverage for developing inclusive participation of learners through English medium instruction in super diverse classrooms of inner-city schools. There is also a need to explore and provide a thorough comprehension of educational matters and concerns from different views through TL strategies, particularly of educational concepts.

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1.2 Problem Statement

A rapid increase in migration and intra-state contributes to the development of superdiversity as migrants come into the country with diverse languages, cultures, and beliefs. Although language diversity is not a new phenomenon, teachers or education systems are mainly grounded in using one language of learning and teaching (LoLT) in countries like South Africa, as per their language policies (Mayor, 2012). This approach is a major challenge in schools as learners are superdiverse, and yet they are being taught in one dominant language, whereas most learners are not even proficient in that specific language. This approach negatively affects the learners' academic performance, including their confidence and attitudes.

As the world is multilingual, it is essential to acknowledge and embrace this paradigm. This understanding is significant for the well-being of superdiverse learners who use different languages daily for communication but have to converge and learn in the same classes. In this study multilingual is refers to when an individual can "use, speak or write in several languages"(Mayor, 2012, p. 1148). Multilingual practices in education are used to bridge language gaps amongst superdiverse learners in the classrooms. Having multilingual learners in superdiverse contexts of inner-city schools is challenging for both teachers and learners as there is no inclusive communication, which also affects social interaction as some teachers and learners do not know each other's languages. Some learners come to school only being proficient in their home language (HL) (Mayor, 2012).

This limitation may add to the numerous educational challenges countries face globally, particularly in sub-Saharan Africa, which usually uses English as the language of learning and teaching (LoLT). When learners are exposed to learning in a second language (L2) while they are not proficient in that language, it negatively affects their academic performance (Rodríguez, 2009). This shows that learners are academically excluded as they cannot learn effectively in the LoLT. According to Omidire (2019, p. 2), being taught in a language in which one lacks the necessary academic aptitude has unintended outcomes that have been well documented, yet in the past, learners' native languages were rejected as acceptable means for early learning. There is a need for learners to be accommodated and allowed to use their diverse languages to be taught and learn effectively. Consequently, this study

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explored TL as leverage for developing inclusive communication in the super-diverse contexts of inner-city schools.

As a professional teacher, I am aware of the many linguistic problems that students experience, especially in their second language, which is used for learning and teaching. The decision about a LoLT immediately creates linguistic hurdles for the learners. Teachers are also unprepared to cope with the diverse experiences that students bring from "multiple places, cultures, and languages" (Rodríguez, 2009, p.18). This weakness suggests that proactive assistance is necessary to assist schools, teachers, and students in overcoming language hurdles that have grown commonplace across the multilingual world (Ayob, 2020, p. 1).

According to Ayob (2020), globally, there is a need to use different languages, including the first language (L1) of the learners in classes, for teaching and learning. This statement is supported by García and Wei (2014), namely that L1 should be integrated into learning and alleviate the imposed monolingual language in education (LiE) policies to help improve teaching and learning. The imposed ideas of monolingual teaching are rapidly shifting towards methods that build on ranges of different languages that overlap one another (Ayob, 2020).

The educational system must see language variety as a resource rather than a barrier. Sub-Saharan Africa should include various languages in its curriculum for teaching and learning. García and Wei (2014) identified inequitable assessment processes as a potential source of inequality in education.

1.3 Rationale

My personal and professional experiences have exposed me to the linguistic issues that South African school students face since their L2 is often used as the LoLT, particularly in multilingual township communities.

I undertook this study due to my teaching experience and commitment towards my profession as an educator. The use of learners' HL to provide support and facilitate communication in their subject content learning in the LoLT has always been one of my main research interests. Through a literature review on this topic, I noticed a distinct gap in the existing research on TL as leverage for developing inclusive communication in superdiverse classrooms. My motivation was to use the

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knowledge obtained from my professional role as an educator and, most importantly, from the theoretical frameworks I have studied in my previous research studies to bring about significant improvements within the educational fraternity, in particular in the South African language in education policies (LiEP).

I chose the inner city school contexts as the cities are the main areas immigrants usually migrate into, and the city becomes more diverse with people from different countries of different religions, beliefs, cultures, and, most importantly, different languages. City schools are the most diverse schools, with learners from different countries and provinces of South Africa. Most South African learners cannot read, write, and speak in the LoLT owing to a lack of classroom accommodations for multilingual learners who struggle to adapt or study in a language other than their HL (Hooijer & Fourie, 2009). According to the Progress in International Reading Literacy Study (2021) results released in May 2023, revealed that 81% of South African Grade 4 and 56% of Grade 6 learners battle to read for meaning in any language.

Learners must be taught in a conducive environment whereby they understand instructions and subject content and, most importantly, learn through the languages of their choice or a language they are comfortable with to obtain better results (García, 2023b). Consequently, I saw it fit to embark on this study with the intention of providing recommendations on meaningful approaches within the education fraternity with regard to using TL to promote inclusive communication and learning amongst all learners in South African schools. Countries globally face numerous educational challenges, particularly in sub-Saharan Africa, which usually uses English as the LoLT. Though there is a large body of work on TL for Spanish-English bilinguals, other language groups in the classroom are underrepresented. Consequently, this research envisions discovering the significance of TL approaches in English medium instruction in super-diverse classrooms in the South African context.

According to Omidire (2019), TL must be endorsed broadly and embraced as an approach to learning in multilingual contexts. Vogel and García (2017) support the view that TL is a better teaching method that includes the learners' languages as it allows the learners to engage freely in the discussions in the classrooms using their preferred languages. This study envisions obtaining a deeper understanding of TL to

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leverage developing inclusive communication in the superdiverse contexts of inner-city school classrooms in South Africa. This study was derived from the challenges faced by learners in multilingual classrooms whereby the LoLT is one language, which is actually their L2, and I saw it fit for them to move towards a TL approach to ensure academic inclusivity for all learners (García, 2023b).

1.4 Preliminary Literature Review

The term "superdiversity" refers to the worldwide diversity of communities “along several dimensions, including language spoken, race and ethnicity, countries of origin, socioeconomic status, levels of education levels, and modes of arrival or migration history” (Park et al., 2018, p. 6)

Relocation-associated diversity displays itself mainly in metropolises. Metropolises are commonly the main areas of access for new immigrants and usually the first areas where incorporation into the community begins (Scholten et al., 2019). Several metropolises went through eras of migration and experienced immigration as the main component of their identification, for example, in Amsterdam and New York (Scholten et al., 2019). There is an increase in Western European metropolises where 50% or more of the population has an immigration upbringing (Scholten et al., 2019). These metropolises are regarded as “majority-minority” metropolises (Scholten et al., 2019). In Europe, this is already true for metropolises in the Netherlands, Belgium or Sweden, and many cities in England, France and Germany (Scholten et al., 2019). According to Crul (2016), only one-third of children under the age of fifteen in large cities in the Netherlands are still of Dutch descent. Metropolises are in the lead of an ongoing worldwide process of developing flexibility and diversity of populaces.

According to Scholten et al. (2019, p. 1),

> *“Although migration to cities is in itself certainly not a new phenomenon, the process of globalization in combination with the availability of faster and cheaper transport, stimulated the movement of more people, at a greater frequency and over larger distances”.*

Metropolitan areas are usually the dominant hubs in such immigration systems. Consequently, there is not just more diversity in these metropolitan areas, but the nature of the diversity is becoming more complex. What is usually regarded as

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"diversification of diversity" relates to the diversification of various migration groups and the diversification within these groups (Hollinger, 2006). The internal differences in the groups increase over the generations and even between the members of a specific generation (Scholten et al., p. 20).

Compared with other states, the socioeconomic division among second-generation descendants of migrants in the Netherlands has grown. Many members of the second generation have experienced rapidly rising mobility, while a similarly big group is falling behind. The group's children might be at risk of being worse off than their parents (Crul et al., 2013). Dissimilarities associated with sex, generation, and religion add to the difficulties of communities in extensive metropolitan areas. Sociologists have defined this developing difficulty of diversity as "superdiversity", a circumstance in which diversity itself has developed among so many dimensions that the distinction between majorities or minorities has become unclear (Crul, 2016; Meissner & Vertovec, 2015; Vertovec, 2007).

In many situations, the children of recently arriving migrants grow up in areas and attend schools where youngsters of inborn Dutch origin make up a small minority. This development shows that they no longer incorporate into a common group over time but rather into various migratory societies. What this change implies for majority-led integration programmes, as well as how these newly arriving youngsters react to top-down urban government-driven programmes, is a new and highly significant topic (Scholten et al., 2019).

Crul et al. (2013) say superdiversity may develop constructively or poorly. The political backdrop and social flexibility in the second and third generations may lead to optimism and empowerment or dread, anger, and humiliation (Scholten et al., 2019). Urban superdiversity, or immigration-associated diversity, is typically more prevalent, according to researchers (Wessendorf, 2015). The idea of superdiversity (Crul, 2016; Vertovec, 2007) refers to a twofold transformation that communities throughout the globe are experiencing. Firstly, not only is the scale shifting, but so are the perceived advantages of mobility. People are more mobile than ever before, owing to globalisation and technological breakthroughs. Because immigration has been a significant component throughout history, there are more mobile populations

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overall than ever before; individuals travel longer distances and more often than ever before in their lives.

Some researchers have referred to this change as “liquid mobility” or the developing appearance of “floating populations” (Engbersen, 2016). Also, due to immigration, diversity has been growing seriously. This growth includes the development of diverse migratory groups over a period of time and diversification along many new dimensions in diverse migratory groups. A national viewpoint mirrors the fact that there is an extensive diversity of cultural, ethnic, and spiritual orientations among immigrants of the same nationality, while different members of the group may use widely different immigration mechanisms to accomplish diverse objectives, leading to different legal consequences. At the same time, they may come from different socioeconomic circumstances and even speak different languages (Vertovec, 2007). It is very challenging to characterise migratory communities in such situations as cultural, ethnic, or tribal features are only part of their recognition.

According to Meissner and Vertovec (2015), superdiversity also means accepting diversity as the new normal. This new normal replaces the former model where newcomers were absorbed into local culture or the framework of the largest community (Scholten et al., 2019). In this new normal, we must also investigate the assimilation of people of natural descent. As indicated, whether people of natural descent could be assimilated successfully into the superdiverse communities would have different outcomes in different neighbourhoods and geographies (Scholten et al., 2019). These types of studies indicate that current adjustment and integration philosophies have been stretched to the limits and are incapable of dealing with the difficulties of super-diverse settings and environments. Thus, it is very important to investigate how all learners, including migrant learners, are communicating inclusively in the classroom.

1.4.1 The Concept of Superdiversity

The concept of superdiversity has also been utilised to check societal dissimilarities, an area where normal philosophies of acclimatisation have mostly failed (Scholten et al., 2019). It assists us in recognising and comprehending the significance of other contextual features and integrating the significance of particular local or nationwide settings to clarify dissimilarities within ethnic societies (Scholten et al., 2019). This

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viewpoint does not imply that superdiversity is presently a fully fleshed out theoretic model compared to the likes of segmented assimilation theories. Experimental investigation through the lens of superdiversity, nonetheless, can assist us in growing our understanding of procedures of mobility, identification, and fitting into communities affected by circumstances branded by superdiversity. This investigation will assist in developing the concept both empirically and in theory (Scholten et al., 2019). A vital reality is that super-diverse metropolitan areas and their suburbs do not have guaranteed successful outcomes.

1.4.2 Translanguaging as a Theory

The concept of TL became visible in research literature in the 1990s as part of programmes to preserve the Welsh language by viewing it in conjunction with English as the input and output stages of class activities (Williams, 1994). Translanguaging has expanded to include the complexities and fluidity of multilingual language practices and is now integrated into instructional methodologies (García & Wei, 2014).

Higher educational institutions throughout the world mostly support structuralist ideas of language use (Vogel & García, 2017). School leadership and policymakers still universally view bilingualism "through subtractive or additive prisms" (Vogel & García, 2017, p. 9). However, as globalisation and the accompanying diversity become more pervasive, especially as more bilingual learners enter schools, TL is increasingly considered for execution in classes worldwide (Vogel & García, 2017). All over Europe, the endorsement of "plurilingualism is", described as "the ability to use several languages to varying degrees and for distinct purposes" (Council of Europe, 2000) to promote European unity, is gaining traction and sparking interest in TL. Vogel and García (2017) define TL as a practice in classrooms with migrant and expatriate learners, as well as conventional language classes with learners interested in learning extra languages. Thus, it is critical to investigate both the benefits and drawbacks of TL pedagogies in classrooms.

1.4.3 Translanguaging and the Teaching and Learning of Traditional Language

Multilingualism has gradually progressed to a more significant spot in language teaching (May, 2014; Turnbull, 2018), and the concept has become important in

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learning and teaching in diverse contexts. The TL viewpoint postulates that speakers choose and use certain characteristics from a unitary linguistic resource rather than having a particular number of independent language systems to make meaning and converse in particular communication settings (Vogel & García, 2017). This perception identifies the communicative practices of the speaker as its point of exit, as they are derived from the individual's language and semiotic resources rather than the presence of systems determined by prescribed languages (Otheguy et al., 2015).

The Constitution of South Africa has preserved multilingualism and has created opportunities for multilingual education, making it an ideal nation (Du Plessis, 2009). The South African Constitution's founding provisions granted 11 languages official status: “Sepedi, Sesotho, Setswana, isiZulu, isiXhosa, isiNdebele, SiSwati, Xitsonga, Tshivenda, English, and Afrikaans” (Currie, 2006, p. 20). The Bill of Rights also requires that all children be taught in their preferred language whenever possible (RSA, 1996). These constitutional protections have provided many possibilities to teach Indigenous African languages to speakers of other African languages as auxiliary languages, advancing multilingual education for pupils. However, without university teacher preparation programmes that transcend HL bases of student teachers, a pedagogy requiring different languages is impossible (Makalela, 2005).

From its origin as an approach where English and Welsh were used as linguistic input and output, multilingualism has expanded to provide additional intellectual benefits (Lewis et al., 2012). The idea of TL has been embraced and expanded in recent research by Creese and Blackledge (2010) and Li and Luo (2017) as an alternative to the traditional monoglossic al alignment, where languages are viewed in isolation to be kept apart in the classroom. The idea of TL provides a heteroglossic method to make meaning, shape experiences, comprehend and manage information over two languages (Baker, 2011, p. 288). Both languages are utilised in an integrated and logical way to form and facilitate perceptual methods in learning.

Recently, TL has been likened to a nebulous spectrum in South Africa. This spectrum is most effectively articulated through the African value system of Ubuntu, which aligns somewhat with the admonition that one language is incomplete without the other (Makalela, 2014). In this context, the ubuntu lens of a spectrum is a

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valuable heuristic for illustrating the intricate phenomenon of TL, which is characterised by the blurred borders of African languages shared by vast speech communities in their daily meaning-making processes. The TL pedagogical strategy has been the subject of only a handful of studies in South Africa (Madiba, 2014). Makalela (2014) employed narratives of learners from a pre-service teachers' course to enable learners to convey their identities and histories of contact with any language they know. The objective of the assignment was to enhance and expand learners' understanding of the relationship between language and society by introducing and elaborating on fundamental concepts such as dialect, register, idiolect, and sociolect.

Translanguaging strives to close the gap between learners' unique life domains. Instead of the current view of TL as just a utility for linguistic minorities, many researchers argue that TL can benefit all learners, including the learners fluent in the more commonly named languages (Ticheloven et al., 2019). Inspiring learners to embrace and utilise language diversity, usually as a resource for learning, can assist all learners in developing and preparing for internationally linked communities and using different learning strategies (García & Wei, 2014; New London Group, 1996). The significance of TL implementations in education has been found to have a powerful resonance. Nonetheless, the criticism raised concerning using TL needs to be addressed (Canagarajah, 2011; Lewis et al., 2012). Thus, it is important to explore the approaches and processes used in the implementation of TL as leverage for developing inclusive communication in superdiverse classrooms. It is also significant to consider the learners' and teachers' beliefs and responses towards these methods.

1.4.4 Language Experiences in South African Education

South Africa is a nation of multilingual communities; it is the abode of a diverse population from a variety of ethnic backgrounds and has a rich cultural heritage (Hooijer & Fourie, 2009). Linguistic diversity spreads to the multilingual structures of schools and higher institutions. The country and its schools must deal simultaneously with various migrating languages resulting from both domestic and cross-border migration (Paradowski, 2021). There are many different language experiences and challenges in the South African educational context that are more common and go further than the context of this country. However, South Africa faces

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several unique challenges and complications in providing standard learning to its multilingual and multicultural population. Historically, the South African education system was aligned with discriminatory policies and used to restrain attempts at emancipation (Hugo, 2010) powerfully.

The language in education policy (LiEP) was a policy developed in South Africa to restore the historical inequities and permit sovereignty of choice by promoting "additive multilingualism as an approach to language in education" (DoE, 1997, p. 2). The LiEP fosters multilingualism, diversity, and the flourishing of all official languages in a democratic atmosphere (Childs, 2016). The policy intends to help learners overcome differences between their first language (L1) and the LoLT that learners may necessitate, consequently stimulating equal access to education (DoE, 1997). The primary goal of the LiEP is promote linguistic equality and appreciation in schools especially for the languages that were historically deserted and underprivileged (Childs, 2016). As a counter to these historically discriminatory policies, the LiEP was designed to support additive multilingualism, aiming at full participation through impartial and significant education (Department of Education [DoE], 1997). In addition, a directive to support indigenous African languages was given through the "Incremental Introduction of African Languages initiative" (Department of Basic Education [DBE], 2013), which aimed at growing the share of African languages. This initiative sought to have all public schools in the nation provide at least three official languages, enabling every learner to acquire at least one African language (Paradowski, 2021).

These examples highlight the current classroom practices' inability to equip learners with obligatory literacy abilities (Paradowski, 2021). Usually, the problem is predominantly prevalent in rural, township, and inner-city schools, exacerbating the divide between the lower-achieving and more capable learners and growing structural inequalities. The main reason for the underperformance could be that regardless of the acknowledgement of all the South African official languages in the constitution and the stated commitment to the basic rights of individuals to receive education in their HL, teaching from Grade 4 onwards occurs in a language most learners are not proficient in (Paradowski, 2021). As a result, most students are placed in an educational system that expects them to understand and learn material information despite the fact that they may lack basic communicative and literacy

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abilities in the LoLT (Paradowski, 2021). Thus, it is very important to check if they have these skills before teaching content. However, the fact that they are in Grade 8 means they have been in school for some time and are expected to have mastered these skills. This study will focus on allowing learners to use their multilingualism to communicate for teaching and learning.

1.4.5 Translanguaging in the Classroom

The TL that happens in the classes is primarily learner-directed (Lewis et al., 2012). In the US, in a multilingual nursery school class researched in García's (2011) study, learners utilised TL to facilitate comprehension, make sense between themselves, include and exclude others, and reveal acquaintance between other meta-functions. Researchers worldwide acknowledge the implementation of TL in schools. The relevant, updated research publications and journal articles deliberating TL implementations in educational programmes worldwide include Blackledge and Creese (2014) and Cenoz and García (2017).

The diverse contexts of schools, learners, teachers, and districts impact the consultation procedure of the implementation of TL as leverage for developing inclusive communication (García & Kleyn, 2016; Lundberg, 2019). Therefore, planning and executing TL approaches and adapting them for a specific environment will require consultation with all relevant stakeholders to ensure success (Berliner, 2002; Dooly, 2007; Van der Wildt et al., 2015). The current study aims to discover the requirements and best approaches for these consultations. Research claims that an essential prerequisite for such consultations is that all participants, including teachers and researchers, must not just be seen as research targets (Denton et al., 2003). Fullan (2007) emphasises the significance of constructing a shared vision dream to develop academic conceptions successfully and change the circumstances of the participants. Barron (2006) emphasises the need to focus on learners' creativity and familiarity when conducting an educational study, particularly when using learner-initiated practices. As a result, the study intended to investigate how teachers and learners perceive TL approaches and get insights into their meaningful impressions of the approach.

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1.4.6 Translanguaging and Translanguaging Context

Translanguaging is defined as “the ability of multilingual speakers to shuttle between alternate between languages, treating the diverse languages that make up their repertoire as an integrated structure” (Canagarajah, 2011, p. 401). This explanation stresses the integrated nature of speakers’ communication ranges (Li & Lin, 2019). The idea of TL provides numerous benefits in explaining multilingual linguistic use (Jonsson, 2017). Translanguaging provides the likelihood of learning bi- and multilingual linguistic practices from a viewpoint that is not monolingual and that acknowledges the heteroglossic intrinsic in bi- and multilingual conversation (Jonsson, 2017).

Translanguaging practices can construct profound comprehension instead of facilitating communication only (García, 2009, p. 45). The language use of bilinguals reveals bigger selections and a more extensive range of words, phrases, and language constructs than each monolingual distinctly can call upon and contain both language and traditional knowledge (García, 2009, p. 47). Regarding the combination of language and cultural knowledge, TL practices provide the potential “to exploit subtle linguistic and traditional nuances both in and through languages” (Jonsson, 2017, p. 30). Translanguaging also provides the possibility of adding to “an ideologically significant epistemological change in linguistics by resisting and transforming power asymmetries” (Jonsson, 2017, p. 30).

1.4.7 Inclusive Communication

Inclusive communication acknowledges that people converse differently and are motivated by different methods (ADCET, 2021). It integrates all methods of communication, both spoken and written. Written communication is usually just as significant to the meaning as what is uttered (ADCET, 2021). Growing children need to acquire age-appropriate inclusive communication skills during teaching and learning in the classrooms that will directly and positively impact educational and communal results for learners (Camilli & Barnett, 2010). Social pragmatic communication insufficiencies can add to social segregation and reduce chances to communicate socially (Caselli et al., 1999; Wetherby et al., 2007).

Inclusive communication implies the sharing of intentions, objectives, activities, and results among interdependent persons within a social system (Mahlomaholo &

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Netshandama, 2012). Inclusive communication is viewed as a strength that can foster partnership, reflection, and important discussions (Ellison, 2008). Although inclusive communication is theorised in diverse settings, these settings tend to show comparable characteristics; namely, they are people-driven and influenced by the wish to share data among them to be part of a recognised communication discussion to attain a set of results. Inclusive communication is enriched when persons become part of a networked group (Makoelle, 2012). Thus, this study is envisioned to enrich inclusive communication by using TL in the classroom.

1.5 Summary

The preliminary literature review has provided a mini overview of TL as leverage for developing inclusive communication in superdiverse contexts. Consequently, numerous gaps emerged through the literature review. Some of the research gaps that emerged are on how to deal with superdiversity in multilingual classrooms as far as TL pedagogy is concerned. Some progress has also been made regarding comprehending how schools can react to superdiversity. What kind of policies would be appropriate to the conditions of superdiversity? It is also important to indicate the features of modern social life and communications that are indicative of superdiversity, indicating how new theory can add to the additional growth of the sociolinguistic philosophy on superdiversity. The literature review is discussed in detail in chapter 2.

1.6 Purpose of the Study

The study aimed to investigate TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools. This study also sought to investigate and provide a thorough grasp of the pedagogical challenges and concerns from many perspectives during TL procedures, notably educational concepts. The literature has revealed numerous advantages and disadvantages of TL as a pedagogy. Thus, I wanted to understand how significant TL strategies are, exploring their advantages and disadvantages; the focus was mainly on inclusive communication.

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1.7 Research Questions

1.7.1 The Main Research Question (RQ1)

RQ1: How can translanguaging serve as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools?

1.7.2 Research Sub-Questions (RSQs)

RSQ1: What are the teachers' and learners' experiences in translanguaging approaches in the superdiverse classrooms of inner-city schools?

RSQ2: What strategies are used by teachers to promote inclusive communication in the superdiverse classrooms of inner-city schools?

1.8 Working Assumptions

Most inner-city schools do not practice translanguaging as most teachers may not be trained in the use of this multilingual pedagogy. Thus, they are unable to incorporate diverse languages into their teaching and learning processes. Teachers cannot face the difficulties of dealing with the various experiences that students bring up from "multiple places, cultures, and languages" (Rodríguez, 2009, p. 18). They are expected to create a conducive learning environment that is deemed to enhance learners' academic achievement (Caprara et al., 2006). This implies that they ought to practise inclusive education, which implies that all learners attending school should be included/accommodated in all activities that occur within the classrooms; this is where TL strategies may help. I assume that data collected from my participants could provide a comprehensive understanding and knowledge of TL as leverage for developing inclusive communication in the superdiverse contexts of the inner-city schools of South Africa.

1.9 Concept Clarification

1.9.1 Superdiversity

Vertovec (2007, p. 3) first coined superdiversity as an explanation of the variation of diversity to describe the large-scale, swift and uneven movement of individuals, which portrays the present era. The conception of superdiversity thus supersedes multilingualism. According to Blommaert et al. (2011), it also decreases the obviousness of sociocultural structures, making it a beneficial investigative frame for sociolinguistic study in the multilingual area. According to Blommaert (2015),

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superdiversity is an area of the mixture, an area of junction, or a nexus of growth long in progress. A superdiversity lens allows us to consider superdiversity activities in which we might not have previously participated, as well as to reassess current understandings of language use and meaning-making (Bradley & Simpson, 2019).

1.9.2 Translanguaging

Translanguaging is a theoretical framework that provides different views of bi- and multilingualism (Vogel & García, 2017). The model postulates that instead of having two or more independent linguistic structures, as has been usually understood, bilinguals, multilinguals, and certainly, all language users, choose and use certain characteristics from a sole language range to comprehend and discuss certain communication settings (Vogel & García, 2017). Translanguaging also signifies an approach to linguistic education that asserts and influences learners' varied and active language habits in teaching and learning (Vogel & García, 2017).

1.9.3 Inner-City Schools

Inner-city schools are based in the inner city, which often refers to the impoverished areas of large cities. The inner city is an older part of a metropolitan area, usually densely occupied and with deteriorating infrastructure. These parts of the cities are largely occupied by poverty-stricken, usually smaller groups (Dictionary.com, n.d.). The inner city is characterised by marginal learning chances, high joblessness and criminality, dysfunctional families, and insufficient housing. It is the portions of a metropolitan area in or near its centre, especially related to poverty, joblessness, inferior housing, etc. Sometimes, struggling schools in the inner city face considerable difficulties in organising access for learners to higher institutions (Dictionary.com, n.d.).

1.9.4 Inclusive Communication

Inclusive communication acknowledges that people converse in different ways and are inspired by different communication methods (ADCET, 2021). Inclusive communication integrates all types of communication, both oral and written. Written communication is usually just as significant to the meaning as what is uttered (ADCET, 2021). Participation during teaching and learning in the classrooms has a direct, positive impact on the educational and communal results of learners (Camilli & Barnett, 2010). Children in restricted communication environments especially need

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to acquire appropriate inclusive communication skills appropriate for their age that can complement the language environment (Carter et al., 2005). Social pragmatic communication insufficiencies can add to social segregation and reduce chances to communicate socially (Caselli et al., 1999).

1.9.5 Township

A township in South Africa is a residential area that is not developed and typically situated on the outskirts of a city. The terminology has no formal explanation, but it is normally utilised to define areas that were chosen for non-white people during apartheid era (Donaldson, 2014). A township is a compressed urban settlement typically built at a distance from centres of commercial and industrial activity. During the apartheid period, this was by design: with townships recognized as residence towns for black workers, without internal financial logic and inadequate social services (Philip, 2018).

1.9.6 Bilingualism

Bilingualism refers to the capability to speak and understand dual languages (Haugen, 1956). Bilingualism is the usage of dual languages, while multilingualism encompasses the use of multiple languages beyond two. According to Crystal (2008), bilingualism is a term utilised to describe either a person or a society that owns the capability to utilise dual or many languages. Bilingualism is the ability to change from one language to another and that bilinguals have a broader range of experience than monolinguals (Hoffman, 1991). Bilingualism allows them to be more skilful of flexible thinking and each language may offer the speaker with a distinct perspective. Bloomfield (1957) says bilingualism is the natural control of two languages although the terminology is also described as the comprehensive mastery of two languages.

1.9.7 Home Language

Home language refers to the language that learners are exposed to in their homes and communities; it is the language that they utilise daily as their main ways of communication, and identifies them with their community (Smith & Kumi-Yeboah, 2015). A language learned from infancy in the home setting, also regarded to as mother tongue or first language or native language (Neokleous, Krulatz & Farrelly, 2020). Home language is the language that an individual learnt at home, typically

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from parents (Ngulube, 2017). It is the most ordinarily spoken language by the family members in daily communications at home.

1.9.8 Code-switching

Code-switching refers to the practice of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting (Morrison, 2025). It means the practice of alternating between two or more languages or varieties of language in conversation (Duran, 1994). According to Mrawushe, (2018, p. 71) “the mother tongue, when appropriately used, provides support in all activities in which teachers and learners are engaged. Code-switching increases the vocabulary, as shown by words created through borrowing. Teachers reduce the tension by code-switching as they realise that this helps to boost the confidence and understanding of the learners and thus close the conceptual gap. Research shows that code-switching facilitated important social functions but minimal academic functions in the bilingual classroom (Adendorff, 1993). Code-switching is widely perceived as good for academic and social purposes in bilingual and multilingual communities (Mrawushe, 2018). Code-switching is widely used in South Africa because English is usually heard and taught in school” (Mrawushe, 2018, p. 29). It “conceptualises code-switching in the classroom situation firstly as a resource for second language acquisition and secondly as a potential resource for effective bilingual communication” (Mrawushe, 2018, p.71).

1.10 Conceptual Framework

The conceptual framework underpinning this study is the **sociocultural theory** (SCT), experiential learning theory, indigenous language acquisition (ILA) and social cognitive theory. It is very important to note that the SCT was used as one of the base theories for this research as it highlights TL as leverage for developing inclusive communication in super-diverse contexts of inner-city schools. This implies that the study of linguistic comprehension practices in the classrooms was observed through classroom discussions, accentuating the socio-cultural perceptions of the building of knowledge and the writings on multilingual teaching. The **experiential learning theory** (ELT) is a philosophy that indicates the significance of familiarity in the learning process (Kolb, 2000). The key principle from the ETL that is equivalent to the debate of this research is that learning includes communication between the

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individual and the setting. **Indigenous language acquisition** is very important as it describes learners' learning of an Indigenous language (IL). Indigenous language acquisition is important, considering the language variety, including the linguistic diversity and the communication skills of the traditional speakers. The primary viewpoint of the **social cognitive theory** is the philosophy that "mind, body, and world function interactively" (Atkinson, 2011, p. 143). It is to show that the intellect, physical body, and setting affect each other. I have used these theories for my conceptual framework as I believe that they blend well in this study. The framework is discussed in detail in Chapter 2.

1.11 Research Paradigms

1.11.1 Epistemology

The epistemology of this research was constructivism. Constructivism is derived from the notion that constructing or accumulating new knowledge in the cognitive structure of learners is based on experience and knowledge in a classroom where TL is used as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools (Wina, 2005). Constructivism is a paradigm that focuses on abstract and comprehension of the world through experiences. My study focused on how knowledge was built, not transferred, so knowledge was constructed through the experiences and knowledge of the learners and not from the transfer or transference from the instructor (Western Governors University [WGU], 2020). According to Rusman (2013), constructivism trusts that learners individually experience and transform complex information, check information with existing procedures and analyse it if necessary. Constructivism believes that constructing or gathering new knowledge in the cognitive organisation of learners depends on learners' experience (Rusman, 2013). In this study, constructivism was chosen to comprehend the construction of knowledge and experience through the usage of TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools. Constructivism allowed the researcher to comprehend how the participants constructed knowledge and how they made sense of the world they lived in.

In this study, constructivism focused on how learners used their full linguistic repertoire to learn or construct knowledge in a superdiverse classroom. This is

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endorsed by Rusman (2013), who emphasised that constructivism articulates that learners build knowledge instead of just inertly taking in information as learners experience the biosphere and reflect on those familiarities; they form their own depictions and integrate fresh information into their preceding knowledge. Constructivism is a significant educational philosophy that was utilised to assist learners in constructing or acquiring new information (WGU, 2020).

Constructivism posits that knowledge is constructed whereby learners energetically build or create their individual knowledge and that actuality is determined by their experiences as learners (WGU, 2020). Constructivism upholds that actuality and consciousness are objective, traditionally and culturally constructed and based on people's experiences. The foundation of constructivism denotes that people construct their own knowledge through their experiences, upbringings, and beliefs; hence, in this study, learners utilised their prior knowledge as a basis and constructed fresh things on it that they acquired using their entire linguistic repertoire (Wahyuni, 2012). According to Rusman (2013), in a constructivist context, the learners bring their individual exclusive familiarities to the schoolroom daily. Their upbringing and prior knowledge influence their ability to construct and learn new knowledge. So, all the participating learners brought their own familiarities and made their education exclusive to themselves (WGU, 2020). Constructivism seeks to offer a viewpoint on a topic and analyse it to reveal how certain individuals construct new knowledge in a school context (Nieuwenhuis, 2016). The constructivism paradigm allowed the researcher an opportunity to explore and understand the world of human experience (Cohen et al., 2007).

1.11.2 Methodological Approach

The study used qualitative research, which permits the researcher to observe participants' familiarities in depth by utilising a particular set of investigative approaches. These approaches included focus group discussions, interviews, and reflective journals; however, survey questionnaires were also used to reveal the phenomenon under study (Hennink et al., 2020). An explanatory case study design was adopted in this study and is further explained in Chapter 3.

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1.12 Research Methodology

1.12.1 Research Design

The explanatory case study is an original explanation of the “how” or “why” that is behind something (Heath, 2023). This design is normally utilised when learning from a real-life occurrence or event (Heath, 2023). The design is used to explore current events and challenges in its natural context. It is used to provide detailed information on the participants' description of a phenomenon. In particular, the focus was on TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools. Yin (2013) describes a case study as a real investigation aimed at exploring the present event in its usual setting. The case study “fences in the phenomenon under investigation” that I have studied and analysed (Merriam, 2009, p. 40). I chose this design since the issue at hand is inclusive communication; yet, the cases cannot be addressed without the context, the specific school, and, more specifically, the superdiverse classroom setting (Yin, 2013). The case study allows the researcher to identify differences between and across cases, as well as analyse each setting and context (Yin, 2003). This strategy is helpful in understanding how individuals interact in a specific situation (Nthulana, 2016).

1.13 Participant Selection

I have chosen purposive sampling as it is used in special situations for a specific purpose, which, in this case, is the study of TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools. Purposive sampling is particularly careful and intentional in selecting individuals depending on their understanding of the topic under research (Tongco, 2007). The selected schools were two South African city schools. Both schools were chosen based on their diversity as they have learners of multiple races coming from different provinces of South Africa and also outside the country. The selected participants were eight middle school teachers with teaching experience in diverse inner-city schools, as they were L2 teachers employed in fee-paying public schools in Pretoria. Also, both schools A & B are using English as the LoLT, and thirty-three Grade 8 learners aged between 13-15 years from the two inner-city schools have been exposed to the L2 for several years and are expected to be proficient at this level (Cummins, 1980). The sample was chosen “purposefully, that is, a particular person, community, or other bounded [entity] because it exhibits characteristics of interest to the

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researcher" (Merriam & Associates, 2002, p. 179). The participants were selected on the basis that they are multilingual in superdiversity schools. Full details on participant selection are discussed in Chapter 3.

1.14 Data Collection and Documentation

Field notes and questionnaires were used to capture data from the inner-city schools in Pretoria. I visited the two purposively sampled multilingual high schools, from which tangible examples were recorded through interviews and survey questionnaires on the topic of TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools with the selected participants. The use of field notes and questionnaires helped to promote mindfulness and flexibility. Interviews were conducted to understand TL in depth as leverage for inclusive communication in inner-city schools that are superdiverse. According to Maree, "an interview is a two-way communication in which the interviewer asks the participant questions to collect data and to learn about the participant's views, beliefs, behaviours, and experiences" (Maree, 2016, p. 92). Maree continues that "the aim is to obtain rich descriptive data that will assist the researcher in understanding the participants' construction of knowledge and social reality" (Maree, 2016, p. 93). All collected data were transcribed and captured electronically. Table 1.1 below indicates the data collection and documentation parameters.

Table 1.1: Data Collection and Documentation

Data collection and documentation	Teachers	Learners
Workshop	26 (13 per school)	N/A
Semi-structured interviews	8 (4 per school)	N/A
Focus group discussion	N/A	33 (Two classes per school)
Survey questionnaires	60 (30 per school)	+/- 60 (Two classes per school)

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1.14.1 Workshop

I conducted a workshop on TL in the two participating schools to assist the participating teachers in implementing it in the classroom. The workshop was conducted in order to alleviate misconceptions and provide a clear and detailed explanation of the TL approach. The workshop was also meant to allow participants an opportunity to ask clarity where there is a need.

1.14.2 Semi-Structured Interviews

I used semi-structured interviews, questionnaires and field notes to capture data. The interviews were conducted to ensure a complete understanding of inclusive communication in inner-city schools. This type of interview gives an opportunity for greater flexibility while collecting data, as well as the opportunity to learn about the setting's complexity and distinctiveness (Rule & John, 2011).

1.14.3 Focus group discussions

I facilitated focus group talks in both schools A and B, with two groups of eight students each (Maree, 2016). The focus group talks centred on a specific issue, and disputes were encouraged. The group interactions helped with data production and establishing a crucial element of the process, with contributors disputing among themselves and directing their comments only to the mediator.

1.14.4 Survey Questionnaire

I also collected data through a self-developed survey questionnaire to collect the participants' biographic information. Quantitative research frequently uses surveys for "the assessment of the current status, opinions, beliefs, and attitudes by questionnaires or interviews from a known population" (Maree, 2016, p. 174). I handed out thirty questionnaires to the teachers of each school. "The design of the questionnaire is an extremely important part of the research since this is the instrument with which data is generated" (Maree, 2016, p. 177). The researcher must consider the sort of data the questions will generate and the statistical methods used to analyse it while designing a questionnaire. The questionnaires were provided to teachers to understand their feelings, ideas, attitudes, and experiences using TL to develop inclusive communication in extremely different inner-city schools.

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1.14.5 Lesson Observation

I attended a brief session in a classroom of 35 students, and the data was collected audibly. The observation was crucial as it enabled me to immediately observe the implementation of the TL technique and the learners' replies. Lesson observation is crucial as it provides the researcher with direct insight into participants' responses and attitudes within an immediate context.

1.15 Data Analysis

The study has adopted an inductive thematic analysis (TA) that permits an understanding of TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools. Thematic analysis was used to discover, investigate, and report on themes and sub-themes that emerged from the data. Data was collected directly from individuals. The basic goal of TA is to collect data directly from participants without adding bias through previous beliefs about predicted categories or related theories. “Thematic analysis is best suited to elucidating the specific nature of a given group’s conceptualization of the phenomenon under study” (Braun & Clarke, 2006, p 6). The written data was examined to obtain a more detailed grasp of TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools. The inductive analysis assisted in highlighting several categories that may describe the abovementioned topic as far as teachers and learners are concerned (Elo & Kyngäs, 2007). I chose inductive analysis because it “allowed research findings to emerge without restraints imposed by more structured theoretical orientations” (Maree, 2010, p. 99). Qualitative questionnaires were used to gather the data and organise it using TA.

1.16 Ethical Considerations

The University of Pretoria's ethics committee extended ethical clearance (EDU 199/21) for this work. Letters of informed consent were distributed to the principals, teachers, and parents of the participating schools to guarantee that their children had their permission to participate. In addition, the learners were handed assent documents as part of their participation agreement. Participants in the study received no remuneration for taking part, and there was no coercion or manipulation involved. Participation was entirely voluntary, and people could withdraw at any time. I obtained signed consent and assent documents before beginning the data collection

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process. Permission was secured from the GDE before the start of the research. I took precautions to secure the storage of data and research documents by keeping a secured hard copy and a password-protected electronic copy at the University of Pretoria. Chapter 3 delves deeply into ethical considerations such as anonymity, secrecy, and privacy.

1.17 Study limitations

Some limitations might have impacted the study. Firstly, research was conducted in two inner-city schools only, which may have led to limited data access. The sample size was limited by practical considerations and might be insufficient for some statistical measurements. Inaccuracies in the answers and interpretation of the questions may also occur as diverse languages were used.

1.18 Conclusion

Chapter 1 included an overview of the study. I also described the study's aims, including the research questions that led it, as well as clarifying definitions and ideas that were critical to the study. I also focused on the conceptual framework, research design, and methodology. An outline of the essential ethical considerations and the quality criteria that must be followed was also addressed.

1.19 Outline of the next chapters

Chapter 2 contains of the comprehensive literature review regarding the teaching and learning methods used to support learning in superdiverse classrooms. This chapter focuses on the implementation of translanguaging approach to ensure that inclusive communication is developed amongst learners, especially those who may not be proficient in the language of instruction. This approach draws an attention to the language practices, in particular, communication among teachers and learners. Translanguaging approach moves away from monolingual learning and allows learners to use different languages including their home languages as resources for communicating and learning in the classroom.

Chapter 3 focuses on the research methods and design. The ethical considerations and research processes of this study are also discussed comprehensively. The data collection strategies and the findings supporting this research are also discussed in this chapter

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Chapter 4 discusses the results of the data analysis, in particular, thematic data analysis and identified themes and subthemes that emerged during the analysis process

Chapter 5 discusses the finding from chapter 4. The findings are compared with the literature review presented in Chapter 2 and the research questions are answered. The limitations and contributions of this study are discussed. The recommendations are made, followed by the conclusion.

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CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter provides insight into the use of TL as leverage for developing inclusive communication in superdiverse classrooms. In this section, a literature review is conducted as it is a base of knowledge that draws attention to communication and linguistic practices in the context of superdiversity. Subsequently, significant discussions linked to my research topic are presented. I begin this chapter by explaining superdiversity, which includes the historical origin and background of superdiversity and its impact on South African education.

This chapter further discusses the teachers' and learners' experiences in superdiverse classrooms where LoLT is English. The value of HL is also discussed as it has an impact on learners' academic performance. Therefore, a TL pedagogy was introduced as an educational support strategy used to enhance learner participation and communication in the classroom. This broadly explains the relevance of TL in superdiverse contexts and demonstrates its effectiveness. The advantages and disadvantages of this strategy were explored, and it has been shown that the TL approach has many advantages and very limited disadvantages, thus making this strategy more relevant and worth considering using permanently in schools. This chapter also introduces and discusses my conceptual framework, linking it to my research questions.

2.2 The Concept of Superdiversity

Superdiversity describes the diversification of communities globally "along several dimensions, including language spoken, race and ethnicity, countries of origin, socioeconomic status, levels of education levels, and modes of arrival or migration history" (Park et al., 2018, p. 6) Superdiversity speaks to a double change that communities are experiencing worldwide (Crul, 2016; Vertovec, 2007). Firstly, the scale and the appeal of flexibility are changing. In the background of globalisation and high-tech developments, people are more mobile than ever in history. Even though immigration has been a crucial element throughout history, the total number of immigrants is now greater than ever, and individuals travel further distances and more frequently than ever before. Some researchers describe this change or the developing display of fluctuating populations as liquid flexibility (Engbersen, 2016).

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Furthermore, due to immigration, diversity has been growing substantially. Diversity now includes the build-up of diverse immigrant people over time and also variation along many other dimensions over diverse immigrant generations (for instance, belief, socio-economic status, tongues, etc.).

Relocation-associated diversity displays itself mainly in metropolises. Metropolises are commonly the main areas of access for new immigrants and usually the first areas where incorporation into the community begins (Scholten et al., 2019). Several metropolises went through eras of migration and experienced immigration as the main component of their identification, for example, Amsterdam and New York. There is an increase in Western European metropolises; in many areas, 50% or more of the populace has an immigration upbringing (Scholten et al., 2019). These metropolises are regarded as “majority-minority” metropolises (Scholten et al., 2019). In Europe, this is already true for metropolises in the Netherlands, Belgium, and Sweden, as well as several metropolises in the United Kingdom, France, and Germany (Scholten et al., 2019). According to Crul (2016), only a third of the children in the largest metropolises in the Netherlands are still of Dutch descent. Metropolises are in the lead of an ongoing worldwide process of developing flexibility and diversity of populaces.

According to Scholten et al. (2019),

> *“Although migration to cities is in itself certainly not a new phenomenon, the process of globalization in combination with the availability of faster and cheaper transport, stimulated the movement of more people, at a greater frequency and over larger distances.” (p. 1)*

Metropolitan areas are usually the dominant hubs in such immigration systems. Consequently, there is not just more diversity in these metropolitan areas, but the nature of the diversity is becoming more complex. What is usually regarded as “diversification of diversity” relates to the diversification within various migration groups (Hollinger, 2006). The internal differences in the groups increase over the generations and even between the members of a specific generation (Scholten et al., p. 20).

In comparison to other countries, the socioeconomic divide among second-generation migrants in the Netherlands has widened. Many members of the second generation have had significant upward mobility, yet a sizable proportion are falling

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behind. Children may be less well off than their parents (Crul et al., 2013). People living together in large cities have additional challenges due to differences in gender, generation, and religion. Sociologists have termed the growing difficulties of diversity as "superdiversity," describing diversity has become so divergent on many dimensions that distinct majorities and minorities can no longer be identified (Crul, 2016; Meissner & Vertovec, 2015; Vertovec, 2007).

The children of recently arrived migrants often grow up in communities and attend schools where most of the learners are not of Dutch ancestry. This shift suggests that people are no longer integrating into a single group on a regular basis but rather into many migratory groupings. What this shift means for majority-led integration initiatives, as well as how these newly arrived youth react to top-down metropolitan government-driven programmes, is a new and important concern (Scholten et al., 2019).

According to Crul et al. (2013), superdiversity can evolve in two ways: positively or negatively. The changing political context and the social flexibility in the second and third generations can nurture positive outcomes of hope and empowerment, but in these complex contexts, adverse conditions could also arise, leading to fear, hatred, and self-loathing (Scholten et al., 2019). Researchers commonly agree that superdiversity, driven by immigration-associated differences, in general, establishes itself most conspicuously in city locations (Wessendorf, 2015). Superdiversity (Crul, 2016) refers to a double transformation that communities around the world are experiencing – both the scale and the allure of mobility are shifting. People are more mobile than ever before, owing to globalisation and technological breakthroughs. Nonetheless, because immigration has been a dominant phenomenon worldwide throughout history, the total figures for mobile populations are higher than ever; people move over bigger distances and more often than ever before during their lives.

Some researchers have referred to this change as “liquid mobility” or the developing appearance of “floating populations” (Engbersen, 2016). Also, due to immigration, diversity has been growing seriously. This growth includes the development of diverse migratory groups over a period and diversification along many other dimensions over diverse migratory groups. A national viewpoint mirrors the fact that

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there is an extensive diversity of cultural, ethnic, and spiritual orientations among immigrants of the same nationality, while different members of the group may use widely different immigration mechanisms to accomplish diverse objectives, leading to different legal consequences. At the same time, they may come from different socioeconomic circumstances and even speak different languages (Vertovec, 2007). It is very challenging to characterise migratory communities in such situations, as cultural, ethnic, or tribal features are only part of their recognition.

According to Meissner and Vertovec (2015), superdiversity also means accepting diversity as the new normal. This new normal replaces the former model, where newcomers were absorbed into the local culture or the framework of the largest community (Scholten et al., 2019). In this new normal, we must also investigate the assimilation of people of natural descent. As indicated, whether people of natural descent could be assimilated successfully into the superdiverse communities would have different outcomes in different neighbourhoods and geographies (Scholten et al., 2019). These types of studies indicate that current adjustment and integration philosophies have been stretched to the limits and are incapable of dealing with the difficulties of super-diverse settings and environments.

The concept of superdiversity has also been utilised to check societal dissimilarities, an area that normal philosophies of acclimatisation have mostly failed to address (Scholten et al., 2019). It assists us in recognising and comprehending the significance of other contextual features and integrating the significance of particular local or nationwide settings to clarify dissimilarities within ethnic societies (Scholten et al., 2019). This viewpoint does not imply that superdiversity is, at present, a fully fleshed-out theoretic model compared to the likes of segmented assimilation theories. Experimental investigation through the lens of superdiversity, nonetheless, can assist us in growing our understanding of procedures of mobility, identification, and fitting into communities affected by circumstances branded by superdiversity. It will assist in developing the concept both from experiences and in theory (Scholten et al., 2019). A vital reality is that super-diverse metropolitan areas and their suburbs do not have guaranteed successful outcomes.

We use the term “superdiversity” as defined by Park et al. to describe the diversification of communities in South Africa “along several dimensions, including

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language spoken, race and ethnicity, countries of origin, socioeconomic status, levels of education levels, and modes of arrival or migration history" (Park et al., 2018, p. 6). However, the primary indication of superdiversity within communities is linguistic diversity (Park et al., 2018, p. 6). Superdiversity is also regarded as being identical with multiplicity or a strong diversity "emerging from cultural and demographic diversity" (Svenberg et al., 2011, p. 2).

"Super" denotes layers of difficulties on top of the difficulties associated with immigration. This implies that a significant question is under which circumstances superdiverse metropolitan areas and their suburbs surrounding the areas are conducive to favourable results and under which circumstances they are not conducive to successful outcomes (Scholten et al., 2019). The increase in anti-migrant sentiments has shown that this society also requires to be studied if we want to have a detailed understanding of assimilation procedures. Wessendorf (2014) described London's super-diverse Hackney communities using the words "common pace diversity". She claims that the degree to which people commonly share community places without significant conflict has not been studied. They accept the reality on the ground because they have become accustomed to diversity and learned to cope with the resulting environment (Scholten et al., 2019).

Nonetheless, this finding does not imply that people from many ethnic groups maintain regular social interactions or create close friendships. The sociological literature on superdiversity has made substantial progress in defining the idea, characterising typical cases of superdiversity, and categorising some of its implications (Scholten et al., 2019). Nevertheless, very little progress has been made regarding how schools can best accommodate superdiversity and what type of language policies would best fit the circumstances of superdiversity. It is also important to understand the different political viewpoints of communities regarding superdiversity better, as these are currently evolving rapidly. This finding indicates that there is significant scope for new research to make a valuable contribution to the understanding of superdiversity.

The challenge of superdiversity has unavoidably transformed the way we converse and how we comprehend communication (Bradley & Simpson, 2019). Translanguaging is regarded as a suitable lens for comprehending modern

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communication (Bradley & Simpson, 2019). Originating in research and encouraging multilingual education in Wales, the word TL has mainly referred to how people draw upon their variety of language resources that institute their repertoire, which they organise to address the exigencies of communication in their context demand. A study on TL has indicated the salience of multimodal resources and personified linguistic and intercultural communication action in the meaning-making procedure (Bradley & Simpson, 2019). Therefore, the emphasis on best practices in superdiversity includes not just the use of bilingual communicative abilities. Translanguaging methods focus on the habits in which societies use a collection of accessible semiotic resources, verbal and non-verbal, as they negotiate meaning (Bradley & Simpson, 2019). Thus, TL is frequently a creative method and can be a transformational process when communication crosses styles of semiosis in the course of resemiotisation (Iedema, 2003). This implies that it should be permanently implemented as it is a very beneficial and progressive approach in classrooms.

Mgijima and Makalela (2016) explored how TL methods affected the teaching of Grade 4 learners in South Africa to use their background knowledge to improve learning and interpretation. They explored the efficiency of concurrently using learners' Xhosa HL and English as L2 in growing reading in the Eastern Cape rural primary school in South Africa (Carrim & Nkomo, 2023). The research included a pre-test, TL mediation and a post-test to define the effectiveness of the TL methods. The TL approaches included openly educating learners on how to conclude from the merged isiXhosa-English reading texts by using suitable previous knowledge while reading. Results showed a substantial development in the learner partakers' performance from the pre- to the post-test (Carrim & Nkomo, 2023). These findings show that TL mediation improved learners' reading skills in both languages by developing their capacity to employ suitable prior information while reading (Carrim & Nkomo, 2023).

2.3 Translanguaging as a Theory

Translanguaging is a theoretical framework that provides different opinions on bi- and multilingualism (Vogel & García, 2017). According to Vogel and García (2017), bilinguals, multilinguals, and all language users use a unitary linguistic repertory to create meaning and navigate communication contexts rather than having several

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different autonomous language systems. Translanguaging fights the colonial sense that has formed the habits we harbour concerning language and dissimilar speakers, habits of comprehending what Flores and Rosa (2015) have called racial language beliefs and ideas. Thus, concentrating on the commonly constitutive method of race and language, it is indicated that the named languages cannot be impartial, as they have been utilised to create incomplete non-human subjects who could then be conquered (García, 2023b). Through concentrating on philosophies, it has been highlighted that it is most significant to change the standpoints and mindsets of "white listening subjects" who have official control and freedom and have been made white (García, 2023b). The TL technique in linguistic education emphasises learners' diverse and active language habits during learning and teaching (Vogel & García, 2017). The usage of TL pedagogies in education has both pros and cons. Many teachers in language education have endorsed TL theory and pedagogy (Vogel & García, 2017). Some teachers are disappointed with TL, whereas some state that TL focuses a lot on learners' bilingualism (Vogel & García, 2017).

Carroll and Mazak (2017) argue that applied linguistics has long been dominated by a monolingual ideology. However, recent perspectives on multilingualism present language usage as dynamic, heteroglossic, and complex (Sembiante 2016, p. 57). Translanguaging extends beyond the use of a single language to encompass multilingualism as a common method of communication, as well as for teaching and learning in schools (Al-Bataineh & Gallagher, 2021). Carroll and Mazak (2017, p. 5) argue that the new model, known as "the trans turn in applied linguistics," views code-switching as the use of multiple languages in a detached manner, while TL sees it as creating an integrated structure that enhances learners' ability to speak and communicate effectively, and importantly, simplifies the teaching and learning process.

Translanguaging is a fascinating process where bilingual individuals utilise their complete linguistic resources to comprehend information, create significance, and communicate it to others (Orellana & García, 2014). García (2009) supports this idea by considering TL as a natural phenomenon in which multilingual individuals freely communicate using various languages. Velasco and García (2014) have demonstrated that as a result of these spontaneous instances of TL, research has advanced beyond the mere emphasis on code-switching, which often carries

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negative connotations, towards embracing TL as a whole "bilingual theory of learning". The distinction between code flipping and TL has been acknowledged, but it is also recognised that there is a substantial overlap between the two (Lewis et al., 2012).

Translanguaging changes the discussion about the linguistic use of multilingual and bilingual speakers, particularly developing bilingual learners and other bilingual learners (Vogel & García, 2017). It allows the learner and the teacher to convert the power associations and emphasises teaching and learning methods on generating meaning, increasing experience, and evolving identity (Creese & Blackledge, 2015; García, 2009; Wei, 2011). A TL educational method does not comprise simple approaches. It makes schools TL spaces that influence the language and knowledge structures of all learners (Wei, 2011). A TL educational method develops from the communication of three components – a TL posture, strategy, and changes (García et al., 2017). When teachers gain confidence that multilingual students can use the different structures of their whole semiotic range to produce meaning, they are demonstrating their TL stance. They then can apply it to a TL strategy, developing a core curriculum and exercises to stimulate learners' complete language range. However, TL educational techniques can encourage changes, such as teachers' unanticipated, moment-by-moment shifts in response to children's fluid TL (Aleksić & García, 2022).

Translanguaging does not denote dual isolated languages, a mixture of diverse linguistic pedagogy or a cross mixture (García, 2023b, p. 5). Translanguaging denotes fresh linguistic pedagogy that makes the intricacy of language exchanges noticeable among people with diverse pasts and removes historic obstructions to communication due to linguistic identities associated with nation-states (García, 2023b). The TL theoretic framework provides different opinions on bi- and multilingualism (Vogel & García, 2017). The model postulates that

> *"rather than possessing two or more autonomous language systems, as has been traditionally thought, bilinguals, multilinguals, and indeed, all users of language, select and deploy particular features from a unitary linguistic repertoire to make meaning and to negotiate particular communicative contexts." (Vogel & García, 2017, p. 5)*

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In this research, TL was implemented to observe how it would help develop inclusive communication in the school context. Canagarajah (2011) describes TL as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system". This definition emphasises the integratedness of speakers' communicative abilities. According to Jonsson (2017), TL offers several advantages in terms of multilingual language practices. This notion will allow learners to participate in teaching and learning freely through the integration of other languages.

The term "Translanguaging" was initially introduced by Williams (1994) to describe the intentional and structured utilisation of two languages within a single lesson for teaching and learning (Lewis et al., 2012). Consequently, it serves as a deliberate pedagogical approach employed in bilingual settings (Creese & Blackledge, 2010). The recent demand for intentional pedagogical implementation of TL in the classroom (Canagarajah, 2011; García et al., 2017) is influenced by the research of Cummins (2005), who urged educators to question and analyse their own assumptions about monolingual instruction (Cummins, 2005). Translanguaging does not indicate a lack of language skills or distort language, and bilingual learners who fluidly switch between languages should be permitted to do so in educational settings (Canagarajah, 2013). The bulk of the literature on the developing issue of TL pedagogy focuses on methods in elementary and secondary schools, with little study committed to higher-level education.

Translanguaging also signifies a method from linguistic education that asserts and influences learners' varied and active linguistic habits in learning and teaching (Vogel & García, 2017). Thus, in this study, the learners were allowed to use their varied linguistic habits to participate in teaching and learning actively. The usage of TL pedagogies in education has both pros and cons. Many teachers in language education have endorsed TL theory and pedagogy (Vogel & García, 2017). Some teachers are disappointed with TL, whereas some state that TL focuses a lot on learners' bilingualism (Vogel & García, 2017). The practice of TL can create a "Translanguaging space" where interacting people can combine "different dimensions of their personal history, experience, and environment, their attitude, belief and ideology, their cognitive and physical capacity into coordinated and meaningful performance" (Wei, 2011, p. 1223). A TL space is, just like TL itself,

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"transformative in nature" and can, therefore, encourage and incite "new configurations of language practices as well as new subjectivities, understandings and social structures" (Hua et al., 2017, p. 412).

Translanguaging disturbs old-style beliefs about language and polyglots and makes it easy to listen to racial and "colonized multilingual speakers on their own terms, not over the lens of several different languages, but over their own languaging" (García, 2023b, p. 8). According to TL theory, the language pyramids are compressed as "we fill in the colonial abyss and disrupt raciolinguistic ideologies" by concentrating not on the system of "multiple named languages, that is, on traditional multilingualism" but instead on the methods in which polyglots' language abilities influence their unitary language capability to express themselves (García, 2023b, p. 8). A teacher commences a TL educational method, but its accomplishment relies upon the interaction with learners' TL. As teachers endorse TL pedagogical practices, they move their understanding as they pay attention to the multilingual learners' existing TL and as they open up TL spaces in their instruction (García et al., 2017).

Translanguaging also requires teachers to go further than the outdated comprehension of language and multilingualism that have usually been rooted in them as learners and then in their teacher education planning programmes (García & Wei, 2014). For the TL approach to occur in classrooms, at the very least, teachers have to be conscious of multilingualism (Aleksić & García, 2022). Comprehension of multilingualism and bilingualism can also follow stat desires for equality, using multilingualism as simply monoglossic. This partial comprehension is responsible for outcomes such as the relative success of language consciousness programmes, even in schools that use one language, while TL educational methods are very challenging to execute (Aleksić & García, 2022).

Translanguaging is also viewed as

> *"a process by which learners and teachers engage in complex discursive practices that include all the language practices of students in order to develop new language practices and sustain old ones, communicate appropriate knowledge, and give voice to new socio-political realities by interrogating linguistic inequality." (García & Kano, 2014, p. 261)*

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Consequently, TL can be defined as “the full use of idiolectical repertoires without regard for named language boundaries” (Otheguy et al., 2015, p. 304). According to Li and Luo (2017, p. 1), the “Translanguaging lens posits that bilingual learners draw on a holistic linguistic repertoire to make sense of the world and to communicate effectively with texts". This is the most effective and only conceivable learners’ and teacher’s support. According to Gilham and Fürstenau (2020), the usage of the learners' languages in the classroom should be welcomed by the teachers, and they must implement multilingual activities: "Thus, a TL pedagogy aims to liberate minoritized bilinguals and educate them fairly and justly, and to liberate ourselves from the monoglossic hegemony of language education policies" (Panagiotopoulou et al., 2020, p. 18).

Research shows that a TL method recognises "the value and multiplicity of linguistic diversity” (MacSwan, 2017, p. 190) and nurtures the evolving and adaptable usage of numerous languages concurrently to improve learning. Translanguaging inspires the active and incorporative usage of languages by multilingual or bilingual learners, therefore making space for learners to utilise all their languages simultaneously (Childs, 2016). Research shows that TL has been explored by researchers mostly in the intermediate phase (IP), senior phase and higher learning settings. However, there is a literature gap that explores TL in education in South African at the foundation phase (FP) level (Makalela, 2016).

The “Language in Education Policy” (LiEP) was a policy developed in South Africa to restore the historical inequities and permit sovereignty of choice by promoting “additive multilingualism as an approach to language in education” (DoE, 1997, p. 2). Since most South African schools have diverse learners, the LiEP fosters multilingualism, diversity, and the flourishing of all official languages in a democratic atmosphere (Childs, 2016). Since it “supports the teaching and learning of all other languages” (DoE, 1997, p. 2), the policy intends to help learners overcome differences between their L1 and the LoLT that learners may necessitate, consequently stimulating equal access to education. The guideline clearly stipulates that all languages must be given the same amount of time and resources. As a result, the primary goal is to demonstrate tolerance for linguistic variety, appreciate each language, and respect and implement each learner's right to choose their

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language (Childs, 2016). The policy encourages the increase of platforms to recompense linguistics that were historically deserted and underprivileged.

However, according to Nugraha (2019), the policy has not been effectively employed in many educational backgrounds, as shown by the current gap between policy and Implementation. South Africa is multilingual, with very multilingual communities that are culturally and linguistically diverse, with eleven official languages. However, English continues to be the chosen and dominant language in many educational classes and communities. (Childs, 2016). The inherited language policy was reinforced by ethnic and language discernment. It is based on a monoglossic philosophy that holds the notion of languages as isolated units that are evidently renowned by well-defined limits (Childs, 2016). The simultaneous use of different languages is not permitted. The language policy is solely concentrated on the notion of languages as “pure and bounded entities” (McKinney et al., 2015, p.112).

A monoglossic philosophy or idea of multilingualism is predominant in educational institutes (Childs, 2016). A monoglossic method of bilingualism regards every linguistic as an isolated unit and distinguished in settings, a “parallel monolingualism” or “separate bilingualism” with well-defined limits between languages (Makoni & Pennycook, 2007). The “multilingual/bilingual teacher/learners are represented as two monolinguals in one body” (McKinney et al., 2015, p. 111). Consequently, most learners are underprivileged; specifically those still developing bilingualism with limited abilities in the LoLT (Childs, 2016). According to Childs (2016), the predominant monoglossic philosophies in multilingual classrooms hinder learners’ involvement and their access to higher learning. Some language philosophies claim that developing bi- or multilingual learners who are not proficient in the prescribed languages leaves them with no supported language, effectively making them remedial learners (Childs, 2016). Thus, learners who lack proficiency in English as their LoLT are labelled as "not being able to speak at all" (McKinney et al., 2015, p.112). These learners are further viewed as having learning problems and labelled as challenging (Childs, 2016). Consequently, “the inability to speak English is a problem” and “the children are a problem” (Dixon & Peake, 2008, p. 88). From an early age, learners are trained and made to believe that English is the standard and proficiency in English is associated with bigger positions (Dixon & Peake, 2008).

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In some instances, monolingual and bilingual teachers face difficulties in teaching in multilingual classrooms (Hooijer & Fourie, 2009). Teachers in South Africa are confronted with the difficulties of trying to restore the historical educational inequities inherited from the past by thinking of ways to stimulate HL-based education (Childs, 2016). According to Catalano and Hamann (2016), most South African teachers who are confronted with the difficulties of teaching in classrooms where learners speak more than one language are not trained or conscious of multilingual education or the teaching of supplementary languages. Consequently, they are forced to find creative methods to impart knowledge and skills to the superdiverse crowd of learners, and these efforts do not always lead to effective results (Childs, 2016). Most of the time, in multilingual contexts, the teachers are incapable of communicating with or comprehending the learners' diverse languages utilised in the classrooms (Hooijer & Fourie, 2009). Numerous scholars also confirmed that this eventually forces the school learners to learn the LoLT besides their HL, which results in deficient understanding levels, as shown by the 2016 PIRLS outcomes (Howie et al., 2017). The present research, thus, recommends that South African teachers and researchers as independent individuals go further than the limited notion of supported languages, hence the exploration of TL in the classroom to develop inclusive communication. According to Childs (2016), it is important to blur the limits regarding languages to permit learners to use their full language range and appreciate their proper potential. The language in education policies are informed by these monoglossic philosophies, which in turn inform the formation of school language policies, which also, in turn, affect access to higher education and impede accomplishment (Childs, 2016).

Resistance is encountered when proposing the systematic implementation of TL procedures in mainstream education. Teachers generally believe that including language variety in the classroom will result in unfavourable learning outcomes (Dooly, 2007). They provide a variety of reasons for excluding other languages from their schools. In addition to their limited ability in minority languages, common arguments include concerns about social homophily negatively affecting friendships between friends speaking different languages, an increase in casual communication, or the assertion that students' diminished proficiency in their native languages hinders their use for educational purposes (Van Der Wildt et al., 2015).

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Although the literature discusses the use of TL as a teaching method in full-service schools (Creese & Blackledge, 2010), there is still a significant lack of research on its effectiveness in acquiring new knowledge in mainstream education. In order to analyse the utilisation of TL as a learning tool, it is necessary to incorporate a sociocultural perspective to emphasise its capacity for collaborative knowledge building. This study adopts a sociocultural perspective to examine the impact of peer contact on classroom learning. It focuses on the use of TL by adolescent students in mainstream classes to acquire new knowledge. The study draws on the works of Mercer (1995, 2002) to analyse this phenomenon. The study aims to examine how TL contributes to the acquisition of new knowledge in students' task-related discussions in mainstream education. This work enhances the existing sociolinguistic research on TL by providing a sociocultural viewpoint, hence emphasising its educational significance.

According to Li and Lin (2019, p. 211), “Translanguaging empowers both the learner and the teacher, transforms the power relations, and focuses teaching and learning on making meaning, enhancing experience, and developing identity”. Translanguaging provides new insight into bi- and multilingual speakers' language use, especially in the case of developing bilingual learners and other multilingual learners. Even though it can potentially change multilingual biases by providing opportunities to participate in the community, many language practitioners still do not trust TL. For others, it permits multilingual practices, which is the basis of the multilingualism of speakers (Mohanty, 2013). Some linguists see TL as blurring the boundaries of named languages on which the traditional understanding of bilingualism has been built (Vogel & García, 2017).

Higher educational institutions throughout the world mostly support structuralist ideas of language use (Vogel & García, 2017). School leadership and policymakers still universally view bilingualism “through subtractive or additive prisms” (Vogel & García, 2017, p. 9). However, as globalisation and the accompanying diversity become more pervasive, especially as more bilingual learners enter schools, TL is increasingly considered for execution in classes worldwide (Vogel & García, 2017). All over Europe, the endorsement of “plurilingualism” is described as “the ability to use several languages to varying degrees and for distinct purposes” (Council of Europe, 2000). It is promoted in support of European unity and is gaining ground and

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igniting interest in TL. Translanguaging is regarded as a practice in classrooms with migrant and expatriate learners and in traditional language classrooms with learners who want to learn additional languages (Vogel & García, 2017). The use of traditional languages in the classroom is a good way to maintain and preserve the learners indigenous languages, culture, and tradition, and they will use them for effective teaching and learning and this notion is in line with the ILA theory (Mudau, Mandende & Mushaathoni, 2024). The advantage of traditional languages is that it is cost-effective intervention approach, given the challenges within South Africa (Casoojee, Kanji & Khoza-Shangase, 2021).Thus, it is important to explore both the benefits and disadvantages of TL pedagogies in classrooms.

Cen Williams first used the term “Translanguaging” in the 1980s to describe the intended and methodical usage of dual languages for teaching and learning in the same schoolroom (Lewis et al., 2012). This was initially promoted by the Welsh as “trawsieithu”, then Williams devised the term TL to label an educational exercise for which intentionality shifts the linguistic method of input and output in multilingual classrooms (Lewis et al., 2012). The TL approach provides multilinguals learners the opportunity to utilise their language resources to understand concepts (Mbirimi-Hungwe, 2023). From the point of view of TL, the comprehension of concepts relies on the utterer instead of the teacher’s viewpoint (García & Wei, 2014).

Translanguaging is different from code-switching, which splits languages into different codes or organisations, which are switched in and out for communication (Velasco & García, 2014). Code-switching refers to the practice of shifting from one linguistic code to another, depending on the social context or conversational setting (Morrison, 2025). Code-switching increases the vocabulary, as shown by words created through borrowing. Teachers reduce the tension by code-switching as they realise that this helps to boost the confidence and understanding of the learners and thus close the conceptual gap. Code-switching refers to the mixing, multilinguals or bilinguals, of two or more languages in discourse, often with no change of topic and this facilitates important social functions but minimal academic functions in the bilingual classroom (Morrison, 2025). In contrast, TL states that all the languages that a multilingual person commands mind are active and can be utilised simultaneously whenever the utterer needs them to make meaning (García et al., 2017). TL emphasises that instead of having multiple independent linguistic

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structures, as has been usually understood, bilinguals, multilinguals, and certainly, all language users, choose and use certain characteristics from a sole language range to comprehend and discuss certain communication settings (Vogel & García, 2017). Translanguaging dares the conventional comprehension of linguistic limits between politically and culturally categorised languages such as isiZulu, English, Chinese, and isiXhosa (Wei, 2011). Some scholars regard TL as an approach that postulates that multilingual learners have one language range from which they choose language features intentionally to communicate effectively (García et al., 2017; García & Wei, 2014).

Whenever TL is utilised in the school classroom, multilingual learners obtain data through the LoLT, such as English, and utilise it for themselves through the medium of other languages, like African languages (Mbirimi-Hungwe, 2023). Translanguaging is naturally learner-centred, and it focuses on meaning-making by learners through the use of their linguistic abilities, traditional customs and methods of understanding, and not on the teachers' understanding (Makalela, 2015; Mbirimi-Hungwe, 2021; Ndlhovu, 2017). According to Baker (2011), TL can be both teacher-centred and learner-directed. Nonetheless, the objective is mainly focused on the learners' meaning-making from learning resources and the use of the language resources available to them. Consequently, this research followed a learner-centred method by using TL as leverage for developing inclusive communication from which the teacher was responsible for the creation of classroom tasks and permitted learners to utilise their language resources to comprehend the educational material (Mbirimi-Hungwe, 2023).

According to scholars like Baker (2011, p. 289), the TL educational philosophy is reinforced by a mental method concerning dual or several different language interchanges, which implies that learners can be given information in the LoLT. Thus, they can make meaning in their chosen language during debate while writing in the LoLT, which is usually the English language. The literature confirms that TL utilises numerous mental processing abilities in reading and listening, as well as the integration and space of data (Williams, 1994). There is an emphasis on growing TL adaptably inside stern language policies in education to allow learners to make meaning by using their full language range (García & Wei, 2014). Translanguaging stimulates meaning-making and a profound comprehension of the educational

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material by using different languages available to the learners (Mbirimi-Hungwe, 2023).

According to Mbirimi-Hungwe (2023), in South Africa, different languages have been used in teaching at primary and secondary school levels, including at university. Translanguaging has evidently been confirmed as the most effective educational approach that is very considerate of the learners' language ranges and also their language preferences. According to a study conducted by Ndlhovu and Makalela (2021), TL plays a huge role in the literacy of school classrooms.

The literature further notes that the usage of several different languages is a traditional skill of African learners coming from rich African linguistic contexts, which can be empowered through the use of TL (Ndlhovu & Makalela, 2021). According to Yafele and Motlhaka (2021), TL is a humanising method providing authentication and legitimisation of learners' traditional ranges in educational learning. According to research conducted at the University of Cape Town, a TL method has a huge effect on learners' identities (Nakhooda & Paxton, 2021). Their findings further showed that the learners felt and appreciated that their languages were legitimised since they were utilised in the school classroom to understand concepts (Nakhooda & Paxton, 2021). Numerous studies conducted in South Africa showed that the TL approach is the most effective and can be utilised as a method of recognising and acknowledging the diverse language preferences that learners present in school classrooms (Mbirimi-Hungwe, 2023). Mbirimi-Hungwe's (2023) study further showed that TL is actually an effective way of being receptive to linguistic and cultural practices in superdiverse South African classrooms.

Emerging methodologies in multilingual pedagogy now acknowledge the concurrent utilisation of several different languages in classrooms, whether for language instruction or teaching topics in different subjects through the practice of TL. The academic reading development project discussed in this study serves as a representation of these techniques. The TL pedagogical approach uses many languages to create meaning. This strategy has been discussed by scholars such as Wei (2011), García (2009), and Makalela (2015). According to Creese and Blackledge (2010, p. 108), in TL, the message's meaning is not fully understood unless all relevant languages are used. It deliberately exchanges and switches the

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language used for output and input during a class, allowing learners to think and express their ideas in whichever language they are comfortable with. Individuals can receive information in one language and produce a response in a different language (García & Kleyn, 2016). García has expanded the abstract idea to encompass other forms of language usage that a person who speaks several different languages engages in at different locations such as school, home, the street, and beyond. These language practices are used to construct and communicate concepts to understand the world better (García, 2009).

Translanguaging teaching and learning practices can empower students who feel disempowered due to the prevalence of English monolingualism. Both local and international research studies have found that learners respond positively to these teaching strategies despite the rigorous and divided linguistic ideologies that dominate school administration. Local research conducted by Makalela (2016), Mbirimi-Hungwe (2016), Ngcobo et al. (2016), as well as international research by Creese and Blackledge (2010) and Baker (2011) have highlighted the pedagogic advantages of these methods.

2.4 Translanguaging and the teaching and learning of traditional language

Traditional language refers to the home language which is actually regarded as the language to which learners are exposed in their homes and communities; it is the language that they utilise as their main ways of communication, and identifies them with their community (Smith & Kumi-Yeboah, 2015). The end of apartheid and its associated structures have impacted daily language communication and have contributed to linguistic change from the traditional African languages to English, especially in urban Black communities (Kamwangamalu, 2003). The traditional language is therefore being broken by rapid migration globally, hence the need for multilingual education (Ayob, 2020). Multilingualism has gradually progressed to take up a more significant spot in language teaching (May, 2014; Turnbull, 2018), and the concept has become important in learning and teaching in diverse contexts. The concept of TL became visible in research literature in the 1990s as part of programmes to preserve the Welsh language by viewing it and English as the input and output stages of class assignments (Williams, 1994). In the subsequent decades, TL has expanded to embrace both the complex and fluid features of

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bilingual language practices and to become part of the educational techniques that impact those practices (García & Wei, 2014). The TL viewpoint postulates that speakers choose and use certain characteristics from a unitary linguistic resource instead of a particular number of independent language systems to make meaning and converse in particular communication settings (Vogel & García, 2017). In the subsequent decades, translanguaging has expanded to embrace both the complex and flexible features of bilingual language practices and to become part of the educational techniques that impact those practices.

Translanguaging as a socio-linguistic and psycho-linguistic philosophy has much to give to our comprehension of the languages of multilinguals as it benefits multilingual executions and not just monolingual ones (Vogel & García, 2017). The pedagogy of translanguaging influences the liquid languaging of learners to expand their involvement and understanding of intricate content and texts. Furthermore, translanguaging in education grows both of the named languages that are the object of bilingual instruction specifically because it views them as a continuous sequence of the learners' language range instead of disjointed compartments ranked in some order (Vogel & García, 2017).

Translanguaging refers to how "bilingual people fluidly use their linguistic resources-without regard to named language categories make meaning and communicate" (García, 2009). Translanguaging is more than explaining how multilinguals express themselves when they feel constrained by a monolingual atmosphere. The "trans" prefix conveys that bilingual people use their linguistic practices "to go beyond the use of state-endorsed named language systems" (Vogel & García, 2017, p. 3).

Translanguaging is also defined as the aptitude of multilinguals to simply alternate amongst languages without the socially and politically defined standards as an educational technique by which teachers use frameworks that permit learners to see and utilise different languages for learning (Ticheloven et al., 2019). Teachers are habitually challenged with diverse difficulties in linguistically broad-ranging classrooms. Some of the situations they face are when learners use different languages that teachers do not understand and that they do not know. This situation raises specific challenges and questions about the language policy in the class

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(Ticheloven et al., 2019). Therefore, this research project envisioned exploring the effect of TL on learners' academic performances.

The prevalence of English in numerous school language policies in South Africa is evident. Although numerous language policies in South Africa claim to prioritise diversity, they still exhibit bias. This bias is evident in the fact that English continues to be the dominant LoLT in many educational settings, although insufficient time is dedicated to teaching EFAL to learners. The "Curriculum Assessment Policy Statement" (CAPS) designates a certain amount of time for EFAL instruction in the Foundation Phase (FP), which includes Grade 1 to Grade 3 (DBE, 2011). The presence of biases is clearly demonstrated by the entrenched monopoly of English in the language policy (Dixon & Peake, 2008). There is a lack of defined techniques to guarantee that EFAL learners receive the essential assistance to learn efficiently. A significant number of learners are acquiring knowledge in a language other than their primary language (L1). The predominant language is typically English.

Prior to the establishment of democracy, schools in South Africa were segregated based on language and culture. Presently, school language policies still show a preference for a specific language over others. Although not expressly mentioned, students whose L1 differs from the LoLT are pressurised and compelled to utilise the LoLT.

Learners are taught in their HL for the first four years of their school career. For subsequent years, learners must acquire proficiency in either English or Afrikaans. This approach exhibits bias against learners whose L1 is not English or Afrikaans. The term "post-apartheid" refers to the period after South Africa's apartheid system ended. South Africa has seen the emergence of several multilingual classrooms due to the recognition of language rights and the freedom for individuals to select their preferred LoLT within appropriate limits. However, in reality, it is often impractical to deliver and execute this as a result of inefficient and restricted allocation of resources. In South Africa, a multilingual classroom is one in which the learner's mother tongue or HL, differs from the LoLT. Learners may speak more than three different HLs, while the LoLT is English. The teacher faces the task of accommodating a group of learners who have various linguistic backgrounds. In numerous multilingual classrooms, students are classified as L2 learners as they

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acquire knowledge through a language medium that is different from their HL or L1. Nevertheless, this continues to be a controversial matter, as the majority of parents want English rather than the learners' HL as the primary LoLT due to its higher status.

While numerous primary schools in rural regions of South Africa utilise African languages as the primary LoLT from Grade R-3, they switch to English in later grades. In contrast, many schools in metropolitan areas such as Johannesburg, where African languages are not the L1 of the majority of children, employ English as the primary LoLT in Grade R. The LiEP's monoglossic assumptions, which are common in both monolingual and multilingual classroom practices (in South Africa and worldwide), limit learners' ability to participate successfully. Consequently, these youngsters are deprived of the ability to express themselves, leading to the establishment of a type of unfairness in knowledge. It is crucial for educators to address and rectify linguistic inequalities by providing equal importance to all languages and challenging the notion of languages as "pure and isolated entities". This necessitates a change toward poststructuralism by implementing pedagogies or learning approaches that can accommodate and integrate emergent multilingual students. The goal is to give these students an equal opportunity to learn in a linguistically diverse classroom and a socially just educational system. Teachers have incorporated many tactics into their language classrooms to accommodate all languages and learners.

Bilingual and multilingual FP classes in South Africa often code-switch. Code-switching is shuttling between languages during a discussion. Code-switching may be useful when done strategically, but it can be troublesome in classrooms where there are many different home languages and the teachers can only speak one or at most two languages and are inexperienced with the learners' L1s. Code-switching is also restrictive as it sees bilingualism as separate languages rather than a fluid phenomenon. In addition to this perspective, García (2009) argues that bilingualism is not simply the combination of two monolingual individuals, nor is it comparable to a bicycle with two equally balanced wheels. Instead, García suggests that bilingualism is more akin to an all-terrain vehicle. Teachers and learners utilise their comprehensive language skills for effective communication and to accomplish their

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objectives. This study suggests the use of the TL pedagogy in FP classrooms for multilingual learners, considering the context described.

Empirical evidence shows that introducing family languages into the classroom improves educational results for all children (Moodley, 2007). However, the usage of many different languages is often considered inappropriate in mainstream education. The TL approach (García & Leiva, 2014; Hornberger & Link, 2012) describes how multilingual individuals use their language skills to improve communication. This study looked at the dynamics and possibilities of several languages for educational purposes, pushing beyond the idea of considering languages as independent things. The languages are used flexibly to allow students to take advantage of the ability to study across several languages. This approach enables individuals to avoid the experience of language division or dealing with sociolinguistic issues, such as language dominance and personal identity, which often impact their performance in classes where only one language is spoken (Hornberger & Link, 2012). Although this strategy has received favourable scholarly feedback, its use in educational practice is regarded with scepticism. Agirdag et al. (2014) studied teachers' attitudes towards the Turkish language in Belgian primary schools. They discovered that most teachers believe the Turkish language negatively impacts academic performance. Similarly, according to Dooly's (2007) research, the majority of teachers perceive minority languages as a hindrance to the learning process. Conteh et al. (2008) showed that teachers often perceive HLs solely as a means of addressing personal matters rather than recognising their potential as a tool for learning.

To summarise, instructional methods often fail to acknowledge the importance of minority languages for students' learning because they are ingrained in monolingual beliefs and contradict research findings. More studies are required to gain insight into how students utilise TL in regular education. Furthermore, since previous research has mostly concentrated on young learners, a specific emphasis on senior speakers is required.

Translanguaging strives to close the gap between learners’ unique life domains. Instead of the current view of TL as just a utility for linguistic minorities, many researchers argue that TL can benefit all learners, including the learners fluent in the more commonly named languages (Ticheloven et al., 2019). Inspiring learners to

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embrace and utilise language diversity, usually as a resource for learning, can assist all learners in developing and preparing for internationally linked communities and utilising different learning strategies (New London Group, 1996). The significance of TL implementation in education has found powerful resonance. Nonetheless, the criticism raised concerning using TL needs to be addressed (Canagarajah, 2011; Lewis et al., 2012). Thus, it is important to explore the approaches and processes used in the implementation of TL as leverage for developing inclusive communication in superdiverse classrooms. It is also significant to consider the learners' and teachers' beliefs and responses to these methods.

Translanguaging practices have increased globally due to a growing awareness of the importance of recognising all languages in the classroom rather than focusing solely on the foremost LoLT (García, 2009; García & Wei, 2014). Translanguaging is based on the belief that some learners can shuttle their abilities between languages effortlessly, provided they are allowed to use their language resources gracefully (Cenoz, 2017). According to García and Leiva (2014), TL encourages speakers to employ their linguistic repertory and comprehension while also serving as an instructional technique for multilingual learners. Moderating language borders helps to value the resources of multilingual speakers (Cenoz, 2017).

The idea of distinguishing the primary language in the learners' repertoire stems from the audio-lingual and direct techniques (Duarte et al., 2021). Language separation in the educational setting is often related to one instructor using one language, avoiding translation as a learning tool, or employing one classroom for one language (Cenoz & Gorter, 2017). In this regard, TL is referred to as a clear instructional method, and educational TL is an intentional instructional method intended to incorporate varieties of languages and utilise the growth of the learners' multilingual repertories and their phonological and language consciousness (Cenoz & Gorter, 2017). Educational TL views students as multilinguals who can communicate in a variety of languages depending on their social context. Their linguistic resources are respected, and learners are seen as polyglots rather than inadequate users of the governing languages (Duarte et al., 2021). Numerous studies have examined TL in various educational contexts.

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Teachers at a Slovene-German school in Carinthia accepted students' language choices and encouraged them to use Slovene informally during class breaks, as well as exchange programmes (Purkarthofer & Mossakowski, 2011). Arteagoitia and Howard (2015) tried to improve learners' L2 literacy by using their L1 understanding. The mediation was incorporated by Spanish-speaking learners living in the USA using Spanish and English cognates. In terms of marginal language regions, instructors in the Basque Country responded positively to the use of TL as an educational intervention in elementary schools. They indicated that the use of TL methods would help to enable learners' metalinguistic consciousness, and they also indicated and emphasised the need to strengthen Basque more than Spanish and English because of the exclusion of smaller languages in the spontaneous communications of learners (Duarte et al., 2021).

Moriarty (2017) examined primary school learners' viewpoints using rap as a technique for a more contemporary way of teaching Irish. The outcomes showed that the use of transglossic resources assisted in nurturing more positive philosophical opinions toward the Irish. Other research in Wales stated that using the L1 assists in ensuring the understanding of the teaching content when the LoLT is the learners' L2 (Lewis et al., 2013). Similarly, in the context of a Catalan university, Llurda et al. (2013) displayed that the use of Catalan and English enhanced the learners' understanding abilities in an English-medium class. The TL methods have been seen as components in multilingual settings by nurturing affirmative language views among learners (Duarte et al., 2021). Nonetheless, what are the philosophers' opinions regarding such methods and their influence on learners' motivation and views in learning lesser languages? Consequently, the current study tried to address this gap by examining teachers' and learners' viewpoints on the implementation of TL and how it contributes to the enhancement of learners' learning.

2.5 Language Experiences in South African Education

South Africa is a multilingual nation with a diverse ethnic population and a rich cultural history (Hooijer & Fourie, 2009). Linguistic diversity spreads to the multilingual structures of schools and higher institutions. The country and its schools must cope with several different migrating languages resulting from both internal and cross-border migration (Paradowski, 2021). There are many other linguistic

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experiences and issues in South Africa's educational system that are more widespread and extend beyond those in this nation. South Africa faces several unique challenges and complications in providing standard learning to its multilingual and multicultural population. Historically, the South African education system has been aligned with discriminatory policies and used to restrain attempts at emancipation (Hugo, 2010) powerfully.

According to Childs (2016), South Africa has diverse classroom linguistic circumstances that necessitate schools to systematise teaching and learning using at least two linguistic stages. These stages are defined as learners' first and L2, and there is also a probability of exposure to the first additional language in the present school curriculum (Childs, 2016). Many schools do not use much of the learners' HL; consequently, the terminology "home language" implies the requirement of "proficiency level" instead of the predominant learners' languages (DBE, 2011, p. 8). Some learners have the benefit of a balance between their HL and the LoLT offered in the school, but many learners do not have such an opportunity (Childs, 2016). On the other hand, a number of learners are capable of using their dominant language in the early days of schooling; typically, most start with the English language in Grade 4 (DBE, 2011). Even though there are common qualities between other states and the RSA's linguistic setting, there are also substantial dissimilarities and unique elements (Childs, 2016).

English is a dominant language worldwide, and people treasure and prioritise it because they regard it as a political and economic language of choice. Nonetheless, the effect of the political and communal past implies that the linguistic matters of the Global South and the Global North must be well-thought-out and conflated (Childs, 2016). There are notably identified tensions concerning complex opinions of language as hermetically closed units that originated in the language policies and the theories that developed from the late 19th era onwards in Europe, and an acknowledgement of the additional liquefied usage of languages in the multilingual contexts of Africa (Heugh, 2015). These tensions reveal themselves in complicated ways in classrooms in some parts of South Africa (Childs, 2016). The teachers need to work with a pure comprehension of language as a restricted and direct structure that might not be able to accommodate all the learners who are unable to use targeted language (TGTL), which is obligatory for effective learning and teaching in

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the classroom (Childs, 2016). Tactics like code-switching, translation, and other strategic language constructs might be regarded as unwanted or even dangerous to the development of languages (Probyn, 2009; Setati et al., 2002). Many authors support TL as an effective strategy for connecting a learner's native language with the LoLT (García & Wei, 2014; Heugh, 2015; Probyn, 2019).

Translanguaging is a strategy utilised by multilingual learners to move among the languages in which they are proficient to converse effectively in a variety of communal settings (Childs, 2016). Their linguistic range is regarded as one structure instead of a group of isolated languages (Childs, 2016). When learners are stimulated to utilise the insights expanded from a solitary language to assist them in utilising alternative languages, such as in TL, this can be an encouraging experience that could simplify progressive education. The significance of this study relies on the discussion of an approach that is very appropriate to the South African classroom contexts, that is not just a preoccupation with a narrow technique but is an organised and planned method for teachers and learners to “listen and learn” from one another (Bartolomé, 1994, p. 189). This mutual rapport of classroom members is defined as follows: “The teachers must be mindful daily that they go to school not to teach only but to learn as well” (Freire, 1985, p. 16). This emphasises the saying that teachers are lifelong learners as they do not just teach but also learn because It is certainly not possible for teachers to teach without learning and learn without teaching (Freire, 1985). The implementation of TL in the classrooms allows the opportunity for a disturbance of distinctive power associations in the school classroom whereby learners are stimulated to own up to their linguistic structures, and, in reply, the teachers yield characteristics of their power responsibility (García & Wei, 2014).

As a counter to the historically discriminatory policies, the LiEP policy was designed to support additive multilingualism, aiming at full participation through impartial and significant education (DoE, 1997). In addition, a directive to support indigenous African languages was given through the Incremental Introduction of African Languages (DBE, 2013), which aimed at improving the foothold of African languages. This initiative attempted to make all public schools in the country offer at least three of the eleven official languages so that every learner could learn at least one African language (Paradowski, 2021).

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Naturally, the amalgamation of the multifaceted language actualities and the necessity of accommodating the language policy provisions lead to numerous challenges for learners, teachers, and curriculum managers (Paradowski, 2021). There has been a consistent concern about learners' insufficient reading comprehension, regardless of the language of assessment, with the relative marks declining as learners grow educationally (Paradowski, 2021). According to research, there is a significant indication that 80 per cent of learners are incapable of remembering basic information to respond to simple questions. This aptitude is crucial for school achievement, with South Africa positioned last on the list of 50 participating states in international assessments (Spaull, 2013).

These examples highlight the current classroom practices' inability to equip learners with obligatory literacy abilities (Paradowski, 2021). Usually, the problem is prevalent in rural, township, and inner-city schools, exacerbating the divide between the lower-achieving and more capable learners and growing structural inequalities. The main reason for the underperformance could be that regardless of the acknowledgement of all the South African official languages in the constitution and the stated commitment to the basic rights of individuals to receive education in their HL, teaching from Grade 4 onwards occurs in a language in which most learners are not proficient (Paradowski, 2021). Subsequently, most learners enter an education system that requires them to understand and learn content knowledge in the LoLT before they have developed introductory communicative and literacy skills in the LoLT (Paradowski, 2021).

To make things more complicated, many students must move to a different LoLT at various points in their education. Thus, this may affect their academic performance as some may not be ready to transition, whereas some are experiencing language barriers. The teachers' and learners' linguistic, intellectual, and representative challenges need to be considered as far as the implementation of a TL pedagogy is concerned. Thus, it is important to explore how learners transition from their HL into the LoLT, considering their superdiverse environments.

Language barriers for most African-language learners studying in English contribute to uneven throughput in South African education (Mazak, 2016). Academic literacy practitioners play an important role in addressing social inequality by incorporating

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language variety into schooling, which necessitates revisions to the curriculum so that classroom activities and evaluations recognize African language learners.

The SCT from the work of Mercer (1995) and Vygotsky (1978) is the theoretical underpinning of this study. This theory emphasises the importance of social interactions in influencing cognitive development. Communication, cognitive growth, and learning are considered interconnected processes that are influenced by certain interactional circumstances. Inter-thinking, as defined by Mercer (1995), refers to the connection between cognitive and social aspects of group conversation. It involves using conversation as a means to think and interact with the ideas of others collectively.

This study relies on the research conducted by the neo-Vygotskians, namely (Mercer et al., 1999). They explored how the collaborative construction of knowledge can improve meaningful discussions in the classroom, as discussed by Mercer (1995). The researchers identified three types of speech acts from peer-to-peer interactions: (a) *disputational talk,* which is is portrayed by “disagreement and individual decision making rather than sharing ideas, discussing alternatives and making a decision as a group” (Mercer, 1996, p. 369), (b) *Cumulative talk,* which Mecer defined as “building each other’s’ ideas uncritically, resulting in the accumulation of common knowledge without challenging and discussing ideas” (Mercer, 1996, p. 369). Repetitions, explanations, and confirmations are typical characteristics of cumulative talk (Censiz & Censiz, 2014), (c) *“Exploratory* talk is the talk in which knowledge is made publicly accountable, and reasoning is more visible in the talkll when compared to the others” (Mercer, 1996, p. 369). These findings offer a structure for identifying speech of superior quality.

Mercer (2002) proposes that for learning to occur through interaction, it is necessary to establish a common framework of comprehension and rules. Various engagement techniques are crucial in constructing this framework, including “questioning, recapping, reformulating, and elaborating” (Mercer, 2002, p. 143). Mercer refers to the collaborative process of shared knowledge and cooperative thinking as the “incremental development zone (IDZ)”. This research asserts that TL can have a pivotal function in promoting learning by improving the calibre of interaction in the IDZ. While much has examined classroom discourse, only a limited amount has

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specifically addressed learners' engagement in it in the absence of teacher involvement (Ackermann & Bakkerf, 2011). Nevertheless, numerous scholars assert that the instructional capacity of students' engagement in the classroom is being wasted (Mercer et al., 1999). Due to the integration of TL and an interactional approach to knowledge acquisition, the study takes place in content-based mainstream classrooms rather than language classes. The primary objective is to acquire topic information.

Overall, there is agreement regarding the need for meaningful interaction in acquiring new knowledge (Wuttke, 2005). However, the majority of previous studies have concentrated on younger students and the interaction between teachers and students without specifically examining the impact of multilingualism on the construction of knowledge. This study will examine the interactions between adolescent students in subject classrooms, with a specific focus on TL methods in the collaborative process of knowledge building.

Recognising learners' L1 alongside English as the LoLT will assist in achieving equality and justice in comparable circumstances. In South Africa, the creation of African language translations for academic purposes is likewise a pressing issue. It is reassuring to note that the “Language Policy for Higher Education” (DoE, 2002) has long campaigned for multilingualism in education as a means of addressing educational inequality. Such an approach is often referred to as bilingual education, and a range of labels are used to describe variants of similar techniques. The TL teaching and learning strategy “has gained momentum in academia” (Mazak, 2016, p. 1) and is worth further study since nothing has been done in this regard to try particular TL strategies. The technique is suitable for the South African context as it allows teachers to participate in a transformational pedagogy that addresses educational inequality (García & Wei, 2014). In the same vein, Boakye and Mbirimi (2015) underline the need for South African educators to actively engage in TL as a pedagogical technique for promoting academic literacy in multilingual situations.

According to Moore and Gajo (2009), multilingualism is the study of the societal contract in which dual or several different languages are spoken and comprehended by the speakers. Multilingualism has grasped the attention of governments due to numerous studies and discussions by scholars on multilingualism (Mbirimi-Hungwe,

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2023). Mbirimi-Hungwe (2023) is concerned that from the African standpoint, multilingualism has been mismanaged during the process, and thus, its true significance appears to be becoming lost. Other scholars like Ndlhovu (2017) raised concerns about an interpretation that concentrates on counting languages but then overlooks other essential linguistic requirements when different languages are utilised. Normally, languages are counted as independent languages that occur distinctly in the mind of a multilingual person (Heller, 2007).

It is believed that multilingualism must be taken into consideration from a lively conceptualisation where the identification of languages as mother tongue/HL and an additional or L2 is supplanted by the utterer's linguistic abilities and limitations (García, 2009). According to Mbirimi-Hungwe (2023), it is therefore very significant for the scholars, teachers and education departments that when considering multilingualism, the focus must not be based on the number of languages that one can speak; instead, there must be a consideration on the numerous linguistic abilities that are linked to the diverse languages that a person commands in their language range. Ndlhovu and Makalela (2021) stress the necessity of inspecting the diverse linguistic abilities of multilingual learners in their linguistic ranges. The linguistic abilities have been developed by multi-lingual learners with or without being formally educated (Ndlhovu & Makalela, 2021, p. 14)

According to Mbirimi-Hungwe (2023), Normal schools' views on multilingualism are in favour of a monolingual philosophy and are legitimised by language in education policies whereby the languages are counted as separate commodities that should or should not be utilised for educational purposes as the learning institutes see fit. Piller (2016) is concerned about the obscureness of research on multilingualism in academia as he has realised that in most cases, whenever multilingualism is studied, it is contrasted with the performance of the English language. This implies that multilingualism is regarded as a mixture of sequential or similar monolingualism because of the dominance awarded to the English language, particularly for research purposes (Heller, 2007). Multilingualism must be studied and hypothesised from a context-free viewpoint (Mbirimi-Hungwe, 2023). A lack of this approach leads to multilingualism being misinterpreted as counted languages that exist in the speaker's mind (Ndlhovu, 2017). According to a research survey conducted by Liddicoat (as cited by Piller, 2016), it is evident that numerous investigative articles published on

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multilingualism have not been anchored in any institution of a state, which shows that multilingualism does not exist from a Global South point of view (Mbirimi-Hungwe, 23). This finding implies that multilingualism is regarded as an abstraction. It further refutes the nature of multilingual learners and numerous features that are part of their identity irrespective of the language spoken by them. Multilingualism should be regarded as an umbrella terminology that regards language as a diversity of language settings and abilities (Piller, 2016, p. 28).

These language settings and pedagogies "include speaker social status, individual proficiencies, and institutional contexts are some of the main variables that shape a great diversity of multilingualism" (Mbirimi-Hungwe, 2023, p. 3). A viewpoint of multilingualism from a person's language context fits well and properly describes multilingualism in the Global South, where superdiversity and union are very important and required in identifying multilinguals (Mbirimi-Hungwe, 2023). Gogolin (2002) supports this viewpoint, which originates from Bourdieu (1996), who focused on the notion of language habits, while Gogolin focused on multilingual habits.

According to Ndlhovu (2017), the multilingual habits viewpoint strives to accommodate and recognise the linguistic abilities that are normally overlooked, side-lined and entrusted to the margins of learning epistemologies and education (Mbirimi-Hungwe, 2023, p. 4). Numerous scholars believe that whenever a multilingual habit is applied in a learning context, it automatically permits learners' linguistic abilities to be regarded as meaning-making by learners through learning resources (García & Wei, 2014; Lewis et al., 2012).

Benson (2017) has identified and explained how multilingual habits are applied in a multilingual educational setting through at least five important outlines and learning advantages of a multilingual habit. Firstly, it permits the discussion of languages, literateness and communication among the classroom participants (Mbirimi-Hungwe, 2023, p. 4). Secondly, a multilingual habit method allows the creation of learning objectives with regard to the quality and effectiveness of the capabilities of learners (Mbirimi-Hungwe, 2023, p. 4). Thirdly, it offers chances to develop the learners' acquaintance and skills, consequently encouraging a methodical and all-inclusive strategy to discuss numerous forms or systems of knowledge (Mbirimi-Hungwe, 2023). The fourth advantage is based on stimulating the growth of metalinguistic

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consciousness amongst the teachers and learners as an essential part of studying and distributing study results. The last benefit is that a multilingual habit method inspires interpretation and meaning of scaffolding and utilising approaches and other linguistic forms that are suitable to the experiences and needs of the students (Mbirimi-Hungwe, 2023). Research has shown that the multilingual habits viewpoint draws the attention of teachers and the designers of language policies to learners' prior strengths, such as cognitive skills, communication abilities, linguistic skills, relational abilities, nature, interests and inspirations (Mbirimi-Hungwe, 2023). According to Mbirimi-Hungwe (2023), multilingualism in a learning context must be regarded from a superdiversity lens whereby traditional proficiencies and historical perceptions are considered to have significance, allowing it to be utilised and interpreted from a robust standpoint. Thus, the teacher's responsibility necessitates the implementation of teaching and learning at a high level of recognition of learners' language ranges with a continuous disturbance of language limits (Makalela, 2015).

In most parts of the world, communities have become multilingual, and people living in such communities communicate with each other using diverse languages. The development and modernisation of technology, modes of transport, internet access, and the restrictions between societies and states fade away, and the regularity of communication through communities across states upsurges (Raja et al., 2022). In such contexts, most individuals change their language style and use their vernaculars either distinctly or in combination with other variable competences dependent on the dissimilar communal settings and discussions (Maher, 2017). According to Raja et al. (2022), inscribed communications and information on diverse languages are predominant in the linguistic scenery, like on the announcement boards, graffiti on walls, graphic adverts, and lyrics of songs (Raja et al., 2022). Consequently, it is witnessed that many children have uncommon abilities that permit them to become multilingual irrespective of their exposure to numerous language bases (Jacobson & Faltis, 1990). Such children can easily converse in linguistic diversity learned from their developed language range.

The gradual increase of multilingual settings activates additional cultural and educational modifications to safeguard quality teaching and learning for the learners. This kind of modification is witnessed in multilingual education, with its diversities and objectives applied worldwide to curb the academic exclusion of other learners

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due to linguistic diversity (Raja et al., 2022). However, in some countries, multilingual education methods are regarded as weak, and in others, they are regarded as strong methods depending on the type of learner, LoLT, pedagogical and communal objectives, and linguistic knowledge and experience (Raja et al., 2022). However, while fragile methods cause the learners to remain monolingual or develop inadequate bilingualism, the tougher methods deliberately make and help them to be multilingual. Throughout learning and acquiring the LoLT, the learners' HL is reinforced and valued (Baker, 2011). The resilient methods of multilingual education are appreciated and valued in numerous states.

One of these states is Singapore; its current multilingual policy necessitates the population of Singapore to be English proficient and acquire an additional language, which could either be Malay, Mandarin or Tamil, which are the primary or official mother tongue languages of the state (Raja et al., 2022). However, according to Catherine and Hookway (2021), Singapore requires very inclusive and broad language policies, which must be carefully and adequately planned for the long term to meet universal needs and, most importantly, accomplish learning achievement. The government of the People's Republic of China developed a diversity of language policies in education in 2002 to nurture multilingualism in certain smaller Indigenous clusters of its provinces, trying to cover the Indigenous marginal languages, as well as English and Chinese (Adamson & Feng, 2014). These examples show a developing multilingual consciousness of the residents to allow languages as a means to conserve their Indigenous, national, and universal personalities instead of feeling endangered by the languages' existence and imposing monolingualism (Raja et al., 2022).

According to Raja et al. (2022), the simpler way of developing a multilingual setting in education is through the implementation of multilingual teaching that equals national and universal needs. Multilingual education is the only approach to teaching and learning in the modern era that covers communal fairness and learners' participation (García & Flores, 2013). This approach necessitates the inclusion of the learners' language practices and provides support to their varied language abilities to stimulate effective and active learner participation during teaching and learning, which cannot be achieved in monolingual teaching or from some forms of bilingual education such as foreign language educations, subsequent language educations,

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and cultural multilingual teaching programmes (Raja et al., 2022). Monolingual teaching is no longer necessary when schoolrooms are extremely diverse with respect to language (García & Flores, 2013). It has been a number of years since there has been a newly introduced multilingual teaching programme called plurilingual education, which mainly relied on unsolidified language proficiencies or what is termed the TL approach (Raja et al., 2022).

Translanguaging is a multifaceted, expansive method that includes teachers and learners by using the learners' language abilities (García & Wei, 2014). Baker (2011) appreciates this procedure as it is capable of developing the learners' language abilities and helps them understand the concepts better. Even though the use or implementation of TL comes with numerous benefits, many scholars criticise it as they believe that TL in classrooms brings about many difficulties, such as conflicts with the teaching language policy, institution policy, assessment complication, frustration, misunderstanding, and superdiversity (García & Wei, 2014; Ticheloven et al., 2019; Vaish, 2019). All these prospective difficulties have the potential to impede learners' ability to learn (Raja et al., 2022).

This dichotomous opinion is shown between the learners, teachers, and researchers who normally experience TL in their regular teaching and learning (Raja et al., 2022). Research has shown that the learners' and teachers' attitudes towards the implementation of the TL approach in the classroom vary a lot globally. Nevertheless, the research on teachers' attitudes towards TL is not complete without researching the learners' attitudes towards TL, and evidently, the learners' thoughts and emotions play a huge role as this is required since it helps the policymakers to make informed decisions on the relevant language in education policies (Raja et al., 2022).

The present research on learner attitudes about TL in higher education is sparse, with the bulk of studies focused on language courses. Adamson et al. (2019) found that learners had positive perceptions of using Japanese in an English academic writing course at an English-medium university. Similarly, Adamson et al. (2019) reported that learners were positive about employing TL in a self-access language centre. Furthermore, Kwon and Schallert (2016) found that advanced bilingual

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students who spoke Korean and English naturally employed TL procedures when reading.

Studies on TL in content-based courses found that learners in higher education in Puerto Rico responded positively to TL as a support for learning (Carroll & Mazak, 2017; Carroll & Sambolín Morales, 2016). According to Marshall et al. (2012), Canadian international students frequently employ TL for some activities, such as communication with classmates and taking notes. However, they tend to use normal English when completing graded assignments. Hurst and Mona (2017) discuss learners' favourable opinions regarding the implementation of TL in a humanities course in South Africa, which is seen as a direct opposition to the dominance of English in academic settings. Similarly, Pujol-Ferran and DiSanto (2016) found that college-level content courses in North America that incorporated plurilingualism received high levels of student satisfaction. Palfreyman and Al-Bataineh (2021) conducted a study on learner attitudes towards TL in higher education in the UAE. Their research focuses on the context-dependent perceptions of students toward TL. The findings demonstrate that the participants had divergent and occasionally conflicting perspectives on TL and were adamant about preserving the linguistic distinctions between Arabic and English.

The learners' attitudes towards the implementation of the TL approach in the schoolroom have been a fascinating matter. Research conducted in the Puerto Rican University undergraduate psychology classroom showed learners' responses and opinions were unbiased and very positively linked to their presenter's TL (Rivera & Mazak, 2017). A high number of learners believed that the TL facilitated by their teacher was suitable, normal, and respectful, which they appreciated. Another expressive quantitative research conducted in the United States of America to examine how graduate students perceive TL has revealed that the learners' views and attitudes towards TL were very positive, particularly those who were in communal backgrounds and undertaking L2 education (Moody et al., 2019). Translanguaging utilised in L2 education was perceived as an assistive and important tool regardless of the learners' ability to be impartial towards language teachers' TL (Raja et al., 2022). Wang (2019) has shown in China that university students have contrasting viewpoints and attitudes towards both multilingual and monolingual methods, whatever their anticipated language practices, definite

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language usage, or the much-preferred language usage by their teachers. Some supported the notion of the use of one language only, which was Chinese, while others the half supported the use of both the English and Chinese languages (Wang, 2019).

Generally, research has revealed that the implementation of the TL approach in the classroom is partially acknowledged and accepted as in diverse contexts; many participants have a habit of being open towards the TL practice (Raja et al., 2022). According to qualitative research that was done in a South African university exploring the students' viewpoints on the usage of TL to assist in comprehending educational conceptions, the participants confirmed that TL has helped them as during group discussions, it is easy to understand multifaceted educational conceptions in English and writing can be improved (Raja et al., 2022). The TL approach must be regarded as the most effective tool to develop reading understanding in a multilingual classroom, regardless of the use and existence of diverse languages (Mbirimi-Hungwe, 2021). Linguistic variety was not regarded as a challenge; instead, it was seen as a valuable resource that stimulated active learner participation, and the learners also showed a positive attitude towards the approach (Raja et al., 2022). According to research, most learners have a fank and positive attitude towards TL (Raja et al., 2022).

In many countries, English is a foreign language that is normally used as the LoLT in schools, but according to research, sometimes more than one foreign language was used to teach learners, such as Mandarin, French, and German (Raja et al., 2022). The drive for the use of these foreign languages in teaching was to supplement a fresh language to provide an alternative communal and nationwide setting. Foreign language education is normally grounded in a monological philosophy that holds that authentic language abilities are only those ratified by monolingual individuals and that foreign language acquirement is linear and continuously chronological (García & Flores, 2013).

In Indonesia, the focus was on Indonesian English as a foreign language choice, with all its difficulties (Rasman, 2018). According to Rasman (2018), in the Indonesian English Foreign Language contexts, the learners' attitudes toward TL develop in a fascinating manner because of the learners' linguistic diversity and

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upbringings that empower them to speak the Indonesian language, ethnic language, and English language in the English Foreign Language classroom. There was some negative perception of TL among young English learners in Indonesia that was influenced by the broader socio-economic and political environment of their republic (Rasman, 2018). Even though TL helps the learners to scaffold and comprehend a fresh language, aggressive linguistic philosophy can become an obstacle in attaining the prospective reimbursements of TL in learning the English language (Raja et al., 2022).

South African teachers' use of learners' HL has been widely reported anecdotally and in research, but education authorities and teachers view it as a deficit practice, which one teacher called "smuggling the vernacular into the classroom" (Probyn, 2009), making it "dilemma filled" (Setati et al., 2002). Scholars generally favour classroom code-switching as a viable solution to teaching in another language (Setati et al., 2002). A substantial study on classroom code-switching or TL use in post-colonial societies like South Africa shows similar official conduct and attitudes. An informal movement toward acknowledging code-switching as a genuine classroom tactic has been hampered by a lack of professional training focused on enabling teachers to apply a consistent, disciplined approach to integrating different languages into teaching and learning to improve learning possibilities.

According to García (2023), teachers normally construe TL as a language combination that is similar to code-switching. They should disturb their personal and educational familiarities traditionally used in classroom engagements where only the TGTL is used (García, 2023b). Even though teachers may be willing to practise multilingual teaching, they have often been reprimanded by their managers for disregarding the stern monolingual/monoglossic policies of languages that have been put in place to be implemented in the classrooms (García, 2023b). According to Cataldo-Schwarzl (2023), some teachers are afraid of losing control over the classroom once they permit the learners to utilise various language abilities to allow them to comprehend the concepts. Teachers need to be trained to teach in multilingual classrooms as that will also boost their confidence to implement multilingual teaching (García, 2023b). There is also a need for collaborative work among scholars and teachers, even though it is difficult to do so due to the limited time that the teachers have for preparation and discussion (García, 2023b).

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Researchers need to note and be realistic and modify the actualities of language policies and implementation in the classrooms. It is notable that teachers gradually change their viewpoint positively towards TL due to teamwork, while the scholars adapt to the teachers' methods of negotiating the language policies and curriculum design in the schools, aiming to create TL classrooms (García, 2023b). Even though the teachers had decided to create their own model to apply monolingual teaching for the TGTL, they were also able to create and open up TL environments (García, 2023b).

The research thoroughly examined author group interviews, focus group discussions, and internet discussion boards. It found inconsistency, ambivalence, and some agreement in participants' thoughts regarding authoring TL tales for bilingual children. The participants exhibit inconsistency in their perception of TL, as they perceive it positively in certain contexts and for specific reasons but adversely in other contexts and for various motivations. Their ambivalence stems from the fact that TL is praised for its potential educational advantages in one instance yet criticized in another instance for its detrimental impact on language and identity.

Research also found that attitudes in the Emirates varied by TL recipient (authors, children, or the broader Emirati community), method of communication (written or spoken), and language used (English, as well as Modern Standard and Emirati Arabic)

2.6 Translanguaging in the Classroom

Translanguaging in the classrooms is primarily learner-directed (Lewis et al., 2012). Research in the US, in a multilingual nursery school class, showed that learners utilised TL to facilitate comprehension, make sense between themselves, include and exclude others, and reveal acquaintance between other meta-functions (García, 2011). Relevant, updated research publications and journal articles worldwide endorse TL implementations in educational programmes (see Blackledge & Creese, 2014; Cenoz & García, 2017; Cenoz & Gorter, 2015).

The diverse contexts of schools, learners, teachers, and districts will impact the consultation procedure of the implementation of TL as leverage for developing inclusive communication (Blommaert & Van Avermaet, 2008; García & Kleyn, 2016; Lundberg, 2019). Therefore, planning and executing TL approaches and adapting

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them for a specific environment will require consultation with all relevant stakeholders to ensure success (Berliner, 2002; Dooly, 2007). The current study aims to discover the requirements and best approaches for these consultations. Research claims that an essential prerequisite for such consultations is that all participants, including teachers and researchers, must not just be seen as research targets (Denton et al., 2003). Fullan (2007) emphasises the significance of constructing a shared vision dream to develop academic concepts successfully and change the circumstances of the participants. Barron (2006) emphasises the need to focus on learners' creativity and familiarity while conducting educational research, particularly when using learner-initiated activities.

Historically, the African continent in general and the populations of Southern Africa specifically had common language abilities that served their needs for millennia (Makalela, 2016). In ancient history, the validation declares that the Khoi and the San persons used diverse languages to communicate amongst themselves (Webb & Kembo-Sure, 2000). The Bantu-speaking population also settled around 600 BC through the entire Southern African region, which then formed into the Monomotapa kingdom (Webb & Kembo-Sure, 2000, p. 23). Monomotapa involved the whole of the Zambezi River Valley as it is now known, and goes through Zambia, Angola, Zimbabwe, and Tanzania in what was then called Zumbo and is now called North Central Mozambique up to the Indian Ocean (Kemezis, 2010). Consequently, the Monomotapa kingdom once covered most of the southern parts of Africa.

Makalela (2015) supported the acknowledgement of the African method of existence whereby the directorial code is the universal connection described by the humanity/Ubuntu that exists within the population. African people are not separated based on linguistic diversity, and neither are they living together in societies based on their language dissimilarities. It is the chant that says: “I am because of you” that guides them (Ndlhovu & Makalela, 2021). The nature of the early populations is shown in how the Monomotapa kingdom was led from around 1623 to 1902 (Mbirimi-Hungwe, 2023). According to Chinaiwa (1972), the Monomotapa wealth relied on farming and trading with the Portuguese. Nonetheless, according to Mbirimi-Hungwe (2023), the Monomotapan wealth was not in a commercial business that used cash for buying and selling; instead, all the additional farming produce was shared with other associates of the empire as a method of upholding societal relationships. The

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most important thing in this kingdom was a solid relationship among all participants instead of one built on linguistic relations. The people in this kingdom displayed and practised the concept of Ubuntu because they lived together and shared everything they had, making sure that everyone's basic needs were met regardless of economic ability or status. The basic culture of the Monomotapa people was ensuring everyone was taken care of, and most importantly, they relied on one another (Mbirimi-Hungwe, 2023).

Teacher education programmes argue that teaching bilingual children requires a comprehensive understanding of bilingualism and the dynamics of bilingual environments. It is not enough for teachers and teacher educators to only consider language; they must also consider the social power dynamics that exist within bilingual classrooms (Palmer & Martínez, 2013). Ferguson (2003) was one of the first to advocate for purposeful linguistic bridging in teacher education. He suggested that teacher preparation programmes should include activities that raise awareness about the potentially beneficial effects of code-switching in the classroom. Musanti and Rodríguez (2017) demonstrate how pre-service teachers in the Southern USA actively employ TL in their writing as a means to challenge the dominant monolingual approach in bilingual teacher training. Nevertheless, further research is required to investigate the utilisation of TL practices in connection with the biliteracy skills of pre-service teachers and its potential as a learning resource (Musanti & Rodríguez, 2017). However, the development of a recent handbook on TL pedagogy has significantly progressed this objective, providing guidance to teachers and teacher educators (García et al., 2017).

According to history, the Monomotapa Empire was inhabited by Bantu speakers who were located in the South and Central parts of Africa (Klíma et al., 1976). According to Klíma et al. (1976), the Bantu languages are musical and have common linguistic constructions. This finding shows that the African languages that are frequently spoken across Africa were communal and articulated as persons conversed and dealt throughout the Monomotapa society and many other societies, including the Mapungubwe evolution of the Limpopo valley during the 13th century (Chinaiwa, 1972, p. 9). One of the interesting things about the Bantu language speakers is that storytelling and mutual proverbs are normally utilised in their language (Klíma et al., 1976). It is also important to note that most of the recounted stories and the recited

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poetry have the same subject matter, even though they are narrated using diverse African/Bantu languages (Mbirimi-Hungwe, 2023).

Learners employ TL as a means to engage in high-quality exploratory discourse, and their collaborative efforts are indistinguishable from those of groups working exclusively in one language. Furthermore, as demonstrated in the Russian sequence, it is not necessary to be highly proficient in family languages to participate in intellectually challenging conversations (Hornberger & Link, 2012). Even receptive skills or informal language used by young people were found to be valuable tools for collaborative thinking. Using TL in the study enabled students to avoid language segregation and deal with sociolinguistic issues that often hinder the expression of speakers of minority languages in traditional monolingual classrooms (Hornberger & Link, 2012). It is a component of students' collective experiences and helps to build trust. Pupils can easily switch between languages since they share a common set of skills, which allows them to concentrate on analysing and structuring the information without the need to activate their ability to speak only one language to participate in communication.

This research incorporated the element of multilingualism into the idea of guided knowledge building in schools, as defined by Mercer (1995), within the context of sociocultural analysis. The paper explores the use of TL as a means to foster collaborative knowledge and understanding during social interactions. It emphasises how students assist one another in learning by utilizing several languages. The paper's findings suggest that promoting the continuation of shared TL spaces will enhance their quality. This implies that the environment in which these spaces are used should be systematic and explicit. The paper demonstrates how a sociocultural analysis of TL can provide useful insights into current sociolinguistic research. It specifically examines the role of multilingual abilities in negotiating and learning knowledge in mainstream education. According to Conteh et al. (2008), building a pedagogy that allows for the full potential of conversation as a tool and medium for learning requires significant changes, especially in the case of multilingual settings. This study’s findings indicate that including TL during collaborative discussions may be one aspect of a pedagogical transformation.

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The interconnected fuzziness of African ethnic languages allows many speakers to become multilingual, and their multilingualism is based on language computation and classical and traditional principles, according to Makalela (2015). Consequently, Mbirimi-Hungwe (2021) has disagreed with the insertion of languages in ranked sequence as a HL and an additional language because of the connection of the languages and, most importantly, the observations and methods of knowing supplemented by the spoken languages. Based on the contexts, the learners in the classrooms are multilingual in a way that shows a merger of linguistic observations that are normally affected by different languages that they have learned in the socialising process (Mbirimi-Hungwe, 2021). Therefore it is very important for scholars to consider researching multilingualism, focusing on the context-based viewpoint where the notion of one-size-fits-all multilingualism is not considered because, from the African perspective, multilingualism necessitates taking Ubuntu into consideration. Ubuntu is part of multilingual people's nature and their methods of learning, communicating and understanding (Mbirimi-Hungwe, 2023). She further asked questions such as: "How can lecturers make multilingualism an unveiled reality in South African classrooms?" Consequently, this study aimed to also answer these questions through the implementation of TL in the classrooms.

In South African multilingual classes, many educators use the learners' L1 as a connection to comprehend the content being taught in English (Probyn, 2019). Setati et al. (2002) have indicated ways to bridge the understanding of concepts. These approaches include the teacher having a casual investigative conversation in the learners' HLs rather than conducting an official written science discourse in English. This view is also supported by Lin (2012, p. 93), who refers to the idea of linking resources in bilingual classes in diverse probable ways, moving between "L1 everyday oral language to L2 academic written language" (Probyn, 2019, p. 224). Cummins' (1980) work is helpful, specifically, his philosophies on linguistics and reasoning and the interconnection of languages in the mind, and his support of language teaching aligned with present research on TL for epistemic access (Cummins, 2008). For successful teaching, it's also critical to recognise the usage of TL as a means of bridging the gap between educators and students. Recognising the many difficulties in putting TL into practice in the classroom–especially in South Africa–is equally crucial. This was confirmed by Omidire and Ayob (2022), who

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explored the challenges of implementing a curriculum through the use of Sepedi and Isizulu as the main languages of learning with the addition of English. Consequently, this study also envisioned investigating how teachers and learners experience the TL approaches and obtaining insights into their meaningful perceptions of the approach.

There is a report by several scholars on the challenges of executing TL educational methods and also the teacher's confusion about TL philosophy (Aleksić & García, 2022). Apart from Omidire and Ayob (2022) in South Africa, Charalambous et al. (2016, 2020) in Cyprus, Hamman (2018) in the US, Rajendram (2021) in Malaysia, Ticheloven et al. (2019) in the Netherlands and Vaish (2019) in Singapore, all report on these challenges. Ticheloven et al. (2019) state that many scholars point out the difficulties of executing TL methods in four multilingual high schools in the Netherlands. The analysis of the TL methods used in the classrooms indicated that not all methods supported the learners' leveraging of their full semiotic range. However, their different languages are acknowledged, creating a non-natural usage of TL instead of using the learners' TL (Aleksić & García, 2022). This exposes teachers' misapprehensions of the "trans" parts of TL, comprehended as simply going through titled languages when TL recognises the use of several different languages of multilinguals further than the parameters of titled languages.

The philosophical discord among the execution of TL-oriented class methods and language philosophies in the state is conceded and reported in multilingual Singapore (Vaish, 2019). The negative attitudes cannot be reversed by the pedagogical practices except for English and other titled languages that have been allocated to particular populaces as HLs. This aspect of language cannot be ignored in education, particularly in English (Rajendram, 2021). In Rajendram's study, TL educational methods acknowledged the learners by affirming their personalities, culture, and values. And yet, "parents' beliefs about the higher socio-cultural-economical relevance of English prevailed on students, who then perceived languages as unequal and were reluctant to use their full linguistic repertoire in the classroom" (Aleksić & García, 2022, p. 8).

Much South African research has shown creative TL intermediations in basic and higher education (Probyn, 2019). Dutch/Afrikaner learners under British colonial control were taught bilingually in English and Dutch to integrate them culturally and

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politically in the eighteenth century (Probyn, 2019). From Grade 7, English and Afrikaans-speaking (white) students studied together. In the aftermath of the Anglo-Boer War of 1899–1902, the aim was to promote English-Afrikaans bilingualism to reconcile English-speaking whites (Heugh et al., 2017). The 1940s double-medium programme education (Malherbe, 1973, as quoted in Heugh, 1995) showed classroom multilingualism's cognitive and social advantages.

The methodology used in these earliest double-language classes is unknown. Teachers were flexible with languages, and students may choose their choice language during evaluations (Probyn, 2019). Some of these “double-medium” schools stayed open in minor towns where there were too few pupils of both language groups to enable separate classes after the Afrikaner Nationalist government closed them in 1948. Heugh (1995) recommended double-medium training for all language speakers to achieve additive bilingualism. Thus, this research seeks to examine how semiotic resources affect TL teaching and learning for instructors and students.

Flexibility is a crucial aspect of a multilingual school (Li & Lin, 2019). Teachers must be flexible in terms of when and how they alternate between the two languages of learning (Probyn, 2019). They may also find it important to alternate between more than two languages. Learners must be able to select their desired languages for writing projects and doing assessments on the contents of different learning areas (Probyn, 2019).

Methods of teaching TL are clearly explained in the Translanguaging Guides published by the New York State Initiative on Emergent Bilinguals (NYSIEB) (Celic & Seltzer, 2011; NYSIEB, n. d.). The guides recommend starting by allowing learners to use their vernaculars for minor activities and alterations, such as saying simple words like “hello” in different languages (García & Wei, 2014). Learners can be allowed to write assignments using all of their linguistic resources to make these practices more effective (Kiramba, 2017). The learners can then work together in language groups using the languages of their choice. This collaboration can ideally happen amongst learners who have different skill levels in the LoLT, as grounded on the values of scaffolding (Rosiers et al., 2016). Consequently, one may ask what challenges teachers face in using TL as leverage for developing inclusive

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communication in the super-diverse classrooms of inner-city schools. Following the above discussion, there is also an indication of the significance of the investigation of language practices in the classrooms.

According to the literature, Southeast Asian classrooms have become more linguistically and culturally varied due to universal migration, the internationalisation of education, and increased learner mobility (Rajendram, 2021). According to Rajendram (2021), the rich diversity of these classrooms requires educational methods that leverage learners' language and cultural resources to support their learning. Canagarajah (2011) found that employing multilingual techniques in the classroom allows students to communicate, express themselves, and create meaning in their native language. Translanguaging, which holds that some learners who can speak more than one language can switch effortlessly between their languages to co-construct meaning, shape their experiences, and gain understanding and knowledge, underpins many multilingual approaches (Lewis et al., 2012).

Translanguaging provides fair and effective learning possibilities by using learners' linguistic diversity practices in the classroom (García & Wei, 2014). García and Wei (2014) suggest that although TL has been widely discussed in language learning literature, it is rare to see it applied as a true educational method in schools. Most English Second Language (ESL) schools in Southeast Asia implement either formal or informal English-only policies that entirely exclude HLs (Rajendram, 2021). These English-only rules imply that, although TL is theoretically accepted as a constructive educational activity for multilingual language learners, in reality, monoglossic and monolingual ideologies continue to dominate English language instruction (Stille et al., 2016).

Regardless of the superiority of these monolingual rules and practices, Canagarajah (2011) contends that TL cannot be regulated since it happens spontaneously among multilingual learners. Though regular TL of multilingual learners may be beneficial to their language acquisition, the use of TL in learners' peer communications as a resource for language teaching and learning has received little attention (Rajendram, 2021). Research helps the teachers to be conscious of when they should influence the learners' TL to guide them on the right structures and abilities they have to

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choose to be socially cognisant and which skills they can deemphasise in their concerted range (García, 2023b).

Scholars from universities usually become socially aware of the limits that policies of language and curriculum inflict on teachers while they try to alter their educational norms to monitor the learners' TL approaches. Multilingual learners do not necessarily need scarce strengths to participate in TL; hence, it is very important to influence it in teaching them (García, 2023b). Multilingual learners engage naturally in TL, which is the simplest and most significant resource to utilise. However, strengths and efforts are essential to utilise only some of the selected aspects of their linguistic repertoire that are specifically linked to marginalised languages (García, 2023b). It is, however, crucial for the teachers to learn to facilitate vulnerable bilingual learners to perform linguistically as monolingual learners in both marginalised or superior languages, such as the marginalised Spanish language (García, 2023b). Teachers and scholars have the responsibility to ensure that vulnerable individuals can also participate linguistically with everyone freely and effectively (García, 2023a).

The educational backgrounds of Southeast Asia mainly divide languages by subject or topic throughout teaching and learning to focus on one language at a time (Rajendram, 2021). This division of languages is usually based on the view that maximising experience in the chosen main LoLT will help learners acquire it quicker and with more certainty. According to this view, focusing on the chosen languages at different times will help shape more fluency and self-confidence. The view is that educating in two languages independently will maximise proficiency in the languages and minimise misunderstandings between learners (Lewis et al., 2012). Home Languages may be accepted in teaching totally through authorised or unauthorised single language policies, which are mostly English, especially in a classroom where used as EFAL or as a foreign language (Rajendram, 2021). Certain Meso-level policies require teachers to isolate languages at all times, and certain macro-level policies impact the creation of settings where ESL lessons are expected to always be English-only (Carroll & Sambolín Morales, 2016). The suggestion of this is that in education philosophy, TL is braced as a creative educational exercise for language learners, but in practice, monoglossic philosophies still pervade English language teaching (ELT) in Southeast Asia (Rajendram, 2021).

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Although policies and practices of monolingualism are central in many Southeast Asian and Asian educational backgrounds, Canagarajah (2011) contends that TL is a phenomenon that occurs naturally for multilingual learners. The “most distinctive behavior of the bilingual speaker; there is no better behavioural indicator to show that a speaker is bilingual than when s/he is using two languages simultaneously in social interaction” (Wei & Wu, 2009, p. 193). According to García and Wei (2014), there is ample evidence that indicates that multilingual learners can naturally move between languages. Lin and He (2017) highlighted that irrespective of the predominant English-only language policy in schools, TL occurs naturally in the classroom through learners’ communication and activities.

Learners in English-only or predominantly English settings often use translanguaging on their own initiative. Still, only a few studies have examined its educational benefits, especially in classrooms where macro-, meso-, or micro-level language policies and practices discourage it (Rajendram, 2021). This research, therefore, sought to explore the pedagogical practices of collaborative peer-to-peer TL in an English medium in a superdiversity educational setting, where policies are written in English and practices are common in the language classroom.

It is notable that teachers face major challenges in the classrooms, in particular regarding language diversity, and thus are required to be flexible when teaching, which implies that they should try and also allow diverse languages to be used in the classroom to allow inclusive learning. However, they are commonly restricted by the school language policies as policies focus on the required or target language (TGTL), which is normally English HL only. In such cases, teachers find themselves confused and unsure of what to do to accommodate learners and their languages (García, 2023a). While researchers share their own theoretical stances on the significance of using one dominant and economic language, it is very important to keep theory and practice in mind, together with the experiences, to formulate accurate and realistic recommendations that would contribute positively to the classrooms. In this regard, the better-proposed method of inclusive teaching and learning is TL, which is regarded as an effective approach that allows flexible and active learner participation in the classroom. Hence, my study proposed the use of TL to develop inclusive communication, particularly in city schools that use English as HL.

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Recent advancements in bilingual education have shifted the perspective on learners' language abilities. Instead of considering languages as separate and distinct, the new approach recognises that learners' linguistic repertoire is fluid and dynamic. This concept, known as dynamic bilingualism, emphasises the idea that individuals possess a single linguistic repertoire. Furthermore, some educational settings have embraced a TL approach to learning. Translanguaging acknowledges the importance and diversity of several different languages and promotes the simultaneous use of these languages to enhance learning. By encouraging the integrative and flexible use of languages, TL creates an environment where bilingual or multilingual learners can utilise all of their languages simultaneously. Translanguaging creates an atmosphere where the integration of all students' languages occurs naturally, and teachers recognise TL as a valid teaching approach (Herrarte & García, 2014, p. 557). Bilingual learners utilise their complete language and semiotic range to shape their own experiences and enhance their knowledge through a TL pedagogy (Herrarte & García, 2014). Thus, TL goes beyond code-switching by considering bilingualism or multilingualism as the standard (García & Wei, 2014).

Translanguaging pedagogy allows bilingual learners to use all of their language and communication skills in the classroom. This approach is recognised by instructors as a legitimate and effective teaching strategy (Herrarte & García, 2014). Therefore, this study aimed to investigate the practicality of a TGTL teaching method in enhancing reading and writing skills among EFAL multilingual FP learners. Multiple international and national studies have examined the efficacy of a TL pedagogy in multilingual settings. In a recent study, Seltzer and García (2020) implemented a dual-language curriculum aimed at improving and fostering the bilingual and biliteracy skills of learners in both English and Spanish. Teachers of the FP utilised the TL in many ways to enhance learners' bilingual language development, nurture their bilingual identities, and cultivate their biliteracy skills. The teaching and learning tactics involved using resources in several languages and props and books that are culturally relevant in the play areas. This approach was followed to help children who are learning two languages at the same time. The bilingual resources comprised books in English and Spanish, allowing learners to interact with the narrative in both languages throughout their playtime.

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The study found that learners used their diverse linguistic abilities effectively to communicate and interact, resulting in more effective interaction and enthusiasm among them. Translanguaging also encouraged learners to create something unique that expressed their multilingual experiences outside the text. By using their whole language range, students brought their own origins, experiences, and multilingual imaginations to class. Utilising multilingual texts and materials in the play space enhanced the learners' comprehension on a more profound level. This finding arose as they artistically recreated the narratives in the designated space by seamlessly integrating both languages into their fluent bilingual presentation.

In a study conducted in Luxembourg, Kirsch and Seele (2020) explored the extent to which integrating TL practices in the Foreign Language Programme promoted diversity and engagement. The study also aimed to evaluate the impact of professional development on teacher attitudes, knowledge, and classroom strategies. The research included observing three-year-olds in both official and informal schooling settings, such as schools and daycare centres.

The majority of these learners were not proficient in the TGTL, Luxembourgish. The implemented tactics for TL involved specific teacher training and the utilisation of translations between Luxembourgish and the learners' native languages. These tactics encouraged the use of learners' native language to assure understanding, a practice known as “home languaging”. In addition, materials were utilised in a versatile and adaptable manner to enable learners to effectively utilise all aspects of their linguistic and semiotic abilities for communication. This encompassed the utilisation of signs and symbols to convey and facilitate the creation of meaning. The study revealed that instructors' perspectives towards TL and multilingual education underwent a transformation. Furthermore, there was an improvement in all learners' engagement and inclusion in the classroom, which resulted in better communication and acquisition of topics and language. Although no significant studies have been undertaken in the field of family planning in South Africa, some studies have been carried out in the area of infant mortality.

Makalela (2015) explored the effectiveness of TL practices on improving Grade 6 learners' reading comprehension at a rural primary school in Limpopo. This research sought to address learners' reading comprehension issues by applying TL strategies

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and tactics to improve their reading development in both their native language (Sepedi) and EFAL. The therapy consisted of a Teaching and Learning workshop for children that included bilingual vocabulary comparisons, written text comprehension, oral reading skills, and exposure to printed materials. The study's results revealed that recounting tales in their local language improved learners' knowledge of the original content (Sepedi). Learners contrasted the language used in the input and output, allowing for a more complete comprehension of the learning content.

The learners demonstrated their proficiency in using two linguistic codes to communicate meaning, showcasing their capacity to transfer information across two different languages. The post-test indicated that the implementation of TL practises led to a statistically significant increase of 45 points in reading comprehension for English. Enhanced levels of understanding led to favourable learning experiences and enhanced access to information, hence enhancing learners' overall academic achievement. In addition, a further study conducted in South Africa (Mgijima & Makalela, 2016) examined the impact of teaching strategies on Grade 4 learners' ability to make inferences when reading by utilising relevant prior information. This study investigated the efficacy of using both learners' L1s language (Xhosa) and L2 (English) at the same time to enhance reading skills in a rural primary school in the Eastern Cape region of South Africa. The study utilised a pre- and post-test before and after a TL intervention to assess the effectiveness of the language strategies. The TL techniques encompassed explicit instruction for learners on how to make inferences from the mixed isiXhosa-English reading passages by utilising relevant prior information during the reading process.

The findings revealed a notable enhancement in the performance of the learners from the initial to the final test. These findings indicate that the TL intervention had a beneficial impact on learners' reading abilities in both languages. Specifically, it enhanced their capacity to utilise pertinent prior information while reading. Furthermore, Makalela researched the efficiency of TL in multilingual environments. Additionally, Guzula et al. (2016) investigated the efficacy of a TL teaching method in two well-established third spaces. The study examined how learners' capacity was enhanced by implementing a "heteroglossic and multimodal approach to classroom practices" and understanding (Guzula et al., 2016, p. 212). The initial instance involved a Saturday programme focused on many forms of literacy for a group of 30

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to 60 learners in Grades 3-6, aged 9-12, at a primary school in Khayelitsha, Cape Town. The Grade 3-6 learners at the literacy club were registered at a school where they were taught in their L1 (isiXhosa), and they studied English as an L2 from Grade 1. Beginning in Grade 4, the LoLT quickly shifts from the learners' HL to English.

This study employed a "language-for-learning" methodology, which encourages learners to utilise their complete linguistic repertoire and tactics that involve many modes of communication. The facilitators utilised bilingual translation in both isiXhosa and English as LoLT to promote the development of learners' ability to read and write in two languages. The study utilised TL methodologies by incorporating both spoken and written forms of both languages. The facilitators utilised the learners' sociocultural resources to enhance language and literacy acquisition. The results indicated that TL, by means of translation, facilitated the acquisition of vocabulary in both English and isiXhosa, hence promoting the development of bilingual language and literacy skills in learners. The use of translation in the TL improved learner engagement promoted inclusivity, tapped into learners' existing knowledge, empowered them, and served as a tool for narrative. In addition, the study employed TGTL and multimodal methodologies, which provided numerous options for creating meaning. This approach challenges the monolingual methods commonly used in language and literacy classes in South Africa and elsewhere.

The second instance of the investigation conducted by Guzula et al. (2016) was supported by a non-governmental organisation (NGO) called Focus Education in the rural Eastern Cape. The objective of the NGO is to augment the education of learners in the local community. The 15 Grade 11 learners who were the subjects of this case study took part in a mathematics help programme during their school break. The TL strategies employed in the study involved the bilingual facilitator's intervention, utilising the isiXhosa language, as well as the teacher's use of a combination of sketching, gestures, and ordinary English to convey mathematical ideas. These tactics were directed by a heteroglossic approach. The teacher, facilitator, and learner utilised their diverse linguistic and multimodal assets, such as physical gestures, eye contact, verbal communication, and spatial arrangement, to involve all participants actively, construct understanding, and enrich the learning process. The learners' interactions in the classroom, which involved several modes

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of communication, were recognised as transsemiotising. This term refers to the utilisation of different semiotic resources to create meaning (Guzula et al., 2016). The results indicated that bilingual learners can effectively utilise their complete linguistic and semiotic range as a resource to promote learning.

This includes employing flexible tactics in both their own language and TGTL, as well as utilising several modes of communication to create meaning. These approaches contribute to a deeper comprehension of the subject matter. The research conducted by Guzula et al. (2016) demonstrates that TL can be employed as an "intellectual, social, and linguistic resource, enhancing the creation of meaning in multiple languages and modes" (p. 223). Moreover, it has been demonstrated that the TL is a highly efficient instrument for harnessing learners' sociocultural assets, stimulating their existing knowledge, and guaranteeing a more profound understanding. In summary, this study demonstrated that the use of technology-enhanced learning and multimodal techniques leads to effective learning experiences and meaningful collaboration.

Furthermore, Li and Luo (2017) conducted a study in the southern region of the United States to investigate how high school learners who are learning a L2 use language strategies effectively during small group reading sessions. These sessions took place in a TL setting supervised by teachers. The learners consisted of individuals who were fluent in Spanish as their L1 and had English as an extra language. The TL methods consisted of a small number of joint reading activities using a bilingual reading book available in both English and Spanish. The narratives in the book were analysed and comprehended through the use of a reciprocal teaching methodology. During the collaborative reading, participants actively utilised various semiotic resources and drew upon their linguistic repertoire to overcome comprehension challenges. The learners seamlessly switched between English and Spanish as they read any of the two language versions of the book and engaged in discussions about the story.

The deployed TL methods enhanced reading comprehension beyond the surface level of vocabulary. There was a gradual transition from prioritising the comprehension of individual words to prioritising the understanding of the context to comprehend the text. This improved the trainees' ability to read smoothly and

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effortlessly. One way is to engage with learners by actively learning about their backgrounds, cultures, past and current experiences, and attitudes toward reading. The teacher's mastery of these learner characteristics enabled them to successfully engage learners in reading materials by leveraging their interests. The inclusion of texts that are relevant to learners' backgrounds and the utilisation of their everyday language skills have led to enhanced reading comprehension and increased engagement in reading. Multimodal interactions encompass the utilisation of many semiotic resources, such as language skills, gestures, physical motions, facial expressions, and engagement with the Internet, to improve understanding. Additional approaches involved leveraging each other's diverse skill sets, promoting learners' utilisation of their personal experiences and cultural backgrounds, and employing reciprocal teaching as a collaborative learning method in multilingual educational settings.

This research showed that TL approaches may boost reading comprehension and the interest of all students. Makalela (2015) studied TL teaching in multilingual higher education, which examined TL practices' effects on Grade 6 learners' reading comprehension and on teaching an Indigenous African language to non-native speakers at the University of Witwatersrand. The study included 24 pre-service teachers who were enrolled in the new language programme to learn Sepedi as an additional language. The objective of the new language programme was to provide teachers' learners with essential and fundamental abilities in reading, writing, and conversation. These skills would enable them to engage effectively with learners who speak many languages. Translanguaging tactics encompassed the enhancement of both receptive and productive language skills through the utilisation of oral and written methods. These approaches provided student participants with the chance to practice utilising the language by combining input and output languages. In addition, the teachers conducted a comparative analysis of concepts in Sepedi and other languages spoken by the teachers' students.

The instructor promoted the utilisation of higher-level thinking during conversations. The results indicated that the participants formed favourable attitudes towards African languages, had pleasant experiences with the TGTL, and recognised multilingualism as a natural occurrence. The comments of the student teachers indicated that the instructional approaches for teaching the TGTL were effective in

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enhancing their previous knowledge and understanding since they learned both the language and cultural material. In summary, this study found that the TL causes a blending of languages and challenges the idea of fixed language use in monolingual classrooms.

In a similar vein, Makalela (2015) examined a teacher intervention approach for teaching African languages to non-Africans. The study examined how a TL intervention programme affected language acquisition (Sepedi). In the progamme, a one-year Sepedi course teaches fundamental conversational, reading, and writing skills. These abilities would allow them to successfully help learners who speak various languages in their classes and promote inclusive multilingual environments in their schools. When working with Sepedi literature, the focus is on strengthening receptive abilities (hearing and reading) as well as productive skills (speaking and writing). The control group received instructions in Sepedi as the LoLT, following traditional monolingual classroom procedures. In contrast, the experimental group employed TGTL strategies that effectively utilized Sepedi, the learners' HLs, and English. The TL strategies included using the TGTL (Sepedi) alongside the student participants' native languages and English. Language alternation was an important strategy used in the classroom to improve teaching and learning. The exercises were meant to enable learners to utilize all of their languages, as well as their whole linguistic and semiotic range, simultaneously.

The learner participants utilised a bilingual (Sepedi-English) dictionary as a resource. The student participants were instructed to compose weekly blogs in several different languages and to join a group on Facebook where Sepedi was utilised alongside other native languages and English. The explicit approach employed was contrastive elaboration. This technique allowed the student participants to connect several languages, go beyond the literal meanings of the input language, and facilitate a more thorough understanding of the subject and concepts being taught. Furthermore, the student participants engaged in a collaborative process of generating ideas, recording information in their preferred language, and switching between languages when providing input and output. The study results demonstrated that the student participants experienced improvements in their vocabulary and reading skills. They also achieved a deeper understanding of the subject matter and reinforced their personal identities. Additionally, the study found

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that the learners were able to achieve cultural congruence through alternating between input and output in the TGTL. They also acquired proverbs and idiomatic expressions in the TGTL and developed identities as multilingual teachers. In summary, the study found that TL approaches provided social and cognitive benefits in preparing pre-service teachers for classrooms with several different languages.

Studies conducted worldwide consistently demonstrate a multitude of benefits for individuals who are bilingual or multilingual. The student benefits from both social and cognitive advantages. Although these findings demonstrate that a TLteaching approach leads to positive results for multilingual learners in multilingual environments, there is still a lack of research at the national level on TL approaches in the FP. There is less knowledge about the effectiveness of TL pedagogy in language and literacy classes in the FP in South Africa. This concept is overlooked and requires attention. The majority of research conducted in South Africa primarily concentrates on the topic of teaching and learning in intermediate, senior, and higher education environments. The low levels of literacy in South Africa are indicative of a weak foundation in literacy. This requires a transformative learning pedagogy to cultivate reading skills in the foundational phase. It is necessary to do a comprehensive review of how to implement a task-based language pedagogy in the foreign language classroom to improve the development of several different literacies to begin this process.

The study aimed to establish a connection between previous international and national studies on TL in literacy development. The primary goal was to examine the outcomes of these research studies and provide suggestions for how to utilise TL pedagogy in the FP classroom for multilingual learners. The present research seeks to add to the topic of language and literacies in the FP in South Africa by using a review technique. As previously said, little research has been conducted on TL in the FP. This study aimed to contribute to the existing research on TL in the FP in South Africa. This study is timely as it highlights the importance of TL for teachers, curriculum developers, and policy implementers to reconsider how literacy is promoted, particularly in the FP. This is necessary to address challenges related to multilingualism and diversity in the classroom, as well as to adapt to the digital age and meet the demands of the Fourth Industrial Revolution. The stakeholders must

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align their teaching methods with these changing requirements to ensure continuous learning.

2.7 Translanguaging and Translanguaging Context

Translanguaging is defined as “the ability of multilingual speakers to shuttle between alternate between languages, treating the diverse languages that make up their repertoire as an integrated structure” (Canagarajah, 2011, p. 401). This explanation stresses the integrated nature of speakers’ communication ranges (Li & Lin, 2019). The idea of TL provides numerous benefits in explaining multilingual linguistic use (Jonsson, 2017). Translanguaging provides the likelihood of learning bi- and multilingual linguistic practices from a viewpoint that is not monolingual and that acknowledges the heteroglossic intrinsic in bi- and multilingual conversation (Jonsson, 2017).

Translanguaging practices can construct profound comprehension instead of facilitating communication only (García, 2009). The language use of bilinguals reveals bigger selections and a more extensive range of words, phrases, and language constructs than each monolingual distinctly can call upon and contain both language and traditional knowledge (García, 2009). Regarding the combination of language and cultural knowledge, TL practices provide the potential “to exploit subtle linguistic and traditional nuances both in and through languages” (Jonsson, 2017, p. 30). Translanguaging also provides the likelihood of adding to “an ideologically significant epistemological change in linguistics by resisting and transforming power asymmetries” (Jonsson, 2017, p. 30).

Studies have shown that using TL approaches in a bilingual classroom leads to enhanced metacognitive and cognitive skills (García et al., 2017). The TL pedagogy refers to the facilitator's recognition that learners possess linguistic and cultural communication skills that extend beyond what is often used in the classroom. The educational mediator effectively and actively utilises these skills to educate. Translanguaging should be integrated into all educational settings that have bilingual or multilingual pupils. The process of accomplishing this task, however, varies depending on the specific programme, such as whether it is focused on primary or higher education or whether it caters to younger or more senior pupils. Vygotsky's (1978) Zone of Proximal Development (ZPD) is an illustration that pertains to

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fundamental or primary schooling. This idea can be utilised to provide support and guidance to young learners, helping them go from their current cognitive level to the desired level of understanding. Learning is facilitated by the assistance that young learners receive from their peers when engaging in exploratory translingual discussion, either in pairs, groups or as a whole class. Adult learners may use TL dialogical educational methods based on Mikhail Bakhtin's (1994) dialogic pedagogy and the notion of many voices. Implementing a teaching method that emphasizes conversation and pays attention to the nuances of language can help mediators use learners' interests, experiences, and linguistic and cultural knowledge to engage them in a learning process that promotes the development of critical thinking skills required for success.

According to Carrim and Nkomo (2023), South African schools are linguistically varied from FP onwards, and this variety is mostly not accommodated by the predominant monoglossic ideas. This shortcoming has caused low literacy levels in South Africa, which indicates a poor knowledge foundation and limits learners' capability to learn efficiently and do well educationally (Carrim & Nkomo, 2023). In the previous ten years, numerous literacy mediation programmes have been executed at the national and provincial levels; however, the effect has been insignificant. According to the findings of this research, learners' HL should be regarded as a resource for reaching profound levels of sense (Carrim & Nkomo, 2023). The research proposes that, by using a TL method, teachers can boost multilingual learners' literacy abilities through approaches like the use of their HLs, interpretation, contrasting languages and the supple and lively usage of the multimodal semiotic range (Carrim & Nkomo, 2023).

According to Jonsson (2019, p. 327):

> *"The practice of TL can create a translanguaging space where the people who communicate can combine different dimensions of their personal history, experience, and environment, their attitude, belief, and ideology, their cognitive and physical capacity into coordinated and meaningful performance.".*

Hua et al.(2017, p. 412) state that "A tanslanguaging space, just like TL itself, is transformative in nature and can therefore encourage and incite new configurations

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of language practices as well as new subjectivities, understandings, and social structures" (Zu et al., 2017, as cited in Jonsson, 2019, p. 327).

"The idea of a TL space is useful in the analysis of classroom discourse since a TL space can both be created by and for TL practices" (Hua et al., 2017, p. 412). This is regarded as a dual procedure whereby applying TL practices in a classroom helps the teachers and learners to form a TL context.

Second, school stakeholders may establish and implement a language policy that allows for TL pedagogies. Translanguaging in education may challenge traditional language policies and monolingual tactics, perhaps leading to new understandings (García & Wei, 2014). It is, therefore, critical that this study investigates the function of TL methodologies in communication using different languages.

The surrounding notion for this study that would be relevant is the opportunity to learn, which requires the learners to be "liable for their academic performance to the extent that the community, broadly defined, has offered them the tools to master the content expected of them" (McDonnell, 1995, p. 312). Due to the poor performance of South African learners in their examinations within multilingual classrooms, one is compelled by the nature of the English content and the class linguistic practices that support learners' chances to acquire English in multilingual classes (Li & Lin, 2019). The English content of lessons was considered to answer the research question.

The study of linguistic practices in the classrooms was done through classroom discussions, accentuating the socio-cultural perceptions of the building of knowledge and comparison with relevant writings on multilingual teaching (Li & Lin, 2019). The examination of the class discussions was guided by Barnes's (1992) study, which showed the significance of paying close attention to the learners' conversation in learning. The study also focused on learners' arrangement of their thoughts and speech conversation in the concluding exhibition and assessment using investigative conversation. The examination will also consider the social construction of knowledge through class discussions (Mercer, 1995) and the role of the teacher in facilitating discussions or learning interactions and providing learners with constructive feedback (Mehan, 1979).

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A TL method recognises "the value and multiplicity of linguistic diversity" and nurtures the evolving and adaptable usage of numerous languages concurrently to improve learning (MacSwan, 2017, p. 190). Translanguaging inspires the active use and integration of languages by multilingual and bilingual learners, therefore creating an environment where learners can utilise all their languages simultaneously (Carrim & Nkomo, 2023). Translanguaging nurtures an atmosphere where the integration of all learners' languages are normal, and teachers accept a translanguaging education as a "legitimate pedagogical practice" (Herrarte & García, 2014, p. 557). Through TL education, multilingual learners are able to make meaning by determining their personal familiarities and boosting their knowledge by using their complete language and semiotic range; this also assists in building better communication in the classroom (Herrarte & García, 2014).

2.8 Constructivism as a Learning Theory

Constructivism refers to the act of constructing or acquiring fresh knowledge inside the cognitive framework of learners, which is derived from their experiences (Rusman, 2013). This study explores TL as a strategy to enhance learners' active engagement, enabling them to freely acquire knowledge and communicate, utilising their complete range of language skills. Constructivism is an educational theory that emphasises the intellectual and conceptual development of learners (Rusman, 2013). Constructivism posits that knowledge is not simply communicated but rather constructed via the learners' experiences and existing knowledge. It emphasises that knowledge is not acquired solely through instruction from the teacher (WGU, 2020). Learners utilise their complete range of language skills to acquire knowledge in a classroom characterised by superdiversity. Constructivism is a philosophical perspective that asserts that learners actively construct knowledge rather than passively receive information (Rusman, 2013). As learners engage with the ecosystem and contemplate its familiar aspects, they develop their own interpretations and incorporate new information into their existing knowledge (Rusman, 2013). Constructivism is an influential educational concept that teachers can employ to facilitate their students' learning (WGU, 2020).

Constructivists argue that knowledge is actively generated rather than passively received by individuals (Rusman, 2013). The fundamental premise is that knowledge

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is constructed based on existing knowledge (WGU, 2020). Learners assemble individual components in a distinctive manner, constructing something distinct from what another learner would construct. The learner's prior knowledge, experiences, beliefs, and insights serve as crucial underpinnings for their ongoing acquisition of knowledge (WGU, 2020). Individuals acquire the skill of learning through learning itself. Learning entails creating significance and structures of significance (James Drever, 1988). For instance, while a student is acquiring knowledge about the sequence of dates for a set of historical events, they are also acquiring an understanding of the concept of chronology. When a learner is composing a paper on history, they are simultaneously acquiring knowledge of grammar and writing rules (WGU, 2020). Acquiring new knowledge enhances our comprehension of subsequent concepts. This study explores TL as a method for learners to acquire knowledge in various subjects.

Learning is a dynamic process that requires sensory input to create understanding (Rusman, 2013). Active engagement is required for the learner to acquire knowledge; learning is not a passive endeavour. Learners must actively participate in the world to be fully engaged in their own learning and personal growth. This study provided learners with opportunities to participate in various activities and discussions using the TL method, which aimed to enhance inclusive communication (James Drever, 1988). Merely relying on passive reception of information will not suffice for learning. Active participation in talks, reading, and activities is necessary.

Learning is an inherently social endeavour that is closely linked to our interactions with other individuals (WGU, 2020). Teachers, family, friends, and acquaintances all influence our learning. Teachers who value peer learning are more likely to succeed. Implementing a method of separating learning experiences is not the most effective way to facilitate collective learning and growth among students. Progressive education recognises the importance of social contact in the learning process and uses tactics including discussion, interaction, and group activities to help students retain material (WGU, 2020).

Constructivism posits that learning is influenced by the context in which it occurs (Wina, 2005). Learning is not a process of acquiring disconnected facts and theories that are unrelated to our lives. Instead, we acquire knowledge in a manner that is

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interconnected with our existing understanding, beliefs, and other relevant factors. The knowledge we acquire and the information we retain are influenced by the events and circumstances in our environment (WGU, 2020). It is crucial to recognize that knowledge is subjective. Constructivism, being rooted in individual experiences and ideas, renders knowledge a subjective matter. Every individual will possess a unique set of prior information and experiences to contribute. The process and outcomes of schooling vary significantly among individuals (Rusman, 2013). According to this notion, learning is also present within the mind. While hands-on experiences and physical acts are essential for learning, they alone do not suffice. Active participation in a multilingual setting is crucial for achieving excellent learning outcomes. Effective learning should incorporate cognitive activity rather than solely focusing on manual tasks. Cognitive processes are essential for the acquisition and retention of knowledge (WGU, 2020). Having motivation is crucial for acquiring knowledge. Students' ability to learn is hindered when they lack motivation. Teachers must engage and motivate students to boost cognitive processes and excitement for learning (Rusman, 2013). Lacking motivation, learners struggle to access their past learning and make connections to new knowledge (WGU, 2020).

Teachers are well aware of the numerous obstacles in implementing theoretical concepts into practical applications and many ways to alleviate them, whether it is by suggesting changes to campus learning spaces, addressing difficulties in utilising distance and remote learning, or finding innovative ways to engage learners in constructing and enhancing their own learning experiences. However, TL was employed to overcome this gap in this research. The table below serves as an illustration of both traditional and constructivist classrooms.

Table 2.1: Traditional and Constructivist Classroom

"Traditional Classroom"	**"Constructivist Classroom"**
"Curriculum begins with the parts of the whole. Emphasizes basic skills."	"Curriculum emphasises big concepts, beginning with the whole and expanding to include the parts."
"Strict adherence to a fixed	"Pursuit of learner questions and interests is

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curriculum is highly valued."	valued."
"Materials are primarily textbooks and workbooks."	"Materials include primary sources of material and manipulative materials."
"Learning is based on repetition."	"Learning is interactive, building on what the student already knows."
"Teachers disseminate information to students. Learners are recipients of knowledge."	"Teachers have a dialogue with learners, helping learners construct their own knowledge."
"Teacher's role is directive, rooted in authority."	"Teacher's role is interactive, rooted in negotiation."
"Assessment is through testing and correct answers."	"Assessment includes learner works, observations and points of view, as well as tests. Process is as important as product."
"Knowledge is seen as inert."	"Knowledge is seen as dynamic, ever changing with our experiences."
"Learners work primarily alone."	"Learners work primarily in groups."

Source: University at Buffalo (2021)

Constructivism is categorised into various categories as set out in this section.

Cognitive constructivism emphasises that learning should be aligned with the learner's level of cognitive development (Rusman, 2013). These methods help students learn by linking new information to their past knowledge. This linking lets people adjust their cognitive capacities to new knowledge. Jean Piaget's studies on children's cognitive development inspired cognitive constructivism (Rusman, 2013).

Social constructivism emphasises cooperative learning. Interactions between people, cultures, and communities generate knowledge. People learn from others to create their basic knowledge and comprehend the world (WGU, 2020). In this context, students depended on others to assist in comprehending the concepts taught in the superdiversity classes. Social constructivism, created by Lev Vygotsky, is a theory that is closely linked to cognitive constructivism but incorporates the additional factor of societal and peer impact.

Studying constructivism in education requires understanding how teachers may use it to create a customised learning environment for pupils (WGU, 2020). Teachers in constructivist classrooms must foster student collaboration and active learning. The

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study required the teachers to actively promote the practice of TL in the classrooms where many languages are spoken (Wina, 2005). Teachers mostly serve as facilitators of learning rather than direct instructors. Teachers consistently strive to comprehend the pre-existing concepts and understanding of learners and subsequently endeavour to integrate knowledge within those domains (Rusman, 2013). Teachers also had to adapt their teaching to align with the learner's level of comprehension. Translanguaging proponents understand the importance of recognising and utilising individuals' complete linguistic abilities, including their ability to speak several languages and dialects. This linguistic repertoire can be used to enrich the creation of meaning, assume certain identities, and participate in the building of knowledge (Canagarajah, 2011; Wei, 2011). Given the current fascination with how people who speak several different languages and dialects use language in their daily lives, it is now the perfect time for the field to move away from the belief that only one language is ideal and instead recognise that using several different dialects and languages is a crucial part of being proficient in languages. Therefore, TL should be a key element in the study of constructivism.

Constructivist classrooms succeed due to four key components: the interchange of knowledge between teachers and nd learners, the allocation of authority between teachers and learners, and the role of teachers as guides or facilitators (Wina, 2005). Constructivist classrooms exhibit significant deviations from conventional classrooms in numerous aspects (WGU, 2020). Constructivist classrooms prioritise learner inquiries and interests and leverage existing knowledge to facilitate interactive and student-centred learning. Teachers engage in dialogue with learners to facilitate the construction of their own knowledge, emphasising negotiation. Learners primarily collaborate in groups. Constructivist classrooms typically feature teachers who facilitate small group work, promote collaborative and interactive activities, and engage in open conversations to address learners' needs for achieving success.

While constructivism theory offers numerous advantages, it also has its drawbacks. A major critique of constructivist learning is its inherent absence of a well-defined framework. Certain learners require meticulously ordered and structured learning environments to excel, whereas constructivist learning emphasises a more relaxed approach to enable learners to participate actively in their own learning process. Grading is frequently eliminated in constructivist classrooms, prioritising learner

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growth instead. However, this approach can result in learners lagging behind and failing to achieve standardised grading criteria (WGU, 2020).

Peirce (as cited in Legg, 2021) highlights the incessant charisma of perceptual experience that enables us to openly recognise exterior things as such, as other, so that we can recognise essential links amongst actions, and that experience comprises features of generalisation (quoting an image of a linked sequence of circles that can be regarded as a rock wall, in the style of Wittgenstein's prominent duck-rabbit twofold drawing).

Dewey's explanation of experience, which is dominant in his whole theory, adds an added turn. Similar to Peirce (as cited in Legg, 2021), he believed that experience was filled with inference. The singular adaptive communications are constantly informed by preceding experiences over which a person generates his or her sphere (Tashakkori & Teddlie, 2010). According to Dewey (as cited in Legg., 2021), experience is a procedure whereby we communicate with our surroundings and encounter our desires. He explained his philosophy as follows: "Like its congeners life and history, (experience) includes what men do and suffer, what they strive for, love, believe and endure, and also how men act and are acted upon, how they do and suffer, desire and enjoy, see, believe, imagine, in short, processes of experiencing" (LW11, p 8).

Constructivism is an educational theory that holds that the most effective way to acquire knowledge is through thoughtful consideration and active mental creation (Mascolo & Fischer, 2010). Therefore, knowledge is a shared understanding among individuals. The student must analyse the facts and interpret them using their prior experiences, personal ideas, and cultural background. Constructivism has radical and social sections. Radical constructivism's fundamental theory states that people learn by interpreting their own active experiences. The second variant of social constructivism claims that the social environment influences human development and that knowledge is generated via interpersonal interaction. This chapter also looks at the historical context, implementation, educational case studies, and restrictions.

Three psychologists form the cornerstone of constructivism: Jean Piaget is seen as a proponent of radical constructivism, according to Brau (2020). Contrarily, Lev

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Vygotsky focuses on the social dimensions of learning through firsthand encounters. John Dewey occupies a position that encompasses both perspectives and has numerous concepts that align with both sides (Mascolo & Fischer, 2010). Constructivist psychologists agreed that the dominant learning theories of the period, such as behaviourism and humanism, were unable to portray the learning process adequately. Furthermore, their theories were based on firsthand experiences in educational settings rather than laboratory trials, as opposed to behaviourism (Brau, 2020).

Jean Piaget is recognised as a pioneering theorist in the field of constructivism. According to his theories, humans generate knowledge by combining their experiences and ideas through interaction. Brau's constructivist viewpoint serves as the basis for radical constructivism since it holds that the person is essential to knowledge creation and acquisition (Brau, 2020). Piaget's beliefs primarily evolved from his interactions with children, in which he aimed to debunk the notion that children possess weaker cognitive abilities than adults. His research offered proof that children are not intellectually inferior to adults. He demonstrates the variation in children's development by formulating a hypothesis that encompasses cognitive stages (Brau, 2020).

Piaget's cognitive theory examines the process by which children acquire knowledge and develop their mental abilities in Westernfour distinct stages. While Piaget did not explicitly connect his cognitive development research to education, his theory strongly influences learning theories (Brau, 2020). Piaget's research on children's cognitive development highlighted two crucial processes: accommodation, which includes altering one's mental representation of the external world to integrate new experiences, and assimilation, which is the acquisition of a group's social and psychological features. These processes are essential for the exchange of experiences and ideas (WGU, 2020). These two processes prioritise the study of the mechanisms of learning rather than the factors that affect learning.

Conversely, Lev Vygotsky's work primarily emphasises the social dimensions of knowledge acquisition (Brau, 2020). He proposes that the most effective way to learn is by engaging in interactions with other individuals. By collaborating with others, learners establish a collective understanding with their peers. Complete immersion in

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the new environment allows the learner to alter their subjective judgments to adhere to cultural standards. Vygotsky emphasises culture's major effect on cognitive development, and he held the belief that infants possess inherent cognitive development capabilities (Mascolo & Fischer, 2010). These foundational skills are enhanced by social interaction and ultimately evolve into more complicated cognitive processes. For example, a kid is born with the ability to remember (Brau, 2020). As the youngsters engage with their surroundings and interact with other children, the strategies of memory formation adjust. If the learners are in an educational environment that prioritises the usage of flashcards, they will employ comparable techniques of repetition to enhance their memory.

Vygotsky incorporates his socio-cultural theory (SCT) of cognitive development into his work, similar to how Piaget incorporates radical constructivism into his theory of cognitive development. Vygotsky posited that learners could attain substantially better levels of learning with the assistance of a More Knowledgeable Other (teacher) (Mascolo & Fischer, 2010). The ZPD is the area where the teacher should be particularly attentive to assisting. The ZPD extends beyond the interaction between a learner and an instructor (Brau, 2020). Vygotsky promotes the formation of groups among learners. Group formation facilitates the acquisition of specific skill sets by less proficient children through learning from those who have already mastered them.

John Dewey's perspective combines Piaget's emphasis on the cognitive element of constructivism with Vygotsky's emphasis on social learning. Susan Mayer provides a summary of Dewey's role in constructivism (Mayer, 2008). Although some researchers associate Dewey with Piaget due to the recent history of progressivism, Dewey really had larger concerns that aligned with Vygotsky despite never having studied his work. Dewey and Vygotsky both highlighted the significance of cultural forms and meanings in sustaining advanced levels of human cognition, while Piaget concentrated on the influence of logical and mathematical thinking. Contrary to Piaget, Dewey emphasised the development of independent reasoning, which was a key component of the liberal Protestant heritage that both men had in common. Undoubtedly, Dewey's comprehensive examination of how democracy affects education can be observed as a synthesis of the research focuses of the two psychologists. (Brau, 2020).

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Piaget and Vygotsky rejected the idea of memorisation and repetitious lectures, while Dewey asserted that learners who engage in real-world tasks demonstrate more knowledge via creativity and teamwork (Behling & Hart, 2008). Dewey's comment, "If you are uncertain about learning, engage in continuous investigation: study, reflect, explore different possibilities, and form your beliefs based on evidence" (Reece, 2013, p. 320), is widely acknowledged.

Dewey's focus on inquiry as a means of sustaining learning is most effectively ignited by assuring a synthesis of the environment. During that period, numerous educators strongly advocated maintaining a clear distinction between school and other aspects of children's lives. Dewey resisted the influence of separation. According to Brau's research, it is essential for learners to establish a connection between real-life events and school activities to facilitate the learning process (2020). Implementing a learning theory necessitates a fundamental comprehension of constructivism, which emphasises the importance of enabling learners to link their prior experiences with new knowledge (Mascolo & Fischer, 2010). The next section delineates the functions of both the learner and the teacher to provide a clearer depiction of how constructivism is applied in the classroom (Brau, 2020).

During learning, the learner is required to carefully analyse the information being taught and develop their own understanding. The interpretation is formulated by drawing upon previous experiences, individual perspectives, and cultural context (Brau, 2020). After understanding the information, the learner is supposed to contemplate and think deeply about the newly acquired knowledge. According to Rusman (2013), radical and social constructivism have a similar viewpoint on the nature of the learner. Radical constructivism holds that learners must recognize and participate in their key role in generating and gaining knowledge. (Mascolo & Fischer, 2010). An important responsibility of the learner is to engage in introspection regarding previous experiences and to be aware of the factors that influence the assimilation of new knowledge (Brau, 2020). Social constructivism requires the learner to engage in reflection while also considering the social elements of learning.

Social constructivism recognises and values the individuality and intricacy of the learner and actively promotes, employs, and acknowledges this intricacy as a fundamental aspect of the learning process (Rusman, 2013). This strategy requires

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students to consider their strengths and recognise their ability to inspire others. Each student gains new perspectives from their facilitators in the ZPD. Although learners are crucial in obtaining knowledge within the constructivist framework, instructors still have a substantial role (Brau, 2020).

Given the principles of constructivism, the teacher must take a more participatory approach rather than depending on the traditional lecture model. The classroom setting should provide a conducive environment for each learner's cognitive processes and promote a continuous pursuit of intellectual challenges (Mascolo & Fischer, 2010). Based on the social constructivist approach, teachers are required to adjust their position to that of facilitators rather than instructors (Bauersfeld, 1995). A facilitator assists the student in developing their understanding of the subject matter rather than merely explaining a concept. In the first situation, the learner is actively involved, but in the second one, the learner does not fully participate. The objective is to shift the focus from the teacher and the topic to the learner. With the shift towards a more active teaching approach, the facilitator is required to adopt a distinct role from that of a traditional teacher (Brownstein, 2001).

One research study explained that a teacher informs while a facilitator encourages exploration, a teacher lectures while a facilitator assists, a teacher provides predetermined answers, and a facilitator guides learners to their own conclusions. Also, a teacher primarily speaks alone, while a facilitator engages in ongoing dialogue with learners (Rhodes & Bellamy, 1999). Numerous instances in the field of education demonstrate different approaches to implementing constructivism. According to Mascolo and Fischer (2010), “Constructionism, cooperative learning, and large-scale teaching” are three methods that can be used to integrate constructivism into a classroom setting.

Constructionism is a specific implementation of the broader educational theory known as constructivism. An instance of constructionism can be observed when an educator imparts knowledge about engineering to a group of students by assigning them the task of constructing a bridge. The learning procedure undertaken by the learners to acquire the skills of bridge construction would, in principle, impart a comprehensive understanding of engineering principles and intricacies (Brau, 2020). Learning would mostly be trial and error as students applied prior experiences to the

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present assignment. Research suggests that cooperative learning teaches constructivism well (Hoy & Woolfolk, 1993).

There are three instances of cooperative learning: “reciprocal questioning, a jigsaw classroom, and structured controversies” (Brau, 2020). Reciprocal questioning refers to the collaborative process in which students engage in asking and answering questions together. This method is commonly observed in activities like book discussion clubs. The concept of a jigsaw classroom involves the allocation of students to specialise in a certain aspect of group activity and then instruct their peers within the same group (Brau, 2020). Structured controversies include collaborative student research on a certain controversial topic. Another successful application of constructivism in the classroom involves instructing comprehensive subjects and enabling each student to identify the components that are most relevant to them (WGU, 2020). For instance, when instructing on evolution, an instructor does not select a particular stage in the process to emphasise but instead provides a whole explanation. Therefore, a student who has a connection with natural selection is intrigued by the subject and consciously decides to write a paper on it and present it to the class (Brau, 2020).

Criticism and Limitations

According to Jonassen (1994), beginner learners would benefit from a greater amount of organisation and guidance. According to Bloom's Taxonomy, the initial stage of the learning process involves the cognitive functions of remembering and understanding. Both of these foundations necessitate organisation to facilitate the learner's ability to commit the subject matter to memory and to remember the significance of the information. Without a solid foundation, the learner would encounter difficulties in reaching the stage of practical implementation. The absence of a framework might be a potential constraint if the learner lacks any foundation from which to start. Both Piaget and Vygotsky share the belief that there are inherent talents that serve as the fundamental foundations for learning (Mascolo & Fischer, 2010). When a collective of learners engages in a shared activity, they are at risk of succumbing to groupthink (Ruggie, 1998). Although limited research has been conducted on the topic, the chapter's author proposes that this could be a potential constraint that warrants additional investigation. Individuals who have dissenting views from the prevailing narrative of a certain group are less likely to actively

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engage or contribute compared to those who conform to the mainstream opinion (Brau, 2020). This critique specifically focuses on the execution of the implementation rather than the idea itself.

Because of the abstract and practical character of constructivism, it is difficult to assess whether the observed learning outcomes contain all components (Brau, 2020). Evaluations of outcomes typically rely on standardised tests, which often fail to assess the practical application and extension of acquired knowledge. If the method of measurement is not suitable for reflection, this could be considered a constraint of constructivism. Another potential drawback of constructivism is the amount of time needed for implementation (Brau, 2020). Within the constructivist paradigm, instructors are required to allocate a greater amount of time to involve the learner actively. The instructor must allocate additional time outside the classroom to contemplate innovative activities to engage the learner effectively. The educator also fulfils the responsibility of providing opportunities for contemplation. Efficiently managing time can present a challenge rooted in constructivism, but it can be resolved through deliberate application (Brau, 2020).

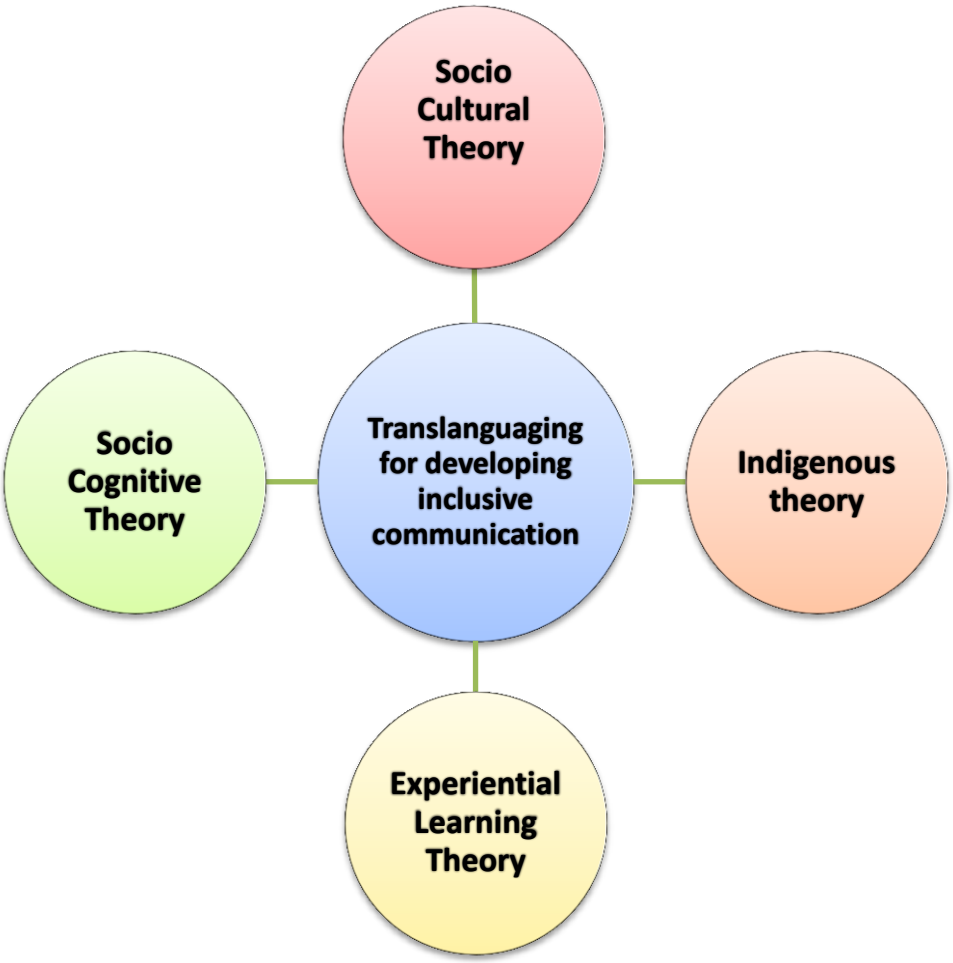
Ultimately, constructivism is an educational paradigm that asserts that information is most effectively acquired through a sequence of action, reflection, and building. Piaget's primary focus lies in the dynamic interplay between experiences and ideas, which serves as the foundation for the generation of novel knowledge. Vygotsky examines the significance of peer learning and the influence of culture on the integration and adaptation of knowledge (Brau, 2020). Dewey prioritises investigation and the incorporation of practical experiences from the actual world into educational activities. The constructivist framework is based on the premise that learners should have autonomy in acquiring knowledge, while the instructor's role is to facilitate the learning process. While constructivism may have limits, it has the potential to enable learners to achieve higher levels of knowledge than other approaches (Jonassen, 1994).

2.9 Conceptual Framework

The conceptual framework is depicted in Figure 2.1 below.

Figure 2.1: Conceptual Framework

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2.9.1 Sociocultural Theory

The Russian psychologist Lev S. Vygotsky, who commenced his research after the Russian Revolution of 1917, is primarily associated with his Social Cultural Theory (SCT). Vygotsky claimed that the social aspect of consciousness is fundamental both chronologically and in reality. “The individual aspect of consciousness is derived and subordinate" (Vygotsky, 1978, p. 30). From this viewpoint, the mental functioning of an individual is not solely influenced by social interaction. Instead, the particular structures and processes observed in individuals originate in their interactions with others.

The conceptual framework used was relevant in this study as it was used to comprehend a research problem and also provide guidance on the development and analysis of the research (Ravitch & Riggan, 2016). This frameworks was relevant as it allowed the researcher to study the cultural and social interactions taking place

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among learners during teaching and learning whereby inclusive communication was developed especially since learners were using their home languages for learning. This is supported by the Mother Tongue-based Bilingual Education (MTbBE) which is an education, formal or informal, in which the learner's home language and additional languages are used in the classroom. Learners start their education in the language they comprehend best and develop a solid basis in their home language before adding supplementary languages (DepED, 2016). In this study, it helped thee researcher to understand how translanguaging was used in the classrooms to develop inclusive communication, and also the attitudes shown by both learners and teachers

The SCT was used as one of the base theories for this research as it highlights TL as leverage for developing inclusive communication in the super-diverse contexts of inner-city schools. The study of linguistic comprehension practices in the classrooms was observed through classroom discussions, accentuating the socio-cultural perceptions of the building of knowledge and the writings on multilingual teaching (Li & Lin, 2019). The examination of the class discussions has shown the significance of paying close attention to the learners' conversation in learning. Investigative conversation focuses on learners' arrangement of their thoughts and speech conversation on the concluding exhibition and assessment (Barnes, 1992). According to Vygotsky, "knowledge is co-constructed, and individuals learn from one another" (Vygotsky, 1986). Vygotsky's theory is viewed as a SCT, and he thought that the learner should be engaged in the learning process.

The social constructivist theory is essentially an arbitrated procedure by which humans interrelate with their surroundings through cultural artefacts and construct new ones to control their organic and behavioural activities (Dweck & Molden, 2006). The advanced-level cultural apparatuses, as used in Vygotsky's theory, are "categorization, numeracy, rationality, logic, literacy, and language" (van Patten & Williams, 2015, p. 198). I focused on the advanced cultural tool of language and literacy during the data collection, as language is the main key to communication. Advanced cultural instruments serve as a link between individuals and the social and material world (van Patten & Williams, 2015). This relationship may be highlighted by utilising instances from the real world; although cave dwellers drew pictures instead of writing on the cave walls, their message was sent and understood.

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Learners create pictures to communicate, but with education, they can write words and use technology to communicate quicker and better (Jacobs, 2015). Human intelligence includes knowledgeable others, educating and mediating (Cameron, 2002). Thus, teachers need tools to educate multilingual learners from varied cultures utilising LoLT. In a classroom of diverse learners, the teacher must be skilled in delivering information at the same level as each learner's ZPD, as they do not all develop at the same pace (Jacobs, 2015). Thus, it is necessary to apply diverse teaching techniques to ensure that each learner will learn and acquire a new language.

According to Wertsch (1991), Vygotsky uses three main themes to explain the relationship between the learner and the social sphere for learning and growth. One important point is that personal growth, which includes cognitive abilities, is influenced by social factors. Vygotsky's "genetic law of development" best exemplifies this theme:

> *"Any aspect of a child's cultural development is manifested in two stages or planes. First, it occurs in the social realm as an intermental category between individuals. Then, it is internalized within the child as an intramental category." (Vygotsky, 1997, p. 105)*

From this standpoint, when learners engage in a diverse array of collaborative activities and internalise the outcomes of their collective efforts, they gain new methods and a deeper understanding of the world and society. This principle is usually demonstrated by studying the interactions between individuals who have different degrees of expertise. For instance, this could include children and their caregivers or experts and beginners. Nevertheless, according to Scrimsher and Tudge (2003), Vygotsky's focus extended beyond the contributions of more informed individuals in an interaction. He also considered the child's own input and how the wider cultural and historical context influenced the relationship.

Wertsch (1991) identified a second theme in Vygotskian theory, which states that human conduct, both on a societal and individual level, is influenced by tools and signs of semiotics. The semiotic means mentioned by Vygotsky (1981) encompass "language, diverse counting systems, mnemonic techniques, algebraic symbol systems, works of art, writing, schemes, schematics, maps, mechanical designs, and numerous conventional signs" (p. 137). Other tools that can now be utilised to

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represent information semiotically are computers, calculators, paint brushes, and similar instruments. These semiotic techniques serve as instruments for both facilitating the co-construction of information and aiding future independent problem-solving activities through internalisation.

Vygotsky's theory initially noticed that language learners depended on adults and the social environment before becoming independent (Jacobs, 2015). Like Vygotsky's theory of language acquisition, learners must link each phrase with an object to learn a L2. (Jacobs, 2015). Touchable and tactile materials and native-language single-word labels help pupils see language as a collection of words (Jacobs, 2015).

Merril and colleagues define an SCT as the process by which people think via the construction and use of mediation tools. Vygotsky believed that an individual's culture impacted and aided learning via language and other systems. In the SCT proposed by Lev Vygotsky, the elements of the theory included an intervened brain, hereditary areas, elements of examination, activity philosophy, internalisation and internal language, and the ZPD (Merril et al., 2008). Nonetheless, this research only holds features from activity philosophy and ZPD. The previous suggests that a person acts and responds founded on their organic, shared, and traditional requirements (Lantolf, 2000). The ZPD “is a distance between the actual developmental level and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978). Thus, the ZPD indicates the responsibilities of other individuals, educators, and associates in improving learning.

Guided participation emphasizes that cognitive growth takes place within a social environment, going beyond language-based communication and expanding the SCT. Significantly, guided involvement enhances and expands upon Vygotsky's concept of the ZPD. Rogoff (1990) states that children's cognitive development is a process of learning through participating in social activities with peers who support and challenge their comprehension and proficiency in using the instruments of their culture. Although there are similarities with ZPD, Rogoff specifically emphasises that guided participation emphasises the interconnection of interactions between children and caregivers, and the term "guided" does not necessarily imply face-to-face communication. For instance, even when students are creating research reports on

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their own, they are nevertheless influenced and directed by many individuals and entities such as the teacher, librarians, classmates, the publishing business, and parents. These external elements have a considerable impact on the structure of the research report as a cultural activity. The focus on implicit, remote, and non-verbal modes of communication is in opposition to Vygotsky's emphasis on instructional conversation. This expands the scope of the SCT beyond language-based interactions as the main means of acquiring cultural knowledge. Research that focuses on the sociocultural aspects and directed participation has been essential in connecting studies on learning that takes place both in school and the outside world.

According to Vygotsky, “knowledge is co-constructed, and individuals learn from one another” (Vygotsky, 1986). Vygotsky’s theory is classified as a sociocultural constructivist theory, and he thought that the learners needed to participate in the learning process. The social constructivist theory is essentially an arbitrated procedure by which humans interrelate with their surroundings through cultural artefacts and construct new ones to control their organic and behavioural activities (Dweck & Molden, 2006). The advanced-level cultural apparatuses, as used in Vygotsky’s theory, are “categorization, numeracy, rationality, logic, literacy, and language” (van Patten et al., 2015, p. 198). I focused on the advanced cultural tool of language and literacy during the data collection, as language is the main key to communication. Advanced cultural tools link people to the social and material environment (van Patten et al., 2015). Cave inhabitants painted instead of writing on cave walls and rocks, but their message was understood.

According to Vygotsky (1978), the SCT agrees and endorses the notion that L2 growth is a facilitated course driven by communal communication. Atkinson (2002) emphasises that people learn language through communal interaction, and we, therefore, engage in conversational modes of doing and being that are already very important when we join in social endeavours. Vygotsky also denied that the ZPD internalised societal duties. Intellectual progress occurs throughout life in the ZPD (Wang, 2019). The L1 provides a foundation for the ZPD, where semiotically assisted interactions promote development. Code-switching in talks helps learners who need affordances for learning or to maintain their common ground with their teacher and peers (Wang, 2019).

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The current literature holds that a six-week Spanish instruction course may scaffold inherent English speakers for research purposes using learners' L1 (Antón & DiCamilla, 1998). Similarly, it was also found that denying L1 learners support by submerging them totally in a new L2 setting is one potential source of discouragement with a high failure rate (Kim, 2008; Littlewood & Yu, 2009). A study that adopts this viewpoint has provided proof for the optimistic usage of L1 and thus invites more research to examine the use of language in the classroom (Turnbull, 2001).

The SCT and Communities of Practice have reinforced multilingual techniques by supporting the idea that learning is informal and socially formed and happens when people work together to achieve a goal (Wenger, 2000). A community of practice is then a “social institution of sharing knowledge and information, a forum for achieving satisfaction and in the many tasks of life, of learning in many subtle ways that are both explicit and implicit” (Levine 2011, p. 41). Using a facilitating language in an L2 classroom and having learners participate effectively in classroom tasks critically permits mass participation in the language learning procedure to continue under the control of the learners (Wang, 2019)

Vygotsky’s (1978) SCT supports the notion that L2 development is a facilitated procedure motivated by communal communication. Normally, individuals acquire language for communal interaction, and when people participate in communal activities, they participate in ways of communicating that are already accepted as essential (Atkinson, 2002). Vygotsky (1978) further contended that the transmission of purposes from the communal sphere to the mental plane happens inside the ZPD (Dicamilla et al., 2002). Inside the ZPD, mental growth occurs during a child’s growth and also through their existence. The usage of HL works as a crucial basis of scaffolding that stimulates the ZPD, whereby the semiotically facilitated communications lead to growth (Vygotsky, 1978). For example, the use of code-switching in discussions can only be useful in circumstances whereby the learners’ requirements are met by the affordances for education or modest maintenance of their communal stance in discussions with their teachers and fellow learners (Dicamilla et al., 2002).

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According to a study conducted by Antón and DiCamilla (1998), the learners' HL can be efficiently organised to offer scaffolded assistance in an investigation of inherent English speakers in a six-week thorough Spanish lesson. Kim (2008) and Littlewood and Yu (2009) also established that denying the learners an opportunity to use their HL by submerging them totally in a new L2 classroom is one potential way of demoralising them. The research studies that adopt this perception have delivered proof of the positive usage of HL and encouraged more research to concentrate on classroom linguistic utilisation (Turnbull, 2001). The SLT and the notion of Communities of Practice have bolstered the bilingual methods as they support the notion that learning is on a social basis that is built during the events, and also learning occurs when individuals gather to follow a common objective (Wenger, 2000). A community of practice is thus a "social institution of sharing knowledge and information, a forum for achieving satisfaction and in the many tasks of life, of learning in many subtle ways that are both explicit and implicit" (Levine, 2011, p. 41). Using an intermediating language in a L2 classroom and having learners involved in classroom activities constructively permits a huge fragment of the linguistic learning course to continue under the control of the learners, and consequently, it will be significant to them (Marta & Frederick, 2002).

The sociocultural outline institutes the efficiency of TL as a source in facilitating multilingual learners to make meaning and build their experiences to understand and become familiar with the comprehension literature on translingual methods (Yafele & Motlhaka, 2021). According to del Carmen Salazar (2013), the notion of a humanising pedagogy arose, which plays a huge role in comprehending how the world works, and Freire (1972) stressed the significance of discussion with regard to a humanising education. Freire (1972, p. 75) indicated that there had been a notable paradigm shift from the appearance of teachers being regarded as the dominant knowledge transmitter and holder and "bank clerk" to that of a problem area. Research shows that teachers are no longer the only source of knowledge. The learners participate actively and move away from being dependent and always "receiving, filing and storing the deposits"; this affords learners with confidence and learning powers (Freire, 1972, p. 72). There is a mission for "critical thinking" and "mutual humanization", and it is important to note that there is a power balance shift.

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During the debate on a humanising pedagogy, Bartolomé (1994, p. 181) asked for "rigorous, student-centred teaching strategies" while it is also important to note that learners are regarded to have a restrictive lens and are also regarded as only having partial traditional capital. It is fr equently not necessary for the teachers to enter and utilise their current knowledge and linguistic powers (Bartolomé, 1994). Bartolomé (1994, p. 182) therefore asked for a "humanizing pedagogy that values the students' background knowledge, culture, and life experiences, and creates learning contexts where power is shared by students and teachers". Bartolomé (1994, p. 190) stressed that it is not necessarily a certain teaching approach; instead, the orientation of the teacher is the most important element. Huertas (2011) recognised numerous humanising actions that were necessary to be done by the teachers. Huertas (2011) further showed that teachers require sufficient sociocultural consciousness. Teachers are obliged to utilise "instructional practices based on students' realities, history, and perspectives to connect the subject matter to their students" (Huertas, 2011, p. 38).

A humanising pedagogy in a South African school setting would need an acknowledgement that "learning requires teachers and learners to have a respect for, a genuine interest in and curiosity about themselves as learners and the act of learning" (Zinn & Rodgers, 2012, p. 87). A humanising education would empower learners to construct their own meaning and link to a learning area or topic by comprehending their linguistic and cultural abilities (del Carmen Salazar, 2013). Del Carmen Salazar (2013, p. 138) has refined numerous values and a pedagogy of humanising education, which are very important within the context of TL as an approach to empower humanising experiences: 1) Learners' sociocultural resources are appreciated and prolonged, 2) Normal knowledge and dissertation styles are important.

It is very important that the linguistic and sociocultural resources brought about by learners be respected, appreciated and involved in classrooms to enable humanising discussions. Nonetheless, the stability of this is that learners must be assisted to gain entry into the dominant linguistic and traditional norms that are treasured in school contexts (Childs, 2016). In order to discover how TL can afford humanising familiarities for learners and teachers in the schools, research shows that poetic investigation permits a manifestation of a profound understanding of the linguistic

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methods that can be utilised to empower both the teachers and learners to participate in discussions (Childs, 2016) fully.

Instructional Implications.

Learning is believed to take place through conversation, negotiation, and collaboration, influenced by a sociocultural perspective. Instruction guided by the SCT distinguishes itself by not just incorporating the qualities of "cooperative learning" but also by paying attention to the discourse, norms, and practices specific to particular discourse and practice groups. Education aims to help students participate in activities, discourse, and instrument use in a way that matches the community they are exposed to, such as scientists, mathematicians, or historians.

These principles align with inquiry-based methods, where teachers and students collaborate as co-inquirers. However, teachers play a role in facilitating discussions between students' individual interpretations, the ideas that arise from group discussions, and the established meanings within society in various subjects such as science, math, history, and literature. Research in several fields, such as mathematics, physics, history, and literary studies, has been conducted by scholars such as Engle and Conant (2002) and Smagorinsky and O'Donnell-Allen (2000). The SCT has been utilised to improve instructional methods to address inequalities in the existing educational system.

2.9.2 Experiential Learning Theory (ELT)

The ELT provides a comprehensive framework for studying the learning process and adult development. It is consistent with our present understanding of how persons learn, develop, and advance. The idea is known as the ELT because it emphasises the importance of experience in the learning process. This focus distinguishes the ELT from other learning theories. The word "experiential" distinguishes the ELT from cognitive learning theories, which emphasise intellect over emotion, and behavioural learning theories, which ignore subjective experience in the learning process.

The term "experiential" refers to the philosophy of Dewey, Lewin, and Piaget. The combination of Dewey's philosophical pragmatism, Lewin's social psychology, and Piaget's cognitive-developmental genetic epistemology yields a distinct viewpoint on learning and development. The source of this information is Kolb's work, which was published in 1984. According to ETL, learning is the act of creating knowledge by

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transforming experiences. According to Kolb (1984), knowledge is derived from understanding and modifying one's experiences.

This philosophy indicates the significance of familiarity in the learning process (Kolb, 2000). There are six features of the ELT discussed by Kolb and Kolb (2005). These features are based on proposals emanating from three previous philosophers, namely, Jean Piaget, John Dewey, and Kurt Lewin. The key principle from the Experiential Learning Theory that is equivalent to the debate of this research is that learning includes communication between the individual and the setting (Kolb, 1984; Kolb & Kolb, 2005). This viewpoint also reverberates in Beard and Wilson's (2006, p. 2) book on ELT, which says education is a "sense-making process of active engagement between the inner world of the person and the outer world of the environment". Kolb and Kolb (2005) further support this conception by deliberating on a learning area philosophy that stresses the context that the learner is in; for instance, a direct context, which is called the microsystem, which includes the course and the class. Other than this context, it also notes the persons around the learner in the mesosystem that comprises family members.

The concept of context in ETL also consists of the persons around the learner. The individual developed a model of knowledge development that consisted of four stages, which involved the conscious recognition and modification of experience. The cycle consisted of four modalities of adaptive learning: "concrete experience, reflective observation, abstract conceptualisation, and active experimentation (Wilson, 2007, p. 2)." The learning cycle modalities illustrate the concept that information is acquired via comprehending and modifying experiences. The concept of "experience as the source of learning and development" defines learning as knowledge generation through the transformation of experience. This model involves the acquisition of knowledge through both concrete experience and abstract conceptualization. Subsequently, this knowledge is further developed by reflective and active experimentation. This technique is seen as a learning cycle or spiral, in which learning includes all four components and the result is controlled by their interaction. The process of engaging in immediate and tangible actions (acting) relies on the act of thoughtful contemplation and careful observations. Reflecting on ideas leads to the development of new conceptions, which in turn generate new outcomes. This cycle perpetuates itself.

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My fascination with learning is that it involves experience. Imagine learning knot-tying without rope or string experience. Perhaps most importantly, John Dewey believed that "all genuine education comes about through experience" (p. 25). Experiential learning differs from behavioural learning theory in its approach to learning. It highlights life experience in learning, saying, "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49).

Learners require fundamental knowledge through education. However, the conventional teaching and learning methods employed in medical colleges often hinder students' capacity to apply their abilities in a clinical environment. Experiential education, often known as experiential learning, is a highly effective way of teaching adult learners, particularly in clinical rotation. In the field of clinical education, experiential learning refers to a set of methodologies where educators actively involve learners in hands-on experiences and thoughtful reflection. The goal is to enhance learners' knowledge, skills, values, and ability to perform effectively in clinical settings or private practice; studying in medical college hospitals, specifically at the patient's bedside or in the wards, differs significantly from studying in the classroom.

Every interaction with a patient presents an opportunity to acquire fresh knowledge, which can then be assimilated and utilised in conjunction with existing knowledge and experience. This approach underscores the significance of experiential learning, wherein medical students should be afforded the chance to proficiently and expediently assimilate, analyse, and put into practice novel material. Nonetheless, a significant obstacle faced during the clinical phase of medical education, both domestically and globally, is the excessive burden imposed on clinical educators. They grapple with the difficulty of allocating time among clinical responsibilities, teaching obligations, administrative tasks, and other activities. Experiential learning facilitates the development of an integrated approach to clinical teaching, which streamlines the connection between a physician's clinical and educational responsibilities and eliminates the differentiation between teaching and patient care tasks. This benefits medical students to a greater extent.

One strong critique of the ELT theory is its lack of strong theoretical and empirical foundations (Coffield et al., 2004; Miettinen, 2000). Miettinen (2000) specifically

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observed that Kolb's model is based on an interpretation of important works that essentially present a one-sided and incorrect representation of the original theories. Miettinen also contended that Kolb's work is characterised by a diverse range of influences and ideas. Accordingly, the stages of the learning cycle do not have any inherent or essential connection to each other. Furthermore, some academics (e.g., Seaman & Gass, 2017) believe that the present form of Kolb's technique impedes understanding and effective experiential learning. Alternative models have been proposed, including those by Bergsteiner and Avery (2014), Miettinen (2000), and Schenck and Cruickshank (2015). However, these alternative ideas lack sufficient experimental support.

Kolb's model is the primary and most prominent model in the ELT (Seaman & Gass, 2017). However, the model's lack of experimental evidence remains a substantial concern. An unresolved matter in interpreting the Kolb model is the precise definition of a "concrete experience". Bergsteiner and Avery (2010) criticise Kolb's typology as "confused" (p. 32). According to Blenkinsop et al. (2016), there is a disagreement among educators over whether activities like reading a textbook or attending a traditional lecture should be seen as significant experiences capable of playing a substantial role in experiential learning. This misconception is somewhat odd, considering that experience is, in principle, the fundamental and most prominent component of ETL.

So far, the majority of research in ELT has focused on studying highly specialised learning settings. However, a new approach to ELT is to evaluate its theoretical ideas through practical research and a lens of integrated learning. Integrated learning is defined as a theoretical learning process where the learner engages in a continuous cycle of “experiencing, reflecting, thinking, and acting”. This process is sensitive to the learning setting and the content being learned. This theory posits that the advancement in learning sophistication is a consequence of integrating the two dialectics of the learning process.

A thorough literature study was conducted to explore the notion of a concrete experience and the approaches utilised to address it in experiential learning. The study highlighted five main themes: learners actively participate in the research, information is contextually placed, learners have new experiences that include risk,

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learning necessitates the exploration of real-world issues, and critical reflection supports meaningful learning. As a result, a revision to Kolb's experiential learning model is proposed to include contextually immersive tactile experience, analysis, introspective observation, context-specific theoretical conceptualisation and practical interactive experimentation.

Most courses initially focus on teaching basic terminology, structures, and processes using behavioural and cognitive learning theories. However, as learners progress and engage in more discipline-specific learning, these classes should provide additional social-cultural and experiential learning opportunities to enhance their learning experience. It is crucial to expose them to real-world circumstances within a controlled clinical atmosphere to prepare learners effectively for the unpredictable and stressful nature of a healthcare setting. This environment should provide a safe space for making mistakes and learning from them. Proficiency in clinical skills is crucial in clinical education, and it is as important to possess excellent communication and teamwork abilities. Experiential learning further improves the interpersonal aspect of collaborating in a group or team.

Experiential learning entails learners actively participating and engaging in the learning process. Learner engagement is paramount, where the fundamental principle of "learning by doing" is emphasised (Munge et al., 2018). The process is task-oriented and requires direct experience, as supported by Blair (2016), Fűz (2018), Dorfsman and Horenczyk (2022), Munge et al. (2018), and Seaman and Gass (2017). Learners must actively participate in this hands-on approach. Learners are physically situated in immersive learning environments that authentically mirror real-life experiences, often in collaboration with others (Karoff et al., 2017). Learners take up complete or shared accountability for learning (cf. Hou & Pereira, 2017). Physical contact appears to be significant in the process (Fűz, 2018). Jordan et al. (2018) argue that students' engagement in social, intellectual, and physical activities reinforces the idea that experiential learning is a holistic process involving the body.

Coker et al. (2017) emphasise that experiential learning requires a substantial investment of time and effort. The two dimensions being referred to are breadth and depth, each offering distinct advantages. Depth, which represents the amount of time committed, is particularly significant for fostering higher-order thinking, while breadth,

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or a variety of experiences, is crucial for developing softer skills like social competence. Knowledge is contingent upon its context, with a particular emphasis on its spatial and temporal dimensions. Experiential learning takes place in a designated location (Smith & Segbers, 2018), where interactions and engagement with individuals are crucial (Harper, 2018). Pipitone (2018, as cited in Harper, 2018, p. 59) defines place as "landscapes that are rich in sociocultural and historical significance and can be actively experienced". “Place” encompasses both geographical and conceptual dimensions.

Active involvement with one's surroundings is crucial in encouraging individuals to engage in deeper and more analytical thinking about the cultural norms and power dynamics that exist around them, thereby enhancing their overall life experience (Ribbe Jr et al., 2016). Pipitone and Raghavan (2017, p. 264) emphasise the significance of "social interactions, involvement in local rhythms and histories, and deliberate narrative activities" for understanding the essence of the experience. In addition, Smith and Segbers (2018) elucidate that students acquire knowledge and skills by interacting with others from many cultural backgrounds, thereby fostering an appreciation for transculturality. This quote highlights the phenomenon of how different cultures have become interconnected as people have travelled and migrated around the world (Smith & Segbers, 2018, p. 77). Community interaction plays a crucial role in the process, with learners themselves being the focal point of the context.

According to Blair (2016), constructing knowledge is social in nature, as emphasised by the works of Dewey, Piaget, and Vygotsky. In addition, Fifolt et al. (2017) examine the impact of experiential learning on fostering community cohesion. This is especially clear in the context of service learning, as demonstrated by Bennett et al. (2016). Pipitone (2018) argues that while considering the learning environment, it is important to take into account the sociocultural and sociospatial elements of learning. Roberts (2012, as cited by Blair, 2016) asserts that experience is not only influenced by location but also by the passage of time. Appreciating the historical components of information may require using many learning methods, such as examining historical artefacts and watching movies of historical events. The example provided by Dorfsman and Horenczyk (2022, p. 1) illustrates that educational

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museums consist of items, records, and narratives that collectively generate a learning experience.

Utilising experiential learning, which involves actively engaging learners in direct experiences and emphasising reflection, enhances students' capacity to cultivate clinical skills and competencies during the clinical portion of their medical education. The skills they acquire will become more valuable as they encounter challenges during their internship training. These skills include effective communication with patients, gathering medical history, making diagnoses, managing patient care, and providing optimal care in hospital settings. These skills will also be beneficial in their future private practice.

Furthermore, the teacher plays a vital role in helping learners keep an open mind about new solutions to issues, develop persistent attitudes, and improve communication abilities (Isaak & Hudson, 2018). Furthermore, the process frequently becomes more challenging over time. Teachers progressively augment the level of complexity in the cognitive, socio-emotional, and physical demands (Gibbons et al., 2018). Effective learner communication is crucial for the effectiveness of the learning process (Gibbons et al., 2018). Learners benefit by interacting with and learning from one another (Murphy et al., 2017) as they engage in discourse to consider and discuss potential solutions (Glowacki-Dudka et al., 2017). Therefore, partnerships typically form via the process (Fifolt et al., 2017).

2.9.3 Indigenous Language Acquisition Theory (ILA)

The ILA theory describes learners' learning of an IL. The ILA theory is important, considering the language variety and the communication skills of the traditional speakers. The ILA theory's presumptions differ from those of SLA: learners are existing members of a marked language group with a marginal language, although the TL group may or may not contain live speakers, and the objective is to become an active speaker (Kickham, 2013). Exceptional care is taken to preserve and revitalise society's ethnic and linguistic history via language instruction (McCarty & Lee, 2014). Language revival has mainly been overlooked in normal SLA and language revival studies, and these studies have hardly drawn upon the progress made in applied linguistics (Hermes & King, 2019).

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Threatened languages have different structures and needs than popular or migrant languages regarding the teaching goals, learner incentives, and learners' future relationships with the language (Hinton, 2014). According to Hinton (2014), the primary goal of teaching vulnerable ILs is to prevent their extinction or to revitalise them. However, for external languages, the goal is to provide knowledge of the TGTL. Furthermore, since speakers highly value vulnerable ILs, their motivation to learn them may differ from their motivation to acquire mainstream languages. IL acquisition may elicit a broad range of feelings, including joy or tranquillity, superiority, obligation, trustworthiness, guilt, and frustration, which are often distinct from those experienced while learning a mainstream language (Walsh, 2019). Native language learners' social, ethnic, and ancient experiences during ILA have led to these views, which must be examined. A native language may symbolise society's fundamental ideas, beliefs, culture, spoken literature, and sense of entrenched identity, unlike a dominant language. (Fishman, 1985; Leonard, 2012; Liebkind, 2010).

The ILA theory refers to a community member acquiring knowledge and skills in an IL. Kickham (2013) argues ILA assumptions differ from SLA assumptions. First, students are already in a TGTL community. Second, a minority language is taught. Third, the TGTL group may or may not contain speakers. Lastly, the goal of ILA is to become a proficient speaker of the TGTL. The community places significant emphasis on preserving and enhancing its cultural and linguistic legacy by actively promoting language acquisition (McCarty & Lee, 2014). Hermes and King (2019) point out that mainstream research on L2 acquisition (SLA) has largely overlooked the topic of language revitalisation. Similarly, research on language revitalisation has rarely included the advancements gained in practical linguistics. The instruction and acquisition of endangered languages involve distinct characteristics and requirements compared to the instruction and acquisition of widely spoken or foreign languages. The primary distinctions encompass the instructional objectives, student incentives, and prospective associations between the learners and the language (Hinton, 2014). Teaching endangered languages is meant to save or restore them, according to Hinton (2014). The goal of foreign language instruction is proficiency. Due to the significance of endangered ILs to their original speakers, researching them may have different motivations than the majority of languages. Due to this

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factor, ILA can elicit a diverse array of feelings, including enjoyment, contentment, pride, obligation, loyalty, shame, and frustration. These feelings vary from acquiring a dominant language (Walsh, 2019).

The emotions experienced by IL learners during ILA are influenced by their social, cultural, and historical experiences. This element deserves attention and more theoretical exploration. The relationship between the language and the learner in learning an IL differs from that of learning a majority language. This is because an IL can represent or encompass the history and traditional values of the affected speakers: art, culture, gender roles, oral literature, religion, and sense of rooted identity of the community (Fishman, 1985; Leonard, 2012; Liebkind, 2010). Due to the scarcity of communicatively focused resources for numerous ILs, linguists' documentation-oriented publications, such as dictionaries, grammar textbooks, and story compilations, are mostly used for educational purposes.

Consequently, the instructional methods for ILs primarily rely on grammar and translation, as discussed in Hermes and King's study (2019). Indigenous language learners' conversational abilities have been improved in a variety of ways, including bilingual schools, immersion, language nests, and the Master-Apprentice Language Learning Program. Several of these models are inspired by SLA models, including “Total Physical Response” (Asher, 1996) and “Situational Learning” (Hinton, 2014). Hermes and King (2019) found IL groups that use task-based language acquisition. These methods emphasise the value of native-language communication. ILA theory should emphasise communicative competence in Ryukyuan and other IL groups to increase IL fluency.

2.9.4 Social Cognitive Theory

The Social Cultural Theory (SCT) discusses how personal experiences, other people's actions, and environmental factors influence individual health habits. SCT promotes social support by creating norms, increasing self-confidence, and using observational learning and reinforcement to modify behaviour. The key components of the SCT for altering individual behaviour are:

Self-efficacy refers to an individual's belief in their capacity to regulate and effectively carry out a certain action; behavioural competence is defined as the capacity to understand and possess the abilities required to carry out a specific task;

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Expectations, which are the outcomes of behaviour modification; Expectancies are giving a value to the probable consequences that may follow from a behaviour change. Self-control refers to the ability to regulate and monitor one's own actions. Observational learning involves closely monitoring and studying the results of others as they perform or demonstrate the desired action. Reinforcements: Implementing incentives and rewards to foster behaviour modification (Nickerson, 2024).

The primary viewpoint of this philosophy is that “mind, body, and world function interactively” (Atkinson, 2011, p. 143). It is to show that the intellect, physical body, and setting affect each other. According to Bandura (2001, p. 2), “human functioning is analyzed as socially interdependent, richly contextualized and conditionally orchestrated within the dynamics of various societal subsystems and their complex interplay”. Bandura (2001) further states that being an agent is for the individual to make things occur with purpose. Thus, individuals are accountable for their growth, adaptation, and amendment, which are influenced by the context and condition. Therefore, individuals can decide whether to act based on the need that arises from within that is motivated by or in opposition to the world around them. There are “four core features of agency which are associated closely with the mind and body: intentionality, forethought, self-reactiveness, and self-reflectiveness” (Bandura, 2006, p. 26). These structures drive persons’ responsibility for their personal development, growth, and adaptation to changing times. Having intentions shows that an individual has a purpose when deciding to do something or not.

Consequently, the decision to act or delay and the selection of action is aligned with one’s declared aims. The end must not justify the means when a person may do anything to achieve the goal. The third quality, “personal reactiveness”, allows one to examine and utilise their agency. Observation ensures one operates within mental capacities and surroundings. Personal reaction is driven by inspiration – A person exercises agency when deciding between actions and inactions – in this role, the person is a “planner, fore-thinker, motivator, self-regulatory and self-examiner with high self-efficacy” (Bandura, 2001, p. 26).

Social cognitive theory places emphasis on the acquisition of knowledge and skills that takes place in a social environment. According to Nickerson (2024), individuals are dynamic participants who can exert influence on and be affected by their

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surroundings. Social cognitive theory (SCT), employed in the fields of psychology, education, and communication, posits that a person's acquisition of information can be influenced by directly seeing others in social interactions and experiencing social interactions and external media impacts. Albert Bandura proposed this theory as an expansion of his social learning theory. According to Bandura, individuals encode and retain the sequence of events they witness when observing a model's conduct and its repercussions. This information then influences their own subsequent behaviours.

Social cognitive theory, formulated by Albert Bandura, is a learning theory predicated on the notion that individuals' upbringing influences their behaviour and that the role of the individual and their cognitive processes is equally significant. Individuals acquire knowledge through observing others. The surrounding environment, other's behaviour, and cognitive processes play crucial roles in shaping their growth. These components interact with each other in a reciprocal triadic interaction. Every observed conduct has the potential to alter an individual's cognitive processes. Likewise, the upbringing one experiences might impact subsequent conduct. For instance, the attitude (or cognition) of a caregiver has a crucial role in shaping the setting in which their children are raised.

Bandura explains the fundamental principles of this theory by using a schematic representation of triadic reciprocal causation. Based on this approach, learning takes place through direct exposure and observational learning. Individuals are not solely influenced by their surroundings, but they also possess the ability to shape their own surroundings. There is a dynamic relationship between behaviour, environment, and personal factors. The schema illustrates how the replication of observed activity is impacted by instilling the learner with confidence in their own capacity to execute the behaviour accurately. (*Behavioural* is defined in the literature as the consequence that an individual receives following the execution of a behaviour, e.g., offering opportunities for the learner to achieve successful learning as a direct outcome of correctly performing the behaviour). Environmental factors refer to elements in the surroundings that impact an individual's capacity to carry out a behaviour effectively. For instance, enhancing self-efficacy can be achieved by creating favourable environmental conditions through the provision of suitable support and materials.

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Personal variables refer to the interior aspects of an individual that shape their behaviour, including their beliefs, attitudes, and self-efficacy.

Translanguaging, a socio-cognitive theory popularized by bilingual education expert Ofelia García (2009), challenges conventional "monoglossic" understandings of bilingualism, which consider various languages as discrete skill sets. Human beings have developed sophisticated neurological systems that allow them to learn knowledge and skills through both direct and symbolic means. The social cognitive theory identifies four fundamental capabilities as crucial pillars: symbolising capability, self-regulation capability, self-reflective capability, and vicarious capability. Symbols, such as language, images, and sounds, are employed to represent and communicate meaning, fostering a collective comprehension among individuals. Symbolic proficiency enables individuals to understand and interpret conveyed messages. Individuals are influenced by personal encounters as well as indirect occurrences. Human beings possess the ability to symbolically understand events presented in communications, design potential solutions, and evaluate the expected outcomes rather than relying solely on a tedious trial-and-error method for learning. Symbols serve as a medium for interpersonal communication. Symbolic representations enable the acquisition of knowledge and the imitation of behaviours through the observation of the surrounding environment, thereby serving as a guide for one's actions.

Self-regulation capability refers to the ability to assess and determine the validity of information and messages, allowing individuals to accept or reject them selectively. Individuals can govern their own goals and activities independently. Self-regulation is based on both negative and positive feedback loops, which entail reducing discrepancies and producing discrepancies. Individuals actively inspire and direct their behaviours by setting ambitious goals and then exerting effort to achieve them. By engaging in this process, individuals acquire aptitudes, assets, self-confidence, and more.

Self-reflective capability refers to the ability of individuals to introspect and analyse their own thoughts, emotions, and actions in relation to the messages they encounter in mass media. It allows individuals to assess these in comparison to their personal benchmarks and objectives and to pinpoint areas in which they should enhance.

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Through evaluating the appropriateness and validity of their views using methods such as active engagement, diverse perspectives, social interaction, or logical reasoning, individuals can produce innovative ideas, modify their thinking, and respond accordingly.

Vicarious capability refers to the ability of individuals to acquire knowledge and skills by observing and learning from the experiences of others. This skill allows individuals to gain new knowledge, attitudes, and behaviours without having to face the outcomes of such activities personally. The ability to experience something indirectly through the media is highly beneficial for the cognitive growth of humans in the present era, as most of the information we encounter in our lives comes from mass media rather than trial-and-error methods.

Behavioural elements, under the framework of this theory, emphasise the importance of actual demonstrations and encounters in influencing an individual's comprehension and adjustment of social behaviours. Engaging in the observation of others' behaviours, the subsequent outcomes of those acts, and the feedback they receive has a substantial impact on an individual's cognitive processes, self-regulation, and, ultimately, their behaviour. The SCT emphasises the reciprocal relationship between individual behaviour and the social environment, highlighting the influence of behavioural factors in promoting personal and societal transformation. Social cognitive theory focuses on how individuals acquire knowledge or learn by directly observing models. The acquisition might either be based on interpersonal imitation or derived from media sources. Efficient modelling imparts comprehensive principles and tactics for managing diverse circumstances. Observational Learning highlights the concept that individuals can acquire knowledge and skills by observing and perceiving behaviours exhibited by others, a process frequently referred to as "modelling." Observing a successful example of a behaviour increases the likelihood that individuals will successfully reproduce and execute that behaviour themselves.

According to the SCT, ideas, behaviours, and surroundings are mutually dependent, rather than one being the direct cause of the other. It implies that humans can cultivate and change themselves. Simultaneously, the SCT asserts that humans possess inherent potential, which is contingent upon the distinctive capabilities of our

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brains. These capabilities encompass the capacity to generate symbols, engage in symbol-based communication, future-oriented thinking, and self-assessment, and possess an understanding of one's own ideas and emotions.

Albert Bandura and his colleagues conducted a series of tests using a Bobo doll to demonstrate observational learning, which is acquiring knowledge and skills by observing others. In the initial trial, children were subjected to either a belligerent or non-belligerent role model, who might be of the same gender or the opposite gender as the child, while some of the children were allocated to a control group. The children in the assertive models interacted assertively with the Bobo doll, while those in the non-assertive model engaged with other toys. The researchers discovered that children exposed to the violent models had a higher frequency of aggressive behaviours towards the Bobo doll in the aftermath. Additionally, boys were more inclined to engage in such aggressive behaviours than girls.

According to social cognitive theory, learning is more likely to occur when the viewer and model have a strong identification, and the observer has a high degree of self-efficacy. Self-efficacy refers to a person's belief in their ability to achieve their goals and produce desired outcomes by their efforts. Self-efficacy beliefs have a significant impact on human motivation, emotions, and conduct. They impact actions by affecting motivation, cognition, and emotions.

Bandura describes self-efficacy as confidence in one's capacity to successfully plan and carry out the required activities to deal with future obstacles. Bandura and other academics have discovered that an individual's self-efficacy significantly influences their approach to objectives, projects, and obstacles. Individuals who possess a high level of self-efficacy are more likely to believe that they can successfully overcome difficult issues and can show resilience by bouncing back swiftly from setbacks and disappointments. Individuals with poor self-efficacy exhibit diminished confidence and hold the belief that they are incapable of acting effectively, resulting in a tendency to avoid engaging in demanding tasks. Thus, self-efficacy is crucial in determining one's behaviour performance.

2.10 Integration of Theories

I have used these theories for my conceptual framework as I believe that they blend well in this study. The SCT assumes that learning occurs through social interaction

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and internalisation of social behaviours. In this case, learning will occur in the classroom through learners' engagement with their peers and teachers using different languages (Vygotsky, 1986). In this approach, learners and teachers build connections in the classroom to help them learn. Maximum participation is encouraged, just like ETL, which encourages learners not to fear mistakes but to value them instead. It teaches learners to examine their thoughts, actions, and emotional responses. The SCT further emphasises the critical role of self-beliefs in human cognition, motivation, and behaviour (Kolb & Kolb, 2005). The SCT also highlights a self-system that allows individuals to explore their thoughts, feelings, and actions (Bandura, 2001).

Incorporation of these theories can result in the development of good communication skills and collaborative teaching and learning. In addition, the ILA theory also adds value as it enriches and shows the diversity between cultures and their significance, further promoting respect (Hermes & King, 2019). Learners have the right to learn their native languages and use them daily, even during teaching and learning processes. Each of these theories contributes to the research topic of this study.

2.11 Translanguaging and Biliteracy Development

The term "Translanguaging" is surrounded by many terminologies that are linked with bilingual or multilingual education. It is comprehended differently by diverse researchers, with some misunderstandings of other interrelated theories. Childs (2016) indicated that TL, code-switching and translation all fall under the research interest of multilingualism, but TL is subtly different from the other two concepts. Childs (2016) contends that TL is an intended teaching strategy, while code-switching and translation are receptive. The misunderstanding can be understood from the departure point that TL is a fresh and mounting terminology (Lewis et al., 2012) that addresses a gap in the explanation of language methods in multilingual educational contexts (Mazak, 2016). This makes it important to explain TL and what it entails. In this regard, Velasco and García (2014) state that TL is not about the use of isolated languages in education. Somewhat, it is "the flexible and meaningful actions through which bilinguals select features in their linguistic repertoire to communicate appropriately" (Velasco & García, 2014, p. 7).

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For instance, when learners are supposed to identify the main ideas in a manuscript by drawing from their full language repertoire to show their knowledge and abilities with any language instead of within the limits of a confined LoLT, they learn best and fully participate (García, 2013; García & Wei, 2014; Otheguy et al., 2015). This may include learners getting information in one language and replicating it in another language (Baker, 2011). for example, they may be required to read in English and summarise in an African language. A teacher that uses this method, especially in a classroom where the LoLT is not the learners' L1, participates in a democratic endeavour for societal fairness as they do not disregard the learners' right to learn in their preferred language (García, 2013).

According to Hornberger and Link (2012), such practices allow learners to show their ability to juggle around languages or between language diversities to nurture language and literacy improvement. This may be done by enabling students to collaborate, utilising their L1 knowledge and ability to understand writing in the primary instructional language. This technique eliminates the necessity for the instructor to be familiar with the learners' native languages. Instead, learners collaborate to generate writing in the LoLT (García, 2013). The drawback, however, is that some students who do not know any of the African languages in class may feel excluded. In such cases, students must draw on their earlier school experience when they mastered the same educational literacy competence in their original language.

Academic literacy is important in school, according to Visedo (2013). Her three Hispanic study subjects, all student teachers, were dissatisfied with the US educational system, which seemed disorganised about their education. They thought they were ready for higher education in English since they had academic literacy abilities in Spanish from school. They were excited about biliteracy education after engaging in a multilingual program. In this respect, the terminology biliteracy is referred to "as any instance in which communication takes place in two (or more) languages around a written text" to simplify the growth of plural literacy skills (Street, 2011, p. 60).

Near-future teachers participating in biliteracy research in the USA saw biliteracy as a way to empower other members of a minority language in the USA to avoid making

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them feel left out by the educational organisation of their country (Visedo, 2013). This shows that the participants had a perception that a long-term advantage of biliteracy would be beneficial to them as they were learning and to some of their citizens who were Spanish speakers. Some South African students may consider TL as a kind of empowerment that will help them fight for equality for the majority of African language speakers they would deal with professionally in their community in future. This suggests open-mindedness among South African students who consider others and most inhabitants ready to work in their nation. Translanguaging is a teaching method that recognises linguistic interaction in Ubuntu (humanity), according to Makalela (2016). In South African higher education, Boakye and Mbirimi (2015) and Mashiyi (2014) found that academics do not adopt this method. Lecturers recognised the value of African languages in successful teaching and learning, but they also encouraged students to adopt English as the LoLT.

Boakye and Mbirimi (2015) respond to these hesitant attitudes by asserting that it is essential to avoid monolingual bias by inspiring students in TL practices that will afford them an optimistic experience in academic literacy. According to Childs (2016), this approach shows that TL practice is valuable because of its emancipating ability to disturb language power inequities. García (2014, p. 3) notes that TL is referred to as “a complex discursive practices that include all language practices of students to develop new language practices and sustain old ones”. This implies that the usage of students’ HL should be regarded as a method to improve academic literacy skills in English and also develop African language skills. However, there is still a need to examine whether or not students would write a summary reflection on their experiences of TL. According to Canagarajah (2011), some academics believe that TL is not authorised for writing but that writing is an essential component of developing academic literacy, which uses TL.

According to Baker (2011), TL was initially known as the alternate usage of dissimilar languages with the aim of reading and writing. Some scholars still regard TL as a method whereby “students hear or read a lesson, a passage in a book or section of a text in one language and develop their work in another language”. In this perspective, it would entail requiring pupils to read an English text and write a synopsis in an African language or vice versa (Hornberger & Link, 2012). Childs (2016) emphasises that this shows that the initial understanding or view of TL should

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remain embraced and not be dismissed as out-of-date. Instead, it should be regarded as offering options depending on the requirement and “the language repertoires of learners and the teacher”. For instance, in an educational setting where most students are proficient in an African language, it would be simple to permit students to use dual languages. They can read a manuscript in an African language and rewrite it through a summary in the English language. It will also be very important to be sensitive and avoid making African language speakers feel discriminated against and worthless (Childs, 2016). Sensitivity and avoidance of such attitudes need to be exercised, especially in “the complex, multilingual nature of South African universities”, to avoid immorality and a continuation of language reign, disparity, and tribalism (Boakye & Mbirimi, 2015, p. 170).

Barton (2007) and Street (2011) equate new literacy studies (NLS) with investigating “Translanguaging and biliteracy” viewpoints and familiarities. Street (2011, p. 60) distinguishes between an “autonomous model and ideological model of literacy”. Street (2011) sees the autonomous model as a mutual way of studying literacy that promotes Western literacy principles. He also proposes the “ideological” model, a novel approach that fits many literacy activities in different contexts. Translanguaging and biliteracy recognise South Africans' language diversity. Ideological literacy concepts are questioned on “both its meanings and its practices” (Street, 2011, p. 61). This suggests that “participants' literacy beliefs are influenced by educational policy” which may “attempt to define such learning and practices” (Street, 2011, p. 61).

According to Boakye and Mbirimi (2015) and Mashiyi (2014), the lecturers' ideas about TL are in contradiction with the Constitution of the Republic of South Africa (RSA, 1996) As well as the education language policies, which might be an issue for students as well. In this regard, it is important to note that the ideological model does not consider the impact of literateness but instead how participants consider or implement the fresh communication methods that are presented to them (Canagarajah, 2011). According to Gentil (2010), future research studies in L2 writing should aim to bring light to the usual writing ability and its variability through genre-specific writing activities. According to Canagarajah (2011), teachers should go outside analysing language comprehensions of TL and also emphasise questions of a process to learners, such as: “What are the strategies that translanguagers use

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to help those who are reading and those who are listening to interpret their chosen languages?" and "What is the impact of TL on the learners' academic performance?"

This kind of research should further examine participants' perceptions to check if they find value in a TL educational method in their immediate and near future requirements. This kind of query is significant due to the comprehension that literateness is a societal exercise due to a connection between educational backgrounds and "attitudes on the role of language in identity and the job market" (Street, 2003, p. 77–78).

In an environment where English is the primary language of national and global communication and allows an individual to be well-rewarded in the economy, many African language speakers are sceptical of using African languages in education because they believe it hinders their English learning. Many research participants showed they were not at ease using their HL in an academic context (Parmegiani & Rudwick, 2014). Their concern stemmed from not having the chance to build academic literacy in their HL during school. Rudwick (2006) finds a discrepancy in perception tests in South African schools, where most participants were hopeful about their home language's significance in L2 schooling.

Even though there is a negative perception of HLs at the university level in South Africa, there is the literature suggests strong support for Isizulu promotion to be "complemented with the promotion of a higher level of English proficiency" (Parmegiani & Rudwick, 2014, p. 119). This finding shows that students may support L1 in higher learning if a literacy ability is acquired and practised in both L1 and L2. For participants to endorse the need for biliteracy, skills should be taught in both African and English. To promote biliteracy, pupils' multilingual language and literateness education must include an African language and English (Barton & Hamilton, 2000).

In multilingual states where a previous foreign language such as English or Spanish governs the educational and professional setting, it is important to convert data to different languages. For example, a professional may deliberate the customer's inquiry in the customer's African language but record it in English as a way of record keeping. Nonetheless, summarising may be a challenging activity for most ESL

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students because of their inadequate language ability, which has an impact on their ability to summarise or rephrase texts (Choy & Lee, 2012; Idris et al., 2011).

According to Carrim and Nkomo (2023), some of the strategies that were used in the TL approach included the integration of bilingual resources and traditionally important artefacts and books positioned in the play area to support developing bilingual learners. The bilingual materials included English and Spanish literature, allowing students to connect to tales in both languages while playing (Carrim & Nkomo, 2023). Consequently, the findings from that research highlighted that learners used their multimodal language ranges fluently and efficiently to communicate and interrelate, and there were improved interactions and enthusiasm levels among learners (Carrim & Nkomo, 2023). The translanguaging approach also nurtured learners' creativity and encouraged them to exceed expectations and create something exceptional that reflected their own multilingual experiences. Learners might share their backgrounds, experiences, and multilingual perspectives by using their whole language range. Multilingual writings and materials in play corners increased learners' understanding (Carrim & Nkomo, 2023).

2.12 Inclusive Communication

Inclusive communication acknowledges that people converse differently and are motivated by different methods (ADCET, 2021). It integrates all methods of communication, both spoken and written; written communication is usually just as significant to the meaning as spoken communication (ADCET, 2021). Growing children need to acquire age-appropriate inclusive communication skills during teaching and learning in the classrooms that will directly and positively impact educational and communal results for learners (Camilli & Barnett, 2010). Social pragmatic communication insufficiencies can add to social segregation and reduce chances to communicate socially (Wetherby et al., 2007).

Inclusive communication implies shared intentions, objectives, activities, and results among interdependent persons within a social system (Mahlomaholo & Netshandama, 2012). Inclusive communication is viewed as a strength that can foster partnership, reflection, and important discussions (Ellison, 2008). Although inclusive communication is theorised in diverse settings, these settings tend to show comparable characteristics; namely, they are people-driven and influenced by the

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wish to share data amongst themselves to be part of a recognised communication activity to attain a set of results. Inclusive communication is enriched when persons become part of a networked group (Makoelle, 2012).

Inclusive communication requires inclusive pedagogy, which is a structure that admits and emphasises the fact that all learners are diverse in some way and have diverse learning requirements, which are equally appreciated and a normal part of our human experiences (DoE, 2002). It is about acknowledging that all learners can learn and require provision (DoE, 2002, p. 16). Inclusive education is the education structure that must respond to the varied needs of learners, accommodating both diverse methods and rates of learning and safeguarding quality teaching to all using suitable syllabuses, organisational structures, teaching approaches, resources, and collaboration within societies to include those learners with barriers to learning in the normal classroom (Landsberg et al., 2011). Inclusive education is the structure that caters to all learners irrespective of their social, cognitive, physical, or expressive language abilities and other challenges in the education system (Landsberg et al., 2016).

An association occurs between inclusive communication and learning (Cho et al., 2007). The distribution of information results in mutual learning among members of the social network. Therefore, inclusive communication nurtures cooperative learning. Writers like Tomaselli (1997) connect inclusive communication and action research. It is understood that action research nurtures collaborative communication amongst participants, resulting in a concept regarded as participative communication. In this study, inclusive communication is thus conceptualised as a system of discussions and communications among the research group members in search of a purpose to grow practices of inclusion in their education (Makoelle, 2012).

Language-based approaches cannot provide an inclusive linguistic strategy for multilingual places like Casamance, Senegal (Harding-Esch & Coleman, 2017). It is impossible to systematise the region's many languages, create resources for teaching them at home, train teachers, create a stable learning environment, and provide literacy materials and transcribed atmosphere for minor languages with only a few hundred or thousand speakers. The Summer Institute of Linguistics (SIL),

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which is the only main language-teaching organisation in the state, has facilitated literacy activities in the region (Harding-Esch & Coleman, 2017). Any linguistic choice would exclude a part of the Indigenous populace. Due to the high expenditures for supporting targeted small societies, many of their members will be left out if the ancestral language of a location is selected many affected people may not speak it, identify with it, or be learning it. The concern is that the local languages will be obscured and the national culture devalued if a more widely spoken language is chosen. Although the most receptive responders are amenable to teaching in Wolof, there is also a verbal dispute in the area over whether local languages should be used in HL instruction (Harding-Esch & Coleman, 2017).

Education designers usually do not consider this form of study in sociolinguistics and anthropological languages but pursue unchallenged language philosophies that are biased toward normalisation (Harding-Esch & Coleman, 2017). The developments in language design have been at a standstill due to the roadblock presented by the limited vision of bilingual education as language-based but conceptualising multilingualism as a multitude of monolingualism, which is now largely discredited in socio- and practical language research (Cummins, 2007, 2008; García & Wei, 2014; Heller, 2007).

Linguistic-based strategies used for multilingual learning make multilingualism, particularly in minor languages, difficult and completely inadequate for preserving linguistic diversity (Harding-Esch & Coleman, 2017). This statement also applies to Switzerland, the wealthiest nation-state, which struggles severely to fund all nationally recognised tongues while having just four educational languages. It is a fallacy that a language-based approach will be adopted throughout Africa in the near future, particularly in Senegal, which has over 30 languages, and Nigeria, which has over 400 (Harding-Esch & Coleman, 2017). Presenting standard languages would need a major simplification and reduction in languages and diversities before adoption, which would cause a large political conflict and result in no one's HL being taught.

Inclusive communication is essential for preschool performance and academic achievement (Odom et al., 2006). In addition, preschool programmes with generally abled peers may help special needs children develop social and pre-academic skills

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(DoE, 2001; Ferraioli & Harris, 2011). The present study also considered cases like autistic children where extra support is frequently required to participate effectively in inclusive contexts.

For teachers in inclusive contexts, the outcomes of this analysis show proposals for appropriate intercessions. Early childhood educators working with pre-schoolers with autism should be provided with interventions that have been shown to affect inclusive contexts positively. The outcomes of this analysis show numerous intercessions that can be incorporated into classroom practices and that positively affect a diversity of anticipated behaviours. The evidence suggests that the population may require more operational inclusive communication interventions as a result of legislative changes. In contrast, traditional child positioning choices provided most of the impetus for this research. The results show that interventions exist that, when applied with commitment, have a positive effect on substantial discussions in preschool classes for ASD children.

2.13 Translanguaging Space (Translanguaging as an Inclusive Pedagogical Practice)

Translanguaging was devised to define educational methods of exchanging diverse input and output languages in multilingual classrooms (Williams, 1994). According to Wei (2018), TL as a course of information creation includes drawing on numerous multilingual and multimodal sources. The perspective of TL varies from the outdated opinion of code-switching. Code-switching observes each language as a single language structure, and code-switching examination naturally begins with identifying diverse language codes throughout conversational interactions. Then, a functional analysis is followed to understand how to incorporate numerous linguistic structures into a comprehensible component and the purpose of moving from different languages at a certain point in the conversational chapter. Nonetheless, a TL viewpoint would question the traditional divisions amongst the language, the paralanguage, and the extra language features of human communication as irrational. Accentuating the transformative nature of TL methods suggests the idea of TL space where numerous “multilingual, multimodal and multisensory repertoires interact and co-produce new meanings” (Wei, 2011, p. 18). The concept of TL space is dissimilar from other conceptualisations of linguistic TL space, which aim to go further than the limits among spatial and semiotic resources since it regards spatial

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placing and show of items as semiotic and socially significant. The concept of TL strengthens the theoretic supposition related to multimodality, which states that “all interactions are multimodal” (Norris, 2004, p. 1). According to García and Wei (2014), TL methods are transformational as they can eliminate the ladder of languages in public, where some languages are realised as more valued than others. They contend that TL is regarded as a new linguistic exercise that permits the movement of fluid discourses in a diverse political, cultural, and social setting and also represents the language identities of the speakers that have been repressed in the secure language philosophy implemented by states.

Ladson-Billings (1995) states that the use of learners’ full language range in the class has origins in inclusive education, which is traditionally important and culturally receptive to teaching and multicultural education. Teaching for equality and communal impartiality requires teachers to incorporate learners’ whole language resources into learning opportunities and develop learners’ language and traditional coffers of information (García & Wei, 2014). This can represent learners who are faced with a hard monolingual policy in multilingual classrooms. Therefore, TL could be a device for stimulating equality and social fairness. Translanguaging inspires teachers and learners to use their linguistic repertoire to test the cultural formations, sets, and control systems, align the hierarchy of languages in the classrooms, and permit learners’ entire involvement in building new meanings and new formations of linguistic methods. Therefore, it develops a TL space for making meaning and social fairness.

Research in multilingualism indicates that TL is a multilingual and multimodal practice that also plays educational and relational roles in multilingual classes (García & Wei, 2014; Tai & Wei, 2020, 2021). Woodley (2016) demonstrates how TL in a superdiversity classroom supports partaking. Through the construction of multilingual resources such as labels, signs and posters in different languages, providing HL translations, grouping learners with similar HLs and encouraging language collation while providing directions and explaining new language items, the teacher successfully exploits his students' multilingualism while communicating with them in English. As a result, the study's conclusions were dependent on the teachers’ interview transcripts and field notes. Without a thorough investigation of classroom discourse, it's unclear how TL promotes inclusion in multilingual contexts.

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As a consequence, it is vital to look at how TL might be employed as an inclusive pedagogy in English LoLT classrooms.

Although there has not been any remarkable research on the FP in SA, several research studies have been done on the IP. Makalela (2015) explored the efficiency of TL approaches on Grade 6 learners' reading understanding capabilities at a primary school in a rural area in Limpopo. A pre-test was conducted, which showed that learners had reading comprehension problems. The research included using TL methods and techniques to support learners' reading growth in their Sepedi HL and EFAL (Carrim & Nkomo, 2023). The study results revealed that learners demonstrated a solid knowledge of the original transcript by retelling tales in their HL. The learners could communicate meaning using dual language codes, demonstrating their capacity to exchange information across two languages. Developed comprehension levels brought about positive learning familiarities, communication and developed access to knowledge, therefore enhancing learners' complete educational performance (Carrim & Nkomo, 2023)

2.14 Summary

Numerous gaps emerged through the literature review. Firstly, there is a gap in research on how to deal with superdiversity in multilingual classrooms as far as TL pedagogy is concerned. Some progress has also been made regarding comprehending how schools can react to superdiversity. What kind of policies would be appropriate to the conditions of superdiversity? It is also important to indicate the features of modern social life and communications that are indicative of superdiversity, indicating how new theory can add to the additional growth of the sociolinguistic philosophy on superdiversity.

Many TL research studies, like Hopewell (2011), cover bilingual contexts, e.g., where all learners were proficient in Spanish and were English L2 learners. Superdiversity in the language classroom has not received any attention in the literature on TL pedagogies. Investigation in this regard would be relevant in the South African educational context considering the language diversity.

Through the literature review, a notable gap has been identified in the literature at the national level concerning TL in Grades 4 and 5 and the efficacy of this approach in mathematics and science South African classrooms. A major gap also exists

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regarding the role of TL strategies in communication using different languages. An additional gap in the literature concerns the precise group of languages in the school structure. . Although there is a wealth of literature on TL for bilingual Spanish-English speakers, other language groups in the classroom are underrepresented.So far, the literature has revealed numerous advantages and disadvantages of TL as a pedagogy. The teachers' strategic efforts to integrate languages that are part of the learners' language abilities show that languages are valuable resources at school and in the community. The study also indicated the influence of teachers to choose when to practice TL and when not to do so. Through TL, there is also a discrepancy in the ways that educators and students utilise the language for pedagogical and educational objectives. The significant but hidden function that LoLT plays in the creation and application of CSL pedagogy, curriculum, and teacher preparation must be acknowledged in future CSL research. The research approach used in this study is covered in the next chapter.

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CHAPTER 3: RESEARCH STRATEGY

3.1 Introduction

In this chapter, I start by discussing the research philosophy that underpins my study. The methods and epistemology of this research are addressed. After that, I explain the research design, data-gathering procedures, and data analysis. This chapter finishes with a review of the quality requirements and ethical guidelines that must be followed. Table 3.1 summarises the research methodology I employed in this study.

Table 3.1: Research Strategy Table

RESEARCH STRATEGY		
Epistemology	Constructivism	
Methodology	Qualitative	
Research Design	Case Study (Explanatory case study)	
Data Collection	A semi-structured interview, focus group discussion, lesson observation, field notes, Questionnaires, reflective journal, workshop	
Primary research question	**Significance**	**Data collection approaches**
How can translanguaging serve as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools?	To explore the different TL methods that will enhance inclusive teaching and learning which includes social interaction.	❖ Semi-structured interview ❖ Focus group discussion ❖ Field notes
Secondary research questions	**Significance**	**Data collection approaches**
What are the teachers' and learners' experiences in translanguaging approaches in the superdiverse classrooms of inner-city schools?	To obtain a profound understanding of the advantages and disadvantages of the use of TL in the classrooms across the curriculum	❖ Semi-structured interview ❖ Focus group discussion ❖ Field notes
What are the strategies used by teachers to promote inclusive communication in the superdiverse classrooms of inner-city schools?	To gain an insight as to how the learners are affected and how they learn through the use of TL	❖ Semi-structured interview ❖ Focus group discussion ❖ Field notes
DATA ANALYSIS	Inductive thematic analysis	
QUALITY CRITERIA	"Trustworthiness, credibility, transferability, dependability, and confirmability" (Caddy, 2015, p. 47)	
ETHICAL CONSIDERATIONS	"Anonymity, confidentiality, informed consent & assent, voluntary participation" (Caddy, 2-15, p. 47)	

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Adapted from Caddy (2015, p. 47)

3.2 Research Paradigm

The research paradigm provides the researcher's core expectations or beliefs and acts as a lens for arranging the principles that structure reality (Creswell, 2009). The research paradigm shapes the researcher's theoretical and methodological approaches to the study. A relevant epistemological stance for this study was that of constructivism. Constructivism is a worldview that seeks to comprehend how individuals actively build or create their knowledge and how their experiences shape reality (Rusman, 2013). Constructivists believe that a better approach to the development of new knowledge is for learners to utilise their prior knowledge as a foundation and build on it with the new information they acquire. Constructivism posits that human life can be comprehended through experiences (Nieuwenhuis, 2016). This paradigm's foundation is the notion that individuals constantly construct their own viewpoints of actuality through their different assumptions, backgrounds and experiences (Wahyuni, 2012). Constructivism seeks to offer a viewpoint on the human knowledge construction and experiences that is required for one to broaden, extent, and obtain a deeper understanding of the researched topic (Kivunja & Kuyini, 2017).

This study holds that exploration, active participation, and interaction with others inform knowledge construction and experiences. Constructivists maintain that everyone's individual experiences make their learning unique to them. Thus, constructivism was employed in this study, and the investigator obtained comprehensive information from the participants and made sense of it r (Nieuwenhuis, 2016). The constructivist paradigm was relevant to this research because its primary focus is to understand knowledge construction, where the participants made meaning in their natural contexts, in this case, their school (Nieuwenhuis, 2016). It was also a relevant paradigm because its focus is on knowledge construction, while my goal was to explore how learners construct knowledge using their prior knowledge and linguistic repertory and how teachers facilitated knowledge construction in superdiverse classrooms. The participants' background and previous knowledge had a huge impact on how they were able to learn (WGU, 2020).

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Constructivism is qualitative as it relies on the experiences, comprehension, knowledge construction, and perceptions of the participants (Thanh & Thanh, 2015). One benefit of the constructivism paradigm was that it extended my tactic to comprehend the lived objective experiences of the participating teachers and learners. This approach allowed me to gain a thorough understanding and inclusive insight into the disadvantages and advantages of using TL in superdiverse classrooms. I was able to comprehend a phenomenon by listening to the participants' lived experiences.

The experience is commonly referred to as the given when we are considered passive recipients of definite and notable sensory information. According to Hookway and Catherine and Hookway (2021), experience provides the raw material for understanding, but it lacks content that is informed by concepts, genuine wants, or any other non-sensory factors. As stated by Creswell and Poth (2018), an individual's engagement with their environment forms cognitive structures that allow them to develop new knowledge in their world. Constructivism enabled participants to actively develop their own interpretations and comprehensions of their surroundings, so acquiring a deeper grasp of their social environment. Moreover, an individual's understanding of their environment is formed by their personal experiences and interactions with the external world (Willis, 2007). Furthermore, this approach provided an opportunity for a comprehensive comprehension of a phenomenon that is not confined to a single objective interpretation of reality. Instead, it encompasses a broad range of perspectives that acknowledge many truths derived from individual experiences, which are combined to construct meanings (Creswell & Poth, 2018). Constructivism is primarily concerned with knowledge construction, which is normally influenced by language, culture and settings (Creswell & Poth, 2018). The study participants recounted their personal encounters with language usage and language choices, which were shaped by their daily cultural significance and experiences. Consequently, constructivism helped me to comprehend how the participants constructed knowledge in their natural contexts, which was the classrooms.

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3.3 Qualitative Research Approach

This study used a qualitative research paradigm, in which the researcher aimed to gather rich, descriptive data to understand what was witnessed (Maree, 2010). According to Shank (2002, p. 5), qualitative study is “a form of systematic empirical inquiry into meaning”, systematic is referred to as “planned, ordered and public”, following guidelines decided upon by associates of the qualitative study public. By empirical, he implies that this kind of research is based on the biosphere of experience (Shank, 2002). An investigation into denotation says that scholars try to comprehend how others understand their experience. According to Denzin and Lincoln (2000), qualitative investigation includes an explanatory and realistic method: “This implies that qualitative investigators research about things in their ordinary settings, trying to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2000, p. 3).

Qualitative research broadly refers to a variety of methodologies used to describe, decode, interpret, and produce meaning rather than measure the frequency of occurrences in the social environment. Qualitative data gives detailed descriptions and explanations of processes in local settings (Maree, 2016). Qualitative research seeks a comprehensive understanding of human knowledge and experience (Lichtman, 2010). Qualitative research seeks to understand a setting's complexity and participants' interpretations of their surroundings and experiences. The research examined TL as a tool for inclusive communication in inner-city English-LoLT classrooms. Qualitative research uses broad, general inquiries to gather participants' stories (Creswell, 2009). These findings match the semi-structured interviews employed in this study. Flexible qualitative research gathers information in natural settings. The researcher questioned Grade 8 instructors and students to understand their viewpoints better.

The qualitative method was used for this study as it is often used in the humanities. It involves collecting and analyzing data to understand the concepts, opinions, or experiences of participants (Maree, 2016). It is used to gather an in-depth insight into research challenges. Qualitative research is naturalistic, focusing on natural settings where interactions occur (Maree, 2016). According to Denzin (1989), the benefits of this type of research are that the qualitative study method provides a detailed explanation of partakers’ emotions, views, and familiarities and explains the

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meanings of their actions. The qualitative study allows the investigators to explore the participants' internal familiarity with the phenomenon and to learn how their meanings are formed (Corbin & Strauss, 2008).

During the data collection, the investigators communicate with the partakers directly while collecting data through conversations. The collection of data is personal and thorough. Finally, the qualitative study strategy has a supple structure as the strategy can be built and rebuilt to a better degree (Maxwell, 2012). This kind of research is intent on how people organise themselves and their environments and how the populations of these environments make sense of their settings over codes, ceremonies, social constructions, and social responsibilities (Maree, 2016, p. 53)

Qualitative research also has some limitations. Firstly, qualitative study methods occasionally leave out circumstantial sensitivities and focus more on meanings and familiarities (Silverman, 2010). The phenomenological method, for example, tries to discover, construe and comprehend the participants' familiarity with the phenomenon under study (Tuohy et al., 2013). Secondly, regarding the study's approach, the small sample size increases the visibility of the challenge of generalisability to the entire population of interest to the study (Harry & Lipsky, 2014). Thirdly, the interpretation of information and examination may be more challenging (Richards & Richards, 1994). According to Berg and Lune (2012, p. 4), "Qualitative research is a long hard road, with elusive data on one side and stringent requirements for analysis on the other." Lastly, according to Flick (2011), the examination of the cases takes time, and a person can only generalise the outcomes to the bigger populace to a very limited extent. Nonetheless, despite these limitations, the qualitative study is prominent in language assessment studies as it clarifies and supports quantitative information where feedback from the normal environment is usually limited (Knoch et al., 2015).

3.4 Case Study Research Design

A study design is a detailed strategy that specifies the procedures for "participant selection, data collection and data analysis" (Nieuwenhuis, 2016). It defines the sort of study undertaken and is influenced by the research questions and objective of the investigation (Ferreira, 2012). I used an explanatory case study as I wanted to discover how TL works in superdiverse classrooms where all participants are

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multilingual. According to Yin (2013), a multiple case study is appropriate where an investigation is required to explore the present event in its everyday setting. A case study “fences in what a researcher is going to study” and allows an analysis of “the phenomenon under investigation” (Merriam, 2009, p. 40). The case study also allows the researcher to explore differences in and among cases, and it permits the researcher to examine each setting and across settings (Yin, 2013). This approach is useful when attempting to understand how participants interact with each other in a specific situation (Nthulana, 2016). For this research, the case is a TL approach by the multilingual teachers and learners, but the cases would not suffice without the setting, which is the school, classroom context in particular (Yin, 2013).

I used a multiple-case approach because I used real-life occurrences to provide various proofs via repetition rather than merely sampling reasoning. Previous research has shown that this kind of investigation is considered trustworthy and resilient, yet it may be time-consuming and expensive to undertake (Baxter & Jack, 2008). The benefit of this technique is that it uses several sources of information in the natural situation, where there is no clear border between occurrence and perception (Yin, 2013).

According to Barton (1990), the benefit of a case study design is that it enables the investigator to investigate each setting in turn. It may be used to forecast both comparable and opposing outcomes but only for predictable responses. Case studies are conducted with the goal of providing information and advocating changes to the phenomena being studied when applicable (Runeson, 2012). The goal of this study was to improve the current organisation of analysis research to explore, highlight, or recommend strategies or resources to improve teaching and learning by using TL as a tool for developing inclusive communication in the classroom.

From past studies, this form of study is consistent and vigorous, although it may be time-consuming and expensive (Baxter & Jack, 2008). Its benefit is that the inquiry is done in nature, where there is no clear border between occurrence and perception, using several sources of information (Yin, 2013). According to Barton (1990), a case study approach lets the investigator evaluate each setting in context. It may anticipate similar and opposite events for known reactions. It does not limit generalisability and no biases like misjudging the representative of an event (Barton,

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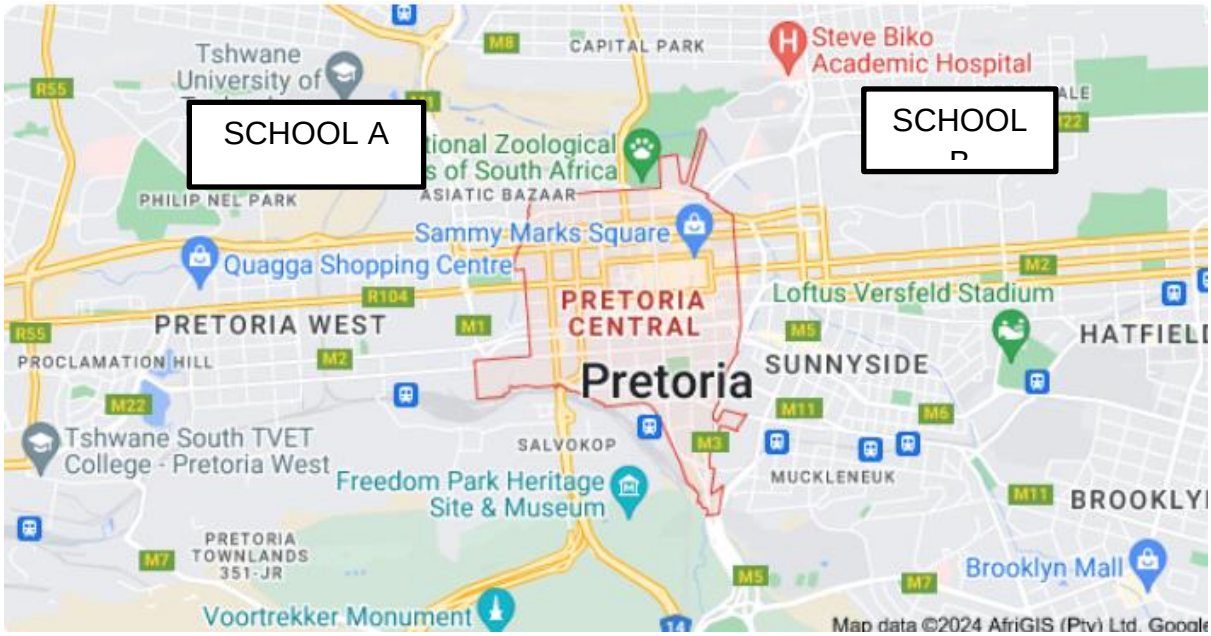
1990). Case studies are undertaken with the goal of enhancing information and also effecting change in the situation being examined (Runeson, 2012). The objective of this study was to contribute to the current body of research by exploring and highlighting or recommending tactics or resources to improve teaching and learning in multilingual classrooms where English is the LoLT.

3.5 Context of the Study

This research took place in Pretoria, in the two urban high schools in different sections of the city. School A was located in Pretoria West, and School B was in the Pretoria CBD. Most learners attending these schools are from the surrounding area. Some walk to school, some use taxis and buses, while others are dropped off and collected by parents. The learners were of different cultures, religions and ethnicities. Some learners are from Zimbabwe, France, the Congo, and also South Africa. They speak different languages such as Shona, Tsonga, French, Zulu and many other African languages. The teachers were also diverse from a language perspective, as some speak Shona, Afrikaans, English, Tsonga, Ndebele, and Zulu. The two schools that took part in this study are fee-paying high schools operating in the town area. The schools have limited resources, and the classrooms are medium-sized and have some teaching and learning materials, such as charts and projectors, on the walls of the classroom, even though some are not working. The schools are large and open, the classrooms and play area are not near each other, and thus, the noise level in both schools is very low, and learners are disciplined. Figure 3.1 shows the locations of School A and School B.

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Figure 3.1: School A and B Locations



Source: Google (n.d.)

3.6 Data collection

3.6.1 Sampling

Henning et al. (2010) say the researcher's study topic knowledge affects participant selection. Research participants who volunteer and provide data are called samples (McMillan & Schumacher, 2014). This study selected individuals using objective, trait-based purposive sampling (Dolores & Tongco, 2007). For this study, the sample was selected from a small group with qualities of interest to the researcher (Merriam & Associates, 2002). Purposeful sampling was optimal for this study since the chosen people supplied rich data on the research issue. Both schools A and B in Pretoria employed English as their major LoLT; hence, this study included L2 teachers from both schools. Multilingual learners in superdiverse schools were chosen. They provided realistic explanations (Maree, 2016). They were selected for cost, time, availability, and accessibility. Maree (2016) suggests matching the sample to the conceptual framework and study topic.

The selected participants were eight middle school teachers with teaching experience in diverse inner-city schools and thirty three Grade eight learners aged between 13-15 years from the two inner-city schools. I chose the Grade 8 learners

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as they had been exposed to the L2 for several years and were expected to be proficient at this level (Cummins, 1980). Both schools were chosen based on their diversity as they had learners of multiple races coming from different provinces of South Africa and also outside the country. Table 3.2 below indicates the participants' selection.

Table 3.2: *Selection of Participants*

Case	Number of participants	Grades taught	Teaching experience (years)	Source of data
School A	Four (4) teachers	Grade 8	**1-36**	Semi-structured Interview Questionnaires Lesson Observation
	Eighteen (18) learners	Grade 8 learners (aged from 13 to 15 years)	**N/A**	Focus group discussion Questionnaires
School B	Four (4) teachers	Grade 8	**1-20**	Semi-structured Interview Questionnaires
	Fifteen (15) learners	Grade 8 learners	**N/A**	Focus group discussion

I chose multilingual participants as I was investigating TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools. According to Cohen et al.(2007, p. 133), "In qualitative data, validity may be addressed through the honesty, depth, richness, and scope of the data achieved, the participants' approach, the extent of triangulation and the disinterest or objectivity of the researcher".

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3.6.2 Data Collection Strategies

I collected the data for this study from an urban area in Pretoria. I used workshops, semi-structured interviews, questionnaires and field notes as data capture instruments. Different approaches to the data collection process were important for my research to gain important, in-depth, rich data (Rule & John, 2011). Interviews were conducted to acquire a better understanding of the usage of TL in superdiversity situations in inner-city schools. These semi-structured interviews were used to learn about teachers' experiences, resources, and strategies for inclusive communication and effective teaching. Learners shared their rewards and difficulties in focus group talks. These experiences included not comprehending certain learners' and instructors' languages and learning methodologies, such as peer explanations or interpretations.

Schools A and B both used the following data collection strategies:

i. Workshops on TL with the teachers
ii. Questionnaires
iii. Semi-structured interviews with eight grade eight teachers
iv. Focus group with thirty-three grade eight learners
v. Lesson Observation (One)
vi. Field notes
vii. Self-reflective journals

i. Workshop with the teachers

I conducted one workshop in each school with all the participating teachers on TL and how to implement it in the classroom. This workshop was one of the methods used to teach the teachers about TL and make them aware of what they were required to do in the classroom. I provided theoretical explanations and also used videos to show them how to implement this approach. I also gave them a printed copy of the presentation and used laptops and projectors for PowerPoint presentations, with around 13 and 14 teachers in each school.

During the presentation, I was not allowed to take pictures of the participating teachers as some of them did not consent to their pictures being taken, which was clearly communicated to the researcher. I also distributed the printed PowerPoint presentation. A video on the implementation of TL was also shown to the teachers.

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This workshop was one of the most important parts of this study as a new concept was being introduced to the teachers, which spurred them to be interested in participating as they wanted to investigate this phenomenon further and satisfy their curiosity.

ii. **Questionnaires**

I gave all the participants the questionnaires to fill in as a way of collecting their biographic information. Each participant had to fill in the questionnaire individually and return it to the researcher. In each school, there were delegated teachers who worked hand in hand with me. They ensured that all participants filled in the questionnaire and returned it to the teacher, and then I came a week later to collect them. The questionnaires helped me to identify participants.

iii. **Semi-structured interviews with eight Grade 8 teachers**

Semi-structured interviews were used to explore the teachers' knowledge, understanding, and attitudes on how they apply the TL method in superdiverse classrooms in depth. This sort of interview offers more flexibility in data collection while also allowing for exploration of the context's complexity and uniqueness. One of the most liked and preferred data collection methods of an interactive approach is an interview, as it allows the researcher an opportunity to explore certain things that cannot be physically observed or measured (Al Riyami, 2015). The interviews with both the teachers and learners in School A and School B took place after school hours in a school setting in staff- and classrooms and the languages used during interview were English, mix of Sepedi and Setswana. The interview technique of data collection has benefits since it allows for speedy collection of a significant quantity of data and prompt follow-up (Marshall & Rossman, 2011).

I conducted semi-structured interviews with my participants to explore their thoughts, feelings, and attitudes on TL as leverage for developing inclusive education. The interview as a tool for collecting data has the benefit that a large amount of data can be gathered rapidly, and follow-ups can be made immediately (Marshall & Rossman, 2011).

iv. **Focus group discussions**

I conducted a focus group with fifteen learners in School A and 18 learners in School B, divided into two groups per school (Maree, 2016). Focus group discussions on a

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specific issue that fosters disagreement and even conflict are to be encouraged as the group dynamics contribute to data production. Group forces or dynamics become an intrinsic component of the research method, as participants participate in a debate with one another rather than addressing their views entirely to the moderator.

The focus group requires all participants to be able to convene in the same location at the same time, which is especially problematic if the possible participants reside in remote areas. In school A, I could conduct focus group talks with two groups of students, seven in the first group and eight in the second. In school B, I successfully conducted two focus group talks with two sets of students, eight in the first group and ten in the second.

v. Lesson Observation

I observed an Afrikaans lesson taught by Teacher Two in a classroom of 35 students. Lesson observation enables the researcher to acquire first-hand information from participants, facilitating immediate comprehension and follow-up as necessary. I saw the teacher's use of the TL technique and the pupils' reactions.

vi. **Self-reflective journal**

Reflective journals encourage researchers to review their aims and goals (Ortlipp, 2008). I used a self-reflective journal to review and adjust my research (Maree, 2010). The study included recording personal thoughts and feelings in a self-reflective notebook. This reflective journal helped the researcher recognise his biases and preconceptions, encouraging reflexivity and mindfulness.

3.6.3 Field Notes

According to Mercer (2010), field notes are useful for researching a school environment, a classroom, or community people by documenting their talks, remarks, and actions. The researcher takes field notes during data collection, such as interviews, and also uses resources like video and audio recordings (Andrew et al., 2011). In this study, I utilised field notes to document observations made during interviews and group discussions.

Field notes give detailed accounts of events as they occurred, allowing me to collect information that might otherwise be lost. Field notes describe the researcher's experiences and observations, such as those made during interviews and

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conversations, and they also include his comments and interpretations (Fossey et al., 2002). I used the field in conjunction with the self-reflective journal to capture a holistic picture of the experiences, attitudes, and opinions on the use of TL as leverage for developing inclusive communication in superdiverse contexts of inner-city schools.

3.7 Data Analysis

Inductive data analysis was used to investigate and observe trends to determine conceptual significance (Javadi & Zarea, 2016). Inductive data analysis decodes data without fitting it into a coding frame or researchers' analytic expectations (Braun & Clarke, 2006). This analysis may provide the researcher with more options than other data analysis methods (Maree & Van der Westhuizen, 2010). According to Creswell (2013, p. 193), researchers must “develop a list of significant statements” as it provides a framework for comprehending the phenomena. Interviews and other relevant studies about the experience may inform these remarks. In this study, I followed Elo and Kyngäs’s (2007) preparation, organisation, and reporting theme analysis stages. Thematic analysis helps organise data, write a complete research report, and understand research (Flick, 2016). The following sections outline the stages.

3.7.1 Preparation of Data

The data was generated by transcribing the spoken data from interviewees into text. Field notes and survey questions were also transcribed and arranged. The researcher read and reread the text, as well as collected audio, to ensure a thorough study (Maree, 2016).

3.7.2 Organising the Data

For this research, I followed the inductive TA steps proposed by Hayes (2011) to organise my data. I used inductive TA to identify emerging themes from the transcript, including the survey questionnaires. The emergent themes were determined by carefully examining the data and noting anything of interest or other relevant information to the issue being studied (Hayes, 2011). The data was transcribed in a tabular format, as shown in Appendices G and H.

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3.7.3 Reporting the Analysis Process and the Results

I outlined the data analysis procedure to ensure the study's credibility. The findings are reported in Chapter 4

3.8 Quality criteria

3.8.1 Trustworthiness

Trustworthiness refers to the method in which information is “gathered, organised, and categorised, especially if it is oral or written” (Maree, 2015). It is a measure of the value of the research results and explains why the results demand interest (Maree, 2010). I have visited the school frequently to generate reliable and sufficient information to ensure trustworthiness (Yin, 2014). I used different methods of data collection, such as interviews with the teachers, focus group discussions with learners, and lesson observation. During data collection, video and audio recordings were used to capture the participants' responses, thus maintaining trustworthiness. I ensured that I went through the transcripts again and again to avoid misrepresentation and misinterpretation of the data captured. Trustworthiness is crucial to successful qualitative research. The criteria for assessing the trustworthiness of qualitative data-collecting devices are comparable to those employed in the positivist paradigm (Maree, 2015).

3.8.2 Credibility

Credibility refers to the investigator's certainty that the events under investigation were accurately reported. Certain precautions have been undertaken to ensure that this research adhered to valid standards. First and foremost, by participating in the conversations with the participants, I strengthened the credibility of the findings. Furthermore, much effort was spent acquiring information to build genuine relationships with the participants and have a thorough grasp of the location. Finally, my use of triangulation helped the study's credibility. I used interviews and field notes from Grade 8 teachers and learners to triangulate the data.

3.8.3 Transferability

Transferability in qualitative research refers to the extent to which the findings may be used and adapted to different situations (Maree, 2015). There was no generalisation of the findings since the circumstances, surroundings, and people varied greatly. Other investigators may find value in This study’s findings if they

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relate them to other studies or their own. The school environment and LoLT may have similarities with other schools in South Africa. Only then can an educated conclusion be made about the unique circumstances under which the results may be generalised (Maree, 2015).

3.8.4 Dependability

Dependability refers to the “consistency and reliability of research procedures” and methodologies throughout time, as well as the point of control in research (Maree, 2015). I assessed the quality of information gathered through the various data collection instruments, including audio recordings, observations, interviews and focus groups, to increase the credibility of the study (Maree, 2015). The participants' interviews were videotaped to ensure the reliability of this study, and the dependability of the research was assured by providing full procedural explanations that allowed the research to be repeated. Triangulation of information was employed to bring reliability to the study (Maree, 2010).

3.8.5 Confirmability

Confirmability is defined as "the objectivity of the data and the absence of research" (Maree, 2015). This refers to the influence that the investigator and research have on the information (Mays & Pope, 2000). Before beginning the investigation, the researcher assessed his past experiences, standards, and preconceptions to avoid possible bias. Feelings and feelings were carefully recorded throughout the information-gathering process so that the researcher may remain conscious and reduce his own biases and experiences. The researcher's biases were also reduced using inductive thematic analysis.

3.9 Ethical Consideration

Ethical clearance for this research was obtained from the ethics committee of the University of Pretoria. After this, the Gauteng DoE granted permission to conduct the research in two participating schools, whose school governing bodies and principals provided the final approval required from the education structures. In addition, informed consent was obtained from the parents of the learners for the participation of their children. Finally, signed assent forms from the learners and informed consent forms from the participating teachers were obtained before the research could start. I made sure that all my participants had full decision-making capacity to give consent.

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There were no risks during the study; however, the participants benefited from this study as they learned and explored the TL approach. The study's participants received no payment for participating; their participation was entirely voluntary, and they may leave at any moment. No one was coerced or compelled to participate.

The participants of the study remain anonymous and pseudonyms were used in a case where I needed to mention names also the identity of the children and their parents are protected, and the same applied to the teachers. I have asked them to provide me with a suitable schedule so they would be available and comfortable participating in the interviews. The interviews were video and audio recorded and the participants will remain anonymous and confidential, their videos will not be shared to anyone. The research outcomes will be given to them on request; I ensured the safety and confidentiality of their participation and respect them as my source. Thus, I have adhered to the ethical considerations as stipulated.

3.9.1 Voluntary Participation

When I initially met with my participants, I ensured that they knew their rights as research participants. I stressed to them that their involvement was entirely optional, and that they might resign at any moment without penalty or criticism. In each study step, I followed up with my subjects to ensure that they were still comfortable continuing.

3.9.2 Informed Consent and Assent

I provided full details of the study’s rationale and aim to the teachers, learners, and school administration before I started with any data collection. I conveyed the possible benefits of their participation to the teachers and learners for themselves and the larger education structure from the study's findings. I explained how the information would be assembled and stored, what would be published and when and where it would be published. I also expounded the potential risks and and exposures from participating; however, I assured them of the steps that would be taken to keep their personal information confidential and anonymous.

I assured my adult participants they could make their own decisions about permission. I gave them permission forms for their parents and agreement letters for themselves, and I explained what was required.

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3.9.3 Confidentiality, Anonymity, and Privacy

The study's participants will remain anonymous, and aliases were used in cases where I need to refer to specific participants for clarity. Similarly, the identity of the children and their parents is kept confidential, and pseudonyms were used to keep the participants' and school names confidential. The identity of teachers or learners who participated in the study will also be kept confidential. All of the data gathered from participants is stored in a secure, locked facility, and the computers used are password-secured. The processes were followed in accordance with the University of Pretoria's norms. I also ensured that the same prudence was applied while dealing with the data released in the final report.

3.9.4 Non-Maleficence

In each step of my research, I ensured that the participants were not exposed to any unnecessary risks and that my research participants would be protected from harm. I also made sure that all the COVID-19 regulations were adhered to.

3.10 Conclusion

This chapter described the research process and discussed the constructivist approach, the research design, and data collection and analytic methodologies employed throughout the study. The chapter concluded by describing the ethical issues that influenced the study procedure.

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CHAPTER 4: PRESENTATION OF THE RESULTS

4.1 Introduction

In Chapter 4, the results of the data analysis are presented. This chapter presents reports on the themes and subthemes that emerged. Table 4.1 shows the meanings of the abbreviations. The teachers' and learners' responses shown in Table 4.2 summarise the themes and sub-themes that emerged during the data analysis; it also shows an assortment of precise statements that they made during the semi-structured interviews, focus group discussions, workshops, questionnaires, and self-reflective journals.

Table 4.1: Meanings of Abbreviations used

Abbreviation	Meaning	Appendix
L	Learner number (L1-L33)	
R	Row number	
T	Teacher number (T1-T8) [interviewed teachers]	Appendix H
FGD	Focus Group Discussions	Appendix G
SA	School A	
SB	School B	
LO	Lesson Observation	Appendix I

4.2 Emergent Themes

The themes that emerged from the TA of the data include:

i. The conceptualisation and experiences of translanguaging
ii. Linguistic diversity in the classroom
iii. Benefits of translanguaging
iv. Strategies used by teachers to promote inclusive communication

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Table 4.2: Identified Themes and Subthemes

Themes	Subthemes
The conceptualisation and experiences of TL	Teachers' conceptualisation
	Learners' experiences
	Teachers' attitudes
	Learners' attitudes
	Superdiversity in the classroom
Linguistic diversity in the classroom	Resources
	The impact of TL on communication
Benefits of translanguaging	Translanguaging as an inclusion strategy
	Translanguaging as a teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure

The result of this research shows that teachers are very positive about using the TL method as this contributes to high learner achievement since learners comprehend the content better. The teachers allowed the learners to use their full linguistic repertoire; however, the teachers are also concerned that it is time consuming. The lack of English HL proficiency and lack of resources also hinder the effectiveness of teaching and learning. Superdiversity in the classroom has a huge impact on teaching and learning as this diversity challenges the teacher's teaching capabilities. At the same time there are many benefits such as concept clarification, subject interest, positive attitude towards learning, inclusive communication, improved academic performance, and acceptance of learner diversity. The use of TL as leverage for developing inclusive communication in the superdiverse context of inner-city schools was explored. The findings are explored in more detail below.

4.3 Theme 1: The Conceptualisation and Experiences of Translanguaging

The first theme identified during thematic data analysis (TA) was the conceptualisation and experiences of TL. In this research, conceptualisation refers to participants' understanding of concepts. It refers to the **"**action or process of forming a concept or an idea" (Mayor, 2012, p. 345). In this theme, any reference that was explored regarding the conceptualisation of TL by the participants was included.

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Experience is anything that occurs to a person or something you do, particularly if it changes what you believe or feel (Mayor, 2012). The following subthemes were identified: teachers' conceptualisation, learners' experiences, teachers' attitudes, learners' attitudes, resources and superdiversity in the classroom. The explanation of the results for Theme 1 and the subthemes is interwoven into the following sections, which directly cite data sources discovered during data collecting. Table 4.3 depicts the selection criteria for the theme related to the Conceptualisation of Translanguaging.

Table 4.3: Definition, Inclusion, and Exclusion Criteria Related to the Theme of the Conceptualisation of Translanguaging

Definition	Inclusion criteria	Exclusion criteria
Conceptualisation: "The action or process of forming a concept or an idea" (Mayor et al., 2012, p. 345).	Any reference made concerning the conceptualisation of translanguaging during teaching and learning	Any references made not associated with the conceptualisation of translanguaging during teaching and learning

4.3.1 Subtheme 1: Teachers' Conceptualisations

The data obtained from the conducted workshops, interviews, focus group discussions, and lesson observation collectively showed that most of the teachers acknowledged that the use of TL is very significant in the classrooms, even though some teachers still had challenges conceptualising the TL approach. The data analysis identified the positive response of both the learners and teachers to the implementation of TL; thus, this is a central theme in this section. Data analysis showed the misconception of TL by some teachers, positivity towards TL, a sense of belonging developed, language proficiency, and other challenges such as overcrowding and time consumption. Most teachers and learners have acknowledged that this approach closed the communication gap among all of them. The lesson observation has shown that Teacher two is still confused between TL and code-switching.

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Translanguaging is a method of using several different languages purposefully to teach learning content. The TL pedagogical approach used for inclusive communication in the classroom is a creative improvisation based on the needs of the local situation and context (Canagarajah, 2011, p. 4). At the beginning of this research, I conducted a workshop on TL for the teachers of both schools. The purpose was to teach them about TL and how it can best be implemented in the classrooms for academic benefits, which include maximum learner participation, understanding of subject content and, most importantly, inclusive communication during teaching and learning. During the presentation, teachers had few questions and misconceptions of what was called TL. Some thought that TL was the same as code-switching; they regarded it as when both teachers and learners used the school's LoLT, which was English and mixed it with another language during teaching and learning.

They also did not understand that TL is not being taught in a particular language but is about allowing learners to use their entire linguistic repertoire for teaching and learning. The other teacher had regarded TL as a "Fanagalo", which is actually a vernacular or use of one African language with an input of English and a small addition of Afrikaans as a way of communicating between black people and white/Afrikaner people in a workplace in South Africa. This is normally used by African, white, and Afrikaner people to find each other through communication. During the presentation, some teachers felt that it was better not to disregard the school language policies and to stay with the chosen LoLT as they regarded it as a better global and economic language. Questions that were raised during presentation were; 1 Why do you want to implement TL in our school? 2 What is the importance of translanguaging? 3 Are you going to change the Department of Education's language policy? 4 When are we going to implement translanguaging while we have very limited time for content coverage?

Some teachers were worried that allowing numerous languages in the classroom would create chaos and disorder. They felt that it was defeating the purpose of having one controlled common language. On the other hand, some teachers were positive about using diverse languages in the classroom as it would relieve the stress of leaving other learners behind. They appreciated the proposed idea of using several different languages because they knew that learners would be content and

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easily understand the subject contents, giving them a sense of belonging. The overall feeling was excitement and positivity about the implementation of TL in the classrooms. The themes that emerged from the workshop were the conceptualisation of TL and teachers' attitudes towards the implementation of TL. At the end of the presentation, I distributed thirty questionnaires, which were used to obtain the biographic and demographic information of the participants, and also assisted in identifying superdiversity. The questionnaires were given to the participants to fill in and return to the researcher. Teachers were, therefore, required to proceed and implement a TL approach in the classrooms for two weeks and share their experiences afterwards.

Some teachers still misunderstand the definition and requirements of TL. Some regard it as the use of English HL and the addition of one LoLT; others consider it differently, stating:

> *"Translanguaging, I think, is an, it is interchangeable or can be interchanged to the term code-switching, you use different languages uhm to explain one concept" (T4, SA, R8).*

Teacher Six explained the following:

> *"For me, translanguaging is just perhaps a broad explanation that confirms the process that maybe one can use to interpret or to explain certain concepts using different language"(T6, SB, R6).*

According to Al-Bataineh and Gallagher (2021), most participants differentiate between TL, bilingualism and biliteracy. Initially, before I conducted the workshop, most of the participating teachers regarded TL as interchangeable with code-switching. According to Al-Bataineh and Gallagher (2021), there is evidence that participants interchangeably use the terms TL, biliteracy, and bilingualism. According to those participants, these terms commonly share a common denominator, which is regarded as the ability to use many languages. Thus, they regard these terms as the concepts that define the same language behaviour (Al-Bataineh & Gallagher, 2021).

According to Ticheloven et al. (2019), teachers usually face diverse linguistic challenges in the classrooms whereby learners speak diverse languages that teachers do not know or understand, and these different languages may raise questions and dilemmas on the classroom language policies. Some of the questions raised by scholars such as García and Wei (2014) are as follows: Do learners

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require their HLs to feel safe and happy? When are their HLs needed? How can other diverse languages be utilised as resources for teaching and learning? However, based on the teachers' responses, it is evident that allowing learners to use their linguistic repertoire flexibly makes them feel happy, safe and acknowledged, and this brought about a positive and inclusive learning environment in the classrooms. When learners are treated and made to feel a sense of belonging in the classroom, they are encouraged to participate fully, which allows them to freely think critically and provide constructive responses in their diverse languages. The literature has shown that TL is regarded as the teaching method that enables multilingual learners to shuttle between languages easily, which teachers use as a pedagogy for scaffolding that allows learners to use their comfortable and diverse languages flexibly without regard for politically and socially defined boundaries (MacSwan, 2017).

Although TL is recommended as a progressive approach to teaching and learning in the classroom, it is a social accomplishment because it requires an individual to use all of his languages to communicate and switch between the other's languages to co-construct meaning(Ticheloven et al., 2019).

Teachers and students faced several problems when they used the TL process in the classroom. All of the instructors recognised super-diversity as the greatest issue in the classroom since students came from various cultures and spoke different languages. Linguistically diverse learners should not be a problem for teachers. However, the teachers were worried and felt that they needed to understand the learners' languages to be able to keep control of the class and facilitate activities in the classroom. This approach has shown that teachers still do not understand that they do not need to know the learners' languages before they can allow them to use those languages, as TL is about allowing learners to use their respective languages to comprehend educational concepts freely. Teacher Two, who only knows and understands two languages fully and a third language partially, raised her concerns about the many languages spoken by learners. Her comments also showed her misconception of TL and its significance in the classroom: *"English is my home language … I understand Afrikaans … I can speak a bit of Setswana"* (T2, SA, R8).

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It is always beneficial when learners are multilingual as they are able to assist the teacher with interpreting for their peers; however, it may also be challenging for the teacher to rely solely on learners to interpret most things, which may lead to a loss of classroom control by the teachers. One of the teacher's main concerns was that it is incredibly challenging to teach in such a class because, as a teacher, she could not fully interact with all the learners as some of the learners did not understand the LoLT at the same time they had to start with L2, *"*Afrikaans*"* in Grade 8, which makes it very impractical to teach such learners. This is normally done by foreign learners who recently moved to South Africa; they start a new language in school while already in advanced high grades, such as Grade 8, which brings about many challenges for the teacher and also impacts academic progress.

It is very important for the education department, schools or teachers to allow TL to take place in the classroom as TL is utilised as a pedagogical tool in superdiverse classrooms to improve communication and bring about a more humanising experience for both teachers and learners (Childs, 2016). Teachers face many challenges in the classroom; one of them is having learners who are learning English as an HL language while they are not proficient in that language. Even though TL is used as an intervention strategy in such cases, it is still a challenge because the assessment is conducted in English only, and thus, the teachers feel obliged to teach the learners the English language, and this affects the teaching pace and curriculum coverage because instead of teaching the content the teacher has to teach the English language first.

> *"The fact that there is no ... English is like the general language that we use, but even for them some, they don't understand English that much. I constantly to explain the English also." (T3, SA, R44).*

Teacher Three further indicated that the language, as well as the learners' attitudes, were a problem because learners were doing Afrikaans FAL but did not like the language at all, which affected their performance in that particular language.

> *"I need to remember that this is not their home language, that they didn't grow up with it, apart from the socio-economic problems that come with them. Some of them, this is not their home language, this is not their home language, this language is foreign to them and they are forced to do it." (T3, SA, R56)*

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The participants' responses indicate that learners did not comprehend the LoLT as mostly it is not their home language, and thus teaching could not occur effectively. This necessitated the use of the learners' languages for learning and this is emphasised in socio-cultural theory which focuses on the use of the learners' cultural and social environment. According to Teacher Three, overcrowding is also a challenge as she is unable always to check each learner individually.

> *"Uhh, the overcrowding of the classroom, this classroom is smallish. I have thirty-four to thirty-five learners in a class, so it's overcrowded, that is why I put my tables like" (T3, SA, R68).*

Teacher Four also indicated that it is easy to teach learners like her, whose HL is isiZulu, but when there are other languages involved, like Nigerian, Republic of Congo language, or French, it is very difficult to reach out to that child; therefore, she has to put in more effort to ensure that the learner grasps the concepts as well. This still proves that the teacher does not properly understand TL and its role in a TL approach; the teacher does not need to know the learners' languages but should rather allow them to use their diverse languages to learn.

Consequently, it is important to allow TL to occur in the classrooms as it closes language gaps between teachers and learners. Translanguaging promotes the structured metacognitive linguistic practice that allows epistemological entry and the development of sociocultural identities (García & Wei, 2014). Teachers' lack of awareness and acceptance of various languages and learners' "ways of knowing" may result in dehumanizing situations in classrooms (del Carmen Salazar, 2013, p. 121) as some learners in the classroom are habitually regarded in a negative light, which automatically creates social isolation among learners (Comber & Kamler, 2004).

According to Comber and Kamler (2004, p. 293), "the poor, the wilful, the disabled, the non-English speaking, the slow, the bottom 10%" have been regarded as insufficient and deficient, and the significance of using TL in the classroom is to close such gaps and mentalities. Teacher Four indicated that teaching in a superdiversity classroom challenges the delivery of her lessons as she has to be cognisant of superdiversity, which implies that she has to use diverse languages and methods to express the same concepts.

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> *"Uhm, I wouldn't say it affects my capabilities, but it definitely challenges my delivery of lessons, so this means that ... you have to be cognisant of the diversity and making sure that you are, uhm, as you're teaching, you use a method that, for example, ... you cannot reach that zone if you have not received... who that child is, and the child's understanding of languages, and you then, when you plan a lesson, you make sure that you are, again, including the different, uh, let's say, in... seconds, coming from the different languages to include them into what you're saying, so, just taking one word and using it in different languages , using translanguaging to express the same term." (T4, SA, R24)*

This comment still emphasises the misconception of TL by teachers because they do not have to use diverse languages to teach but rather allow learners to use their languages to learn. However, the main challenge she indicated is that most learners have a poor grasp of English, which is used as the HL in the school. According to Childs (2016), learners who are not fluent in the prevailing LoLT seem to be considered unable and worthless. When the "treasures of language and culture" are banished from the classroom, this may cause a feeling of shame and rejection(del Carmen Salazar, 2013, p. 121).

Some of the experiences faced by the teachers have indicated that they are multilingual, but they had never received any form of training to enable them to teach in superdiverse classrooms except for what they were taught when they were still in universities about teaching in multicultural classrooms and also from the workshop provided by the researcher.

Teacher Three indicated the following:

> *"Because I've been teaching in a multicultural classroom most of the time, so I'm getting used to the way certain groups think, the way certain groups behave, how I can approach them, how to discipline, it affects everything. I need to get into the head of the child." (T3, SA, R40)*

According to both School A's and B's policies, the LoLT is English, and the first additional language is Afrikaans. This policy implies that by policy directive, teachers are supposed to use other languages even though they strongly believe that the use of several different languages for teaching and learning would be very beneficial to the learner's academic performance.

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Teacher Two also indicated that one of the main challenges that create minimum learner participation is a lack of language proficiency. She further indicated that these learners come from foreign countries like Nigeria, French-speaking African countries like the Congo, and some from townships like Soshanguve (Pretoria North) and Mamelodi (Pretoria East), and these are areas where the most commonly spoken language is not English but the *"Pitori"* (Pretorian) language which consists of languages such as Setswana, Sepedi, and Isizulu.

Language barriers between learners and teachers imply that teaching and learning cannot occur effectively, and thus, an intervention is required. Thus, teachers realise the significance of using several different languages, which is that these methods help to bridge the language or communication gap in the classroom. Superdiversity remains a challenge as both learners and teachers sometimes do not understand each other's languages, which still affects communication among them.

In South Africa, all learners have the right to be taught in languages of their choice or HLs, but in this case, such right is not practised mainly because of the school policy and also learners' and parents' preferences (RSA, 1996, p. 20). Even though the learners acknowledge that being taught using several different languages is beneficial and increases their interest and participation in the classroom, they still prefer using one language, which is English HL, because of the possibility of global interaction.

Based on the results presented under this subtheme, it is evident that there is a misconception about TL from some of the teachers. Some participating teachers regarded TL as similar to code-switching. This is a misconception. The similarities are acknowledged as they are believed to be effective ways of assisting linguistically diverse learners in shaping experiences, making meaning and deeply understanding educational concepts. However, although the similarities between code-switching and TL are acknowledged as the natural method of multilingual learners to shuttle between languages are acknowledged (Mokolo, 2014), the TL approach is also much more; it is a strategic education method of providing support to learners and ensuring inclusive and maximum learner participation. This is proven by the responses from all the participants in this research based on their experiences when TL was implemented in their classrooms.

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4.3.2 Subtheme 2: Learners' Experiences

Learners' experiences have been identified as a central theme in this section as per the data analysis, which revealed both the positive and negative experiences of the learners in the classroom where TL was used as a support method. The overall responses showed that learners are very positive about this approach as a method of increasing learner participation and improving academic performance and communication. The learners felt that their self-identity was acknowledged and respected, and that brought them a sense of belonging as well.

Most of the learners who are fluent in their respective HLs acknowledged the positivity and progress brought about by TL. However, they still felt comfortable and preferred being taught by the EMI for future opportunities like jobs, and they also highlighted the fact that normally, they are assessed and given class and home activities in EMI.

There is a contradiction in the learners' viewpoints concerning the diverse languages. They acknowledge that the use of several different languages in the classroom is very helpful to them, in particular for concept clarification; they develop subject interest, a positive attitude towards learning, inclusive communication, improved academic performance, learn about different cultures and languages, and experience improved relationship with their peers and teachers. The contradiction comes in when they indicate that they do not want to speak or be taught in their respective HLs except for English only. This viewpoint worries Teacher One, who believes that because of these learners' attitudes and mentality around the use of English HL only, these learners are brainwashed and do not understand that using their entire linguistic repertoire assists them more in academic performance than just believing and highly regarding English and refusing to embrace their HLs which they understand better.

> *"They would appreciate it, but it's gonna be difficult because it's something that has always been neglected and learners just grew into it uhm in a way 'ya gore' (that) if you tell them that I am going to teach maths 'ka' (in) Sepedi it might be shocking at first but when, once you implement and they understand that its possible they have always viewed it as an impossible thing to do because it was never an experience for them."* *(T1, SA, R20)*

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She further indicated that even though learners prefer English only, it becomes a challenge in the classroom if it is used as the only language because once they do not understand some words or the instruction, there will be very minimal participation.

Superdiversity refers to the diversity of South African communities “along several dimensions, including language spoken, race and ethnicity, countries of origin, socioeconomic status, levels of education levels, and modes of arrival or migration history” (Park et al., 2018, p. 6). With regards to languages, learners are diverse but are being taught in English HL, although they are not proficient in that language. One of the reasons for the lack of HL proficiency among learners is that English is a foreign language to them; they do not study at home, and some even come back with homework not done. According to Teacher One, another reason is that some of their parents are not proficient in English, and the language is not spoken at home; it is only spoken in class. Lack of language proficiency has a negative impact on academic performance as students do not comprehend the content due to the language barrier. This language barrier has a negative impact with regard to content coverage, and teachers have to spend most of the time either explaining in different languages or allowing peers to explain to each other in diverse languages, which consumes a lot of time (TTI, T4, B64).

As much as learners are keen to learn through TL, some experience mother tongue challenges as they do not fully know their HLs. Translanguaging requires a substantial effort from learners who are not fluent in their mother tongues. Mgijima and Makalela (2016) indicate that some researchers have found that one of the African languages that most learners find very complicated to understand is IsiXhosa. If learners who regard this language as their HL find this very difficult, then how are they going to learn and interact with their peers using TL? Ngcobo et al. (2016) raised a concern that learners who are not proficient in African languages will feel left out during teaching and learning. Ticheloven et al. (2019) gave an example of a 19-year-old learner's mother who used to send her some text messages in the Bosnian language, which was their mother tongue, but when she read the texts, she found the spelling was completely different from the spoken language. The learner would, therefore, respond in the language she understood better, which was Dutch, as she understood it better than the Bosnian language. This learner found the Dutch

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language easier to use and would surely use the language in a TL classroom instead of her Bosnian mother tongue, as that would require a lot of effort (Ticheloven et al., 2019).

According to Ticheloven et al. (2019), one teacher indicated that the lack of HL confidence by learners would lead to the language perishing as they did not use that language, which might cause difficulties in TL, especially because teachers do not know or understand these languages. However, some researchers take positivity in the notion of being lost between languages as a good reason for the introduction and permanent use of TL pedagogy as it plays a huge role in further developing HLs and thus producing stronger multilingual growth (Ticheloven et al., 2019). Learners also regard TL as a possible way to maintain their HLs as they get an opportunity to practise and learn it further.

Learners face challenges when teachers mix languages that learners do not necessarily understand. Learner two indicated that most of the time, especially during mathematics lessons, the teacher used mainly English and mixed it with Afrikaans, and the challenge is that most of the learners do not understand Afrikaans very well, so they end up getting lost along the way while the teacher is teaching. It seems that the teachers normally use the languages that they know as part of using other languages to teach content, but the challenge is that they use an additional one or two languages as their teachers normally teach them in English or Setswana only; most of the time they use Setswana a lot as indicated by learners. Learner Four also indicated that when a teacher uses other languages that learners do not understand, it is a challenge because it is hard for them to understand what is happening, especially when the teacher uses some African languages during teaching and learning. Thus, TL became relevant to close all these gaps.

Another worrying factor for learners is when some of their peers speak languages that the majority do not understand, they become worried or unsettled: *“But when someone speaks own language like Shona, you would think they are insulting or gossiping about you”* (FGD1A, L8, R116). This can create insecurities among learners, which may end up causing division, especially if they begin to think that someone could be insulting or gossiping about them. Thus, this would lead to social isolation among learners, which would ultimately affect and defeat the notion of using

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TL to develop inclusive communication, which would naturally develop social cohesion in the classroom.

Teachers have witnessed and acknowledged the use of several different languages as very beneficial and having a positive impact on the emotions of the learners. They acknowledged that TL brought about togetherness; it encouraged team spirit and flexibility and, most importantly, productivity, as learner performance and participation improved. The use of different languages allowed learners to be free in the class to the extent that they were able to work together, make jokes and laugh together while working towards achieving common goals, which had a positive impact on their socioemotional factors, which is very important. According to Van der Wildt et al. (2015), research on social homophily found that when schools allow TL in multilingual classes, learners form more cross-linguistic connections. One aspect of using TL in the classroom via comprehensive multilingual education is motivation and a positive attitude.

Based on the results presented in this subtheme, some of the positives that learners experienced included academic inclusion, improved relationships amongst their peers and teachers, subject interest, and improved academic performance. The findings concur with Ngcobo et al. (2016), who emphasise that TL aims to use different languages to strengthen values and learning for multilingual learners in the classroom. During teaching and learning, some teachers use the learners' languages to stimulate a sense of belonging, strengthen relationships, and, most notably, build a positive learning environment, as supported by Hillman et al. (2019). The findings show that overall, both the teachers and learners had a common positive experience whereby TL was used in the classrooms to enhance the teaching and learning process.

4.3.3 Subtheme 3: Teachers' Attitudes

The data analysis has identified the teachers' attitude as a central subtheme in this section as it is very influential on what happens in the multilingual classroom. The overall response from the participating teachers showed positivity in terms of their attitude as they appreciated that there was increased learner participation, reduced academic frustrations and failures from learners, and improved communication. I believe that to achieve anything in life, one needs to be committed and have a

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positive attitude. It is a wish for every teacher to provide good and quality teaching to the learners. Regardless of the numerous challenges that teachers face, they still strive to ensure that learners are taught and, most importantly, understand the subject content using diverse methods like Teacher Three, who indicated:

> *"So I don't hand out marks. They complain, I yell at them, I scream at them and I bully them to get what I want. But now they have the results, now, now finally. It takes about six months, now it's finally coming together because now I can say, remember when I said I'm shouting at you, I'm phoning your parents, I am sending you to the principal's office."* *(T3, SA, R70)*

She indicated that she forces them to participate or respond to make sure that learners learn at the end of the day. Even though teachers try to use or allow learners to use several different languages for teaching and learning, they still experience challenges whereby some learners feel that they should not be taught in other languages. There are contradicting facts about learners as they acknowledge that using different languages is very beneficial to them, but they still prefer using only English. Learners with insufficient communicative skills do not perform well in their academics, which impacts teaching and learning. When different languages are used for teaching and learning, there is a high level of participation, and teachers can see that through the learners' responses. Thus, teachers are happy and positive about the use of several different languages in the classroom.

Teacher Five believes that this notion is very realistic and should be implemented permanently as there is a significant difference in learner participation and performance.

Teacher Five indicated the following:

> *"I think teachers should really not be confined to simply using English only. Because, like I said, sometimes there are some things that you might explain better in your own language. So, I believe that people should be given that opportunity to express themselves in their language where they feel comfortable."* *(T5, SB, R42)*

She further indicated TL is easier because, most of the time, learners translate for each other, especially when they are grouped, which makes her job easier. She strongly believes that the use of several different languages during teaching is very important and helpful. She believes that diversity in the classroom affects the use of

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other languages, which sometimes forces them to use English; however, she feels that teachers should not be confined to English; they must allow learners to use their diverse languages for learning freely. Teacher Six also likes the fact that when several different languages are used, learners become comfortable and develop a sense of acceptance or belonging, and most importantly, it improves concept understanding. Another benefit is that he would be free to say certain things in his HL to help learners learn and also be in full control of the classroom. However, he indicated some issues that are contrary to his wishes to use diverse languages: Learner exclusion as some do not understand most African languages, lack of language uniformity, learner backgrounds, and beliefs. Teacher Seven compliments the idea that the use of multiple languages does not develop language communication, commenting:

> *"It becomes a problem now because there are certain things that I would want to say that may be a problem with the child. Okay. Or that will convey such a message, that will be the next message. Stole message. Stole message that, you know, if I say this one, but you can't because now a Congo person doesn't know that. I have one; I have, I don't know if I'm right or fortunate; I have about five Congo[lese] or French-speaking people in my space." (T6, SB, R22)*

He felt that it has a negative impact on the development because certain learners are foreign nationals who know only one language; therefore, there will never be a balance. Teacher eight believes that if teachers can use several different languages for teaching and learning, then it is fine because the whole process is very helpful to learner performance. This also shows that the learners need to learn not only their home languages but other additional or indigenous languages to be able to communicate with everyone and this is in line with the ILA theory.

Even though teachers believe that TL makes the whole process of teaching and learning easier, according to Ticheloven et al. (2019), some teachers feel isolated when they are faced with several different languages as they do not understand most of them. One of their fears is that some learners may use their HLs to insult and bully others, just like a Polish-speaking learner who insulted a teacher in his language (Ticheloven et al., 2019). This automatically makes the teachers concerned about multilingual learners and, most importantly, the use of TL in the classroom. However, another teacher indicated that learner behaviour cannot be

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influenced by multilingualism or TL in the classroom, but it is about how the learner is raised at home. It is about the morals and values the learner carries (Ticheloven et al., 2019).

Teachers are essential in a TL classroom as they facilitate discussions by asking learners questions that contribute to their comprehension of texts. It is very important for teachers to have positive attitudes towards TL as that would enable a harmonious classroom, especially in a superdiverse context (Bialystok, 2018). Even though most participating teachers in this study are positive towards TL, research shows that some participants in other studies have negative attitudes. In contrast, some have positive attitudes towards TL. According to Al-Bataineh and Gallagher (2021), a language ideology that is code-focused is strongly influenced by both the negative and positive attitudes of the participants. The participants regard bilingualism as two isolated languages and monolingualism as the relevant usage of the standard language (García, 2009. p. 46). This philosophy “privileges and idealizes language in an ostensibly pure, hygienic form” (Lee et al., 2016. p. 178) and undertakes “the existence of a monolingual natural speaker and a homogeneous speech community, a reminder of the Chomskyan ideal” and of “the pervasive traditional approach to writing where the user is expected to communicate through a standard language to the exclusion of other languages and language variations” (Horner et al., 2011, p. 303).

According to Ticheloven (2019), some teachers who feel that diverse languages in the classroom is worrying because they become unaware of what the learners are discussing and cannot keep track of their discussions since the teachers as the facilitators of learning do not know and understand all the languages spoken by the learners. The teachers become fearful of what is being discussed during lesson time by learners since they are losing control over the class. According to the scholars of language and education, they share the same sentiments with the teachers by indicating that teachers cannot be comfortable while learners are in discussions during class times while teachers are ignorant of what is being discussed, taking into consideration that learners are still teenagers (Ticheloven et al., 2019). Another significant concern was that it would become difficult for teachers to facilitate learning, and that may have a negative impact on learner performance; for example, if a learner unintentionally explains or clarifies a concept incorrectly, the teacher

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would not be able to rectify it which would mean that the learners may learn wrong concepts or content.

Regardless of the concerns or the negative viewpoints on the implementation of TL reported by participants from other studies, in this study, Teacher Four is optimistic that the TL approach minimised many academic issues or failures as there is a deep understanding of the concepts even though specific terminologies equivalent to certain translated words sometimes do not exist in all languages. She supports this method as she believes that language is a custodian for learning and, therefore, it should be realised, acknowledged, and embraced.

The findings in this subtheme on the teachers' attitudes towards TL evidently differed based on their perspectives and preferences. Their different views are based on their understanding of TL, and they appreciate this approach as it brings about progress in the classrooms. Their responses are uniform in the sense that they show a common goal and ideology, which is about building inclusive communication in the classrooms and acknowledging linguistic diversity and identity. One researcher noted the concerns and fears of these teachers and further elaborated that even though the fears sound legitimate, it is very important to note and understand that for teaching and learning to occur effectively, there is a need for a lingua franca in the classroom (Ticheloven et al., 2019). Regardless of the different attitudes of a variety of participants in various studies, most of them, including the ones in this study, have positive attributes and attitudes towards TL in their respective superdiverse classrooms. Moreover, the majority of teacher participants had positive goals towards TL in their classrooms (Raja et al., 2022).

4.3.4 Subtheme 4: Learner Attitude

Based on the collected data, most participating learners acknowledged and appreciated the use of TL in the classroom and, therefore, supported this approach. The participating learners acknowledged that using TL in the classroom helped them communicate better as they were able to actively participate, express themselves and easily understand the subject content. Some felt that using their native languages aided them in answering questions, responding quickly, communicating effectively, explaining ideas, being understood by others, raising questions, stating their thoughts appropriately, scaffolding when needed, and understanding one

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another. However, they are divided in terms of permanently using TL during teaching and learning, as most of them prefer being taught in English as the LoLT as they regard it as a language universally used in the global economy. They have witnessed the positive aspects of TL, but they are still determined to be taught only in English. Learner Seven indicated the following: *"I would say English because it's easier for everyone to communicate. It's a basic language that people know, that people need to know"* (FGD3B, L7, R120).

These results have highlighted opposite views from some studies abroad that are negative about TL. Most university students like TL for L2 learning because it helps them understand challenging academic topics during teaching and learning with scaffolding (Moody et al., 2019). Even though students developed positive attitudes towards TL pedagogy, only a few prefer to use it permanently, while the majority prefer to use it temporarily or when there is a need but not at all times.

According to García and Wei (2014), learners have aspirations to partake in learning in the classrooms. Their aspirations to participate in learning include group discussions and answering and asking questions with their teachers and fellow learners. The use of learners' existing diverse languages helped to provide strong support to learners, especially those who are not proficient in the LoLT. When learners are being taught certain concepts and have the answers to questions, but the emergent bilinguals are not able to answer due to the use of the TGTL, it is only TL that assists in closing such difficulties and that allows learners to be more comfortable (Raja et al., 2022). In such instances, TL is utilised as a bridge for the communication gap and to activate the leaners prior knowledge to participate better and, at the same time, be heard and understood by their fellow learners (García & Wei, 2014; Hardigree & Ronan, 2019).

Most bilingual learners can easily understand each other without major difficulties. According to research conducted in a South African university, four students have indicated that they did not experience any difficulties communicating with their fellow group members in diverse languages because they are multilingual and can speak and clearly understand most of the South African official languages (Mbirimi-Hungwe, 2021). However, there were some students who still had negative attitudes and responses regarding the use of their HLs for learning as some felt that

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someone may speak a language that they understand, but when it is their turn to speak their HLs, those people do not understand it and normally in such cases tribalism is developed which causes tensions and disagreements among learners (Raja et al., 2022).

This is proven in this research by Learner Thirty, who indicated that whenever it is his turn to speak his HL, Tshivenda, his fellow learners shockingly look at him as if he is a foreigner and also laugh at him, which makes him uncomfortable to continue to his speak his HL.

Learner eight expressed the following: *"[I] feel irritated … Sir, because they laugh at me. We can talk to each other mostly, you know. When I say something to them, it's like, ah, what is he saying"* (FGD3A, L8, R88)?

Such a situation not only discourages a learner from speaking his HL but also makes him ashamed of his language, which is actually his identity; therefore, some learners do not prefer TL as a valuable strategy to communicate in the classroom regardless of the benefits. According to a study conducted by Rasman (2018), most learners had negative attitudes towards TL as they were made to feel inconvenient, inappropriate, and embarrassed by their fellow learners. The study was conducted among Javanese, Indonesian, and English language-speaking learners, whereby the learners had laughed at the Javanese learner speaking in his Javanese language, although he was not saying anything funny at all. This showed how inappropriate and inconvenient his language was, which ultimately made him feel embarrassed. Vaish (2019) also indicated that another factor that contributes to the negative perception of the learners' HLs is that they are not proud and keen to speak their languages; some even feel annoyed by their HLs, and instead, they prefer using English only.

The use of TL in the classrooms has been shown to be a valuable strategy for communication, even though learners sometimes do not appreciate the use of their ILs as a supportive measure to enhance participation in communication during teaching and learning. It is notable in this research that learners are aware of the benefits of TL; however, some of them have been shown to be deeply rooted in the monoglossic ideology, whereby they regard it as an illegitimate language practice and English as the only relevant LoLT. According to some of them, the English

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language is the only proper standard language to be used for communication for teaching and learning (Raja et al., 2022). Sometimes, IL diversity in the classroom tends to deter the facilitation of understanding in learner discussions and interaction amongst themselves, just like the one that happened in South Africa (Mbirimi-Hungwe, 2021). The language superdiversity brought about difficulties in employing TL in the classrooms (Vaish, 2019). Rasman (2018) highlights the influence of the learners' negative attitude on the utilisation of their ILs in superdiverse classrooms where the LoLT is English. This attitude is caused by socio-political influence and beliefs. The learners believe that the ILs should only be used at their respective homes, not in the schoolyard, as they feel that using their ILs at school makes people look down on them and disrespect them, and it makes them look uneducated.

When teachers practise TL in a superdiversity classroom, it becomes an added advantage to some learners as it makes them feel happy, supported and acknowledged. Teachers' TL becomes highly appreciated as it closes the gap between learners and teachers as some concepts are clarified for other helpless learners. I remember when I was an undergraduate University of Pretoria student, one of the lecturers, Prof. Evans, always taught us using diverse languages, and I found it very interesting and pleasing because there was a sense of belonging for me; I felt that our identity was acknowledged and respected, most importantly it was easy for us to participate in the discussions without feeling left out. According to Rivera and Mazak (2017), whenever teachers or lecturers use TL during teaching and learning, it is believed to be something that is required, relevant, respectful, and appropriate. Some researchers emphasise the significance of TL by teachers, especially because most classrooms are superdiverse. García and Wei (2014) emphasise the significance of teachers' TL because it allows for concept clarity, reinforces, and gives voice; it discourages discursive discourse.

Based on the results obtained in this subtheme, the findings show that overall, most participating learners have a positive attitude towards TL in the classroom. Their positive attitude is supported by Baker (2011), who asserts that TL enables a deeper understanding of educational concepts, promoting learners' in-depth understanding. The findings show that all participants commonly acknowledged that TL has been very beneficial to them during teaching and learning. The teaching and learning process has been centralised through the creation of social spaces to integrate

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meaning-making, hence leading to positive responses or attitudes from the participants (Wei, 2011).

4.3.5 Subtheme 5: Superdiversity in the Classroom

According to the diverse data modalities, most participants involved acknowledged that the superdiversity amongst them had a huge impact on everything they did, such as communicating and learning. Superdiversity refers to the differences among participants in many aspects, such as their colour, population, race, gender, religion, age, nationality, language, etc. The contribution to the superdiversity of the participants was used as the base for participant sampling, and it also had an impact on teaching and learning in the classrooms. These varied differences among the participants are the parts that enable or define superdiversity. The following table shows the extent of superdiversity among the participants. Table 4.4 displays the extent of the superdiversity in the class.

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Table 4.4: Extent of Superdiversity

Teachers	
Gender	Males (one)
	Females (seven)
Home Language	Shona, Tsonga, Sepedi, Setswana, Ndebele, Isizulu, English
Race	African, white
Colour	Black, White, Afrikaner
Age	27, 29, 31, 33, 44, 40, 45, 52
Religion	Christian, Catholic, traditional belief
Home Address	Zimbabwe, Limpopo, KZN
Current Address	Pretoria Central, Mamelodi
School location	Pretoria Central (in the city), Pretoria West (on the western side of the city)
Learners	
Gender	Males (five)
	Females (eleven)
Home Language	Northern Sotho (Sepedi), Southern Sotho, Afrikaans, Shona, Tsonga, Tswana, Ndebele, English, Venda, Isizulu
Race	African
Colour	Black, Coloured
Age	Between 14 and 15
Religion	Anglican, Christian, Muslim, traditional belief, Catholic
Home Address	Limpopo, Mpumalanga, Kwazulu Natal (KZN), Pretoria, Nigeria, Congo, France
Current Address	Rosslyn, Mamelody, Soshanguve, Attredgeville, Mabopane, Centurion, Pretoria Central, Pretoria West. All these areas are around Pretoria.
School location	Pretoria Central (in the city), Pretoria West (on the western side of the city)

Superdiversity has been regarded in areas such as languages (Blommaert et al., 2016) and public health (Phillimore et al., 2019) but has only recently been regarded in educational contexts (Blackledge et al., 2013). It is also important to note that the two schools' names are actually Afrikaans, and the diversity in the school included white South African, Afrikaner, Black South African, and foreign black learners. In a school setting, superdiversity involves raising the consciousness of a multitude of intricate and layered multiplicities instead of concentrating on just one eminent feature of individual multiplicities, such as the cultural background. It is very

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important to know and understand language experiences, needs, academic strengths and weaknesses especially for learners who come from a foreign country.

Indication of parts of superdiversity and multilingualism:

- *"I speak Southern Sotho"(*FGD3B, L1, R2).
- *"I speak Ndebele and Zulu, English, Tswana and Sepedi"* (FGD3B, L2, R8).
- *"My home language is Venda"* (FGD3B, L3, R12).
- *"My home language is Setswana" (*FGD3B, L4, R16).
- *"Mostly I speak English because my father speaks Sotho and my mother Sepedi" (*FGD4B, L1, R2).
- *"Sir, for me, my dad is from Nigeria, and mom is from Lesotho, so she speaks Sotho, so I don't know what I should say I speak. Sometimes, when I am with my mom, we speak Sotho together, and when I am with my dad, I speak English." (*FGD4B, L3, R12)
- *"My home language is Setswana, my mom speaks Sepedi /Sesotho, and my dad is from Nigeria, so when I speak to him, I speak in English, but most of the time, we speak Sotho, sometimes a bit of Setswana as he understand[s] it, and also Sepedi. but when I speak to my father, I speak in English; I can also speak English and Afrikaans." (*FGD4B, L4, R18)

According to Gamble et al. (2017), it is significant to understand all the learners' needs and backgrounds, including their language exposure and literacies, their cognitive ability, recreational preferences, religious affiliations and the background of their culture and customs. This helps teachers to understand their learners better. The quoted responses indicate the linguistic diversity and abilities among the participants.

The table above has shown the superdiversity of participants, whereby there is an indication of the degree of differences among participants, which impacted both their social and academic life. Their diversity played a huge role in how they conducted themselves towards others, which also included their thoughts and attitudes towards their peers and their academics. The superdiversity has helped and brought a sense of respect and discipline among the participants as they learned about their diversity and how to respect and appreciate their superdiversity. It is very important to note that these participants come from different countries, provinces, and tribes and live in

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different areas where diverse languages are spoken. They came together with their diverse languages, gender, and race. All of these differences from the participants are used to emphasize the degree of superdiversity.

The participating learners differed culturally, biologically, demographically, and linguistically. The linguistic diversity among them was deep, but they have found ways to navigate communication among them in the classroom. Learners who spoke the Zimbabwean language (Shona) were able to hear and understand the South African Nguni languages, including Xitsonga, which made communication easy. This shows that even though learners are different, they are still able to connect and work well together. Another interesting part shown by learners was their eagerness to learn other languages; one learner originates from France, and her HL is French, but since they have been staying in South Africa with her parents, originating from the Tswana and her father speaking French, they ended up using English as their language of communication at home. Thus, the learner regards English as her HL. As part of trying to fit into society, Learner Five has indicated that she has friends who speak African languages, and that helped her to learn these languages. Such efforts help the learner not to experience social isolation (Ticheloven et al., 2019).

One of the challenges that came with learners' overall superdiversity is their linguistic diversity, which played a huge role in terms of communication among them, especially in the classroom when some learners could not understand South African languages:

> *"Uhm, for me, when I talk to someone, they expect me to talk in Tswana, Zulu or something. But I mostly speak English, so when they talk to me, sometimes, I may not understand what they're saying. And they may not be fluent in English, so it's hard to communicate with them." (FGD3B, L7, R45)*

Learners may be linguistically diverse, but they have managed to communicate with one another and discuss educational concepts as per classroom activities. Only a few may have felt left out, but their peers ensured that they assisted them with interpretations of various languages, including English, to accommodate them. This is in line with experiential learning theory which emphasises that knowledge is created through transformation of experience.

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According to the findings presented in this theme, it is clear that the participants come from superdiverse backgrounds. Superdiversity has exposed learners to various cultural, linguistic, and traditional perspectives. The participants generally appreciated their exposure to diversity among themselves as they learned many things. Most researchers highlighted the importance of TL, indicating their positive attitude towards TL as they have noted and believe that it encourages inclusive social and academic communication as well as linguistic and cultural diversity (García, 2023b). Translanguaging helped and encouraged learners to learn about and respect their different languages, cultures and beliefs. It is believed that it inspires learners to appreciate their languages and learn new languages.

4.4 Theme 2: The Linguistic Diversity in the Classroom

Theme 2 highlights the impact of TL in superdiverse classrooms, focusing on the benefits and constraints of linguistic diversity. The two identified subthemes show how TL can be used as a resource and also how it impacts communication in superdiverse classrooms. Theme two was also identified through inductive TA; the main focus was on the benefits and constraints of linguistic diversity, where the language used for teaching and learning is English in both schools. Even though the English language is used as LoLT, there are challenges whereby many learners are not proficient; most of the time, they rely on a dictionary and peers to explain the content. Their language and cultural diversity also play a huge role (Raja et al., 2022). The TL approach is considered prominent in linguistic educational contexts, especially in EMI classrooms (Raja et al., 2022). However, the practice of using TL for teaching and learning still receives criticism from numerous researchers, pointing out difficulties in implementing TL in the classroom.

Language variety among learners has a significant impact on their lives and academics. Most of the learners are not necessarily proficient in their HLs. due to their language diversity, as you would find the mother might be Xhosa while the father is Shona, and they live in a town where the most commonly spoken languages are Sepedi, Tswana, and Zulu, which creates confusion for both learners and parents. At the end of the day, the parents try to find a common language, which is the “Pretorian” language; however, the learner’s HL is not established. In South Africa, language dominance is influenced by economic and political factors, which

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has a negative impact on language policies. It was only for this research that teachers and learners were allowed to use several different languages during teaching and learning.

Table 4.5: Definition, Inclusion, and Exclusion Criteria Related to the Theme of Linguistic Diversity

Definition	Inclusion criteria	Exclusion criteria
Linguistic Diversity: The differences between various languages used for communication, either written or spoken (Mayor, 2012)	Any reference made concerning the differences between various languages used for communication, either written or spoken	Any references not associated with the differences between various languages used for communication, either written or spoken

4.4.1 Subtheme 1: The Impact of Translanguaging on Communication

The data analysed show that Subtheme 1 in this section is central as it highlights the impact of TL on communication during teaching and learning. The data shows that TL positively stimulated communication among teachers and learners. In South Africa, all learners have the right to education and to be taught in the languages of their choice McConnachie et al., 2017). In this case, learners are normally taught in one dominant language, which seems to be a preference of both parents and learners. There is nothing wrong when learners prefer to be taught in the English language, but this requires them to be proficient in that particular language so that they can comprehend the content and be able to carry out the instructions without any difficulties. Teacher Three highlighted that some of the difficulties are that these learners do not know English, and some of their parents even come from foreign countries and do not know English very well. At the same time, they are not proficient in their HLs. In this case, learners of both schools A and B are multilingual, which means they understand different languages, but most of them are not proficient in English, and the same applies to their FAL, which is Afrikaans. Therefore, it becomes questionable how these learners learn if they struggle to comprehend both their HL and FAL fully.

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Learner Seven expressed the following:

> *"I mostly speak English, so when they talk to me sometimes, I may not understand what they're saying. And they may not be fluent in English, so it's hard to communicate with them" (FGD3B, L7, R45).*

This comment shows a need for language intervention; hence, the proposed idea by my research is to use the TL approach to develop understanding and promote inclusive communication in the classroom, especially where the learners are superdiverse. The learners indicated several concerns with the language intervention strategy, such as using several different languages in the classroom for teaching and learning. One challenge indicated by learners is that it is time-consuming.

Learner eight expressed the following:

> ***"****Because it's a waste of time explaining one thing in different languages****"*** *(FGD2A, L8, R147).*

Learner Twelve is against this idea because she does not want a lesson to stop just to explain to other learners. She further indicated that she does not want people to speak her language as she is also not speaking their languages; this shows her sense of unwillingness to speak or learn other languages.

Leaner Eleven also shared the same sentiments and further indicated that:

> ***"****We don't mind hearing and learning other people's languages but not in learning terms****"*** *(FGD2A, L11, R19).*

The learner emphasises that it is not a problem to use different languages, but it should not be used for teaching and learning. Another challenge is that some learners feel excluded.

Learner One expressed the following:

> ***"****Some would feel excluded because they want to hear some words that other people say****.."*** *(FGD2A, L1, R108).*

Even though the purpose of using multiple languages in the classroom is to create inclusive learning and communication, it becomes a challenge when certain learners are excluded as far as their language is concerned. One of the learners. Therefore, it was stated that one of the reasons for the preference for English only is to avoid exclusion and instead accommodate all learners. Learners also stressed the challenges coming from the teachers' side as teachers do not necessarily allow

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many but just a few languages simply because the teachers do not comprehend all these languages; they prefer the learners to use languages known to them as they are the ones who can facilitate teaching. However, Teacher Four indicated that she is dependent on the learners to give her directives as she does not know and understand some of the learners' languages. Instead, she prefers to build a close relationship with them.

Teacher Four indicated the following:

> *"One of the strategies is, number one, building a, not a very close relationship, but a close enough relationship, uhm, linguistically with the learners for me to be able to then understand, uhm, how to teach a concept successfully."* *(T4, SA, R32)*

When she develops a relationship with them, it helps her in the delivery of her lessons and concept clarifications. Teacher Eight is also a foreign national who has acquired a few South African languages and tries to incorporate them during teaching, which makes learners happy and very responsive and automatically enhances the teacher-learner communication and relationship. It only becomes challenging when learners use languages that she does not even understand, which has an impact because she ends up losing control over the class or she has to cut off the use of different languages to regain classroom control.

According to Learner Twenty Two, teachers sometimes order learners not to use their HLs because they end up swearing at the white teachers and even learners, in particular those who do not understand these languages. Learner Twenty-Three also indicated that the teacher sometimes communicates in English, and learners are unable to respond in English as they are not proficient and do not know how to structure their sentences. Another major challenge is that some of these learners do not have their specific HLs; some live with parents who speak different languages, so they end up not being sure of what their HL is.

Learner Thirty-One does not mind the use of different languages; his challenge is when he tries to use his HL because some learners laugh at him and treat his language like a weird and foreign language. Another issue is that most of these learners do not understand the Venda language completely. Learner Thirty feels left out most of the time because she does not understand most of the South African languages, so when teachers or learners use South African languages, she is left

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out. She further indicated that even if they mix or go in groups outside the classroom, she is expected to speak and understand the commonly used languages; therefore, she is left out as she cannot speak or understand these languages, and her ability to communicate is severely affected. Learner Thirteen indicated that she is against the use of several different languages as it becomes strenuous when they have to go through many languages to clarify subject content to their fellow learners as a lot of time is wasted. Therefore, she proposed that it would be better if they were divided into groups as per their HLs. Learners also indicated a lack of understanding of other or learners' languages by the teachers. Learners believe that it would be very helpful when teachers know or understand some of their languages.

Learner Twenty-Seven complained about the use of Afrikaans and its importance as she feels that it is not an important language or subject that should be valued because when going to workplaces or overseas, the language is not dominant or used at all; therefore, it serves no purpose learning it. Learners are also worried about the pass mark expectation for this subject, whereas they struggle to learn the language. They are also worried that when being taught and the teacher asks if they understand, even when they reply that they do not understand, the teacher ends up asking them how they cannot understand, and they end up keeping quiet and trying to catch up on their own.

One of the reasons learners prefer using one language, namely English, is because they are in a superdiverse classroom with multilingual learners; therefore, they want to accommodate everyone. Even though teachers were complaining about the learners' lack of English proficiency, they needed to embrace several different languages as it is a method used to bridge that language gap and improve inclusive communication in the classroom. Another challenge experienced by learners is a confusing mixture of different languages spoken at home. Learners end up losing their sense of identity because some of those I asked about their HLs were not sure which language their HL was. This uncertainty affects them because besides English being used in school, they still struggle with their respective HLs, which makes it difficult for them when TL. At the end of the day, the views of some were summarised in the following comment:

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> *"I know from experience that the African kid will not, will pretend if you ask, do you understand, it is not for them to say, especially me being the adult and they being the kids. It is not for them to say I don't understand, they'd rather say yes and not understand."* *(T3, SA, R24)*

Even though teachers are positive about TL, they are worried that it may happen in the classroom only; when learners are being assessed, it is a challenge because they use only one language, and there is no chance for interpretations in diverse languages, which also affects their performance and confidence.

According to Teacher Seven, language diversity is a challenge because there are different dynamics, and the biggest challenge is that not all languages can be accommodated in the classroom. She further indicated that English is not a problem for learners; they are all able to communicate in the language, and her only role is to teach the subject skills. She also highlighted that diversity in the classroom has helped her to be open-minded, non-discriminatory, and more accepting. Teacher Eight indicated that he enjoys new challenges from learners and having to maintain principles, morality, and values. The teacher indicated that teaching in such a superdiverse classroom has kept her on her toes, but this has sharpened her teaching skills. Teacher Six appreciates being exposed to different cultures and also to different points of view in different languages. Learner Twenty-Six shares the same sentiments. Even though both teachers and learners have negative and positive attitudes towards TL, García and Wei (2014) highlighted the benefits of this approach, which shows that learners are motivated to participate in learning activities by asking questions, participating in discussions, and sharing ideas. They further highlighted the significance of learners' existing languages, which serve as the support strategy for learners who are not proficient in LoLT and ultimately inspire communication among learners.

Teacher Five believes that the TL approach can work, but it leaves some learners out:

> *"But the problem with learners is that they can also leave some language, they can open up, you know, what can I say, it can lead to ideas of bullying, right? Especially maybe if a child speaks another language that others don't understand, or a child comes from one province and, you know, learners have got these stereotypes, or with our school, we've got learners from other countries as well. So it becomes a problem."* *(T5, SB, R14)*

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Some learners end up bullying other learners who try to speak languages that are foreign to them, creating a sense of xenophobia and stereotypes. There are opposing viewpoints in research conducted at a South African university, where students stated that they had no difficulty communicating with their peers in multiple languages because they were fluent in more than three of the eleven official languages. However, Teacher Five further indicated that too much diversity becomes a problem, and the teacher has no control over who says what. She also indicated that it is a hustle because they always have to translate some words into the vernacular, and sometimes both teachers and learners hit a brick wall when both do not know certain languages. Teacher Six also indicated that it is a challenge and takes time to explain certain concepts, and it becomes unfair when he cannot explain them in his HL. Only a few learners may understand him, so what about the learners with languages such as French and Congolese languages? He agrees that TL helps with concept clarification and gives learners a sense of comfort and belonging but he believes that it is better to use English only as it is used for global interactions.

Teacher Six indicated the following:

> *"We prepare people for the global interaction, not for our wanting " (T6, SB, R12).*

He regards superdiversity as a good thing but experiences cultural differences and challenges as sometimes he is unable to say certain things to reprimand learners to get his class back under control, but he cannot due to the diversity among them. Research shows that learners believe that the use of their L1 helps them answer questions faster, there is improved communication, and they are easily understood when raising issues or ideas (Raja et al., 2022). Translanguaging does not only involve a learner drawing from her linguistic repertoire to communicate in the classroom; it also involves shuttling between diverse languages of superdiversity fellow learners to construct meaning based on the discussed topics or concepts (Canagarajah, 2011)

According to Teacher Eleven, all languages cannot be used or accommodated in the classroom:

> *"I don't think so, because of the super-diversity that we have. I believe if South Africa was, did not have eleven languages" (T7, SB, R6).*

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She further indicated that dynamics are different, and there are learner differences in terms of religion, sexuality, nationality, tribalism, and cultural differences, which influence learner behaviour and have a huge impact on teaching and learning processes. According to research, the use of TL helps learners develop a high level of conversation skills and communication (Al-Bataineh & Gallagher, 2021). Teacher Eight believes that even though the school restricts the use of other languages except for the LoLT, teachers should use several different languages to teach for concept clarification as she likes the fact that learners who speak some of the learners' languages improve communication and social relationships.

Teacher Eight expressed the following:

> *"So I've noticed that even in the classroom, the learners take to, to, to warm up to a teacher. Let's say it's an African-speaking teacher who is now saying one word or two words in Vernac. There is social…It improves the social relationships."* *(T8, SB, R30)*

At the same time, she feels that teachers must use vernacular during teaching.

Teacher Eight expressed the following:

> *"But I feel teachers can use vernacular to make the learners understand, but at the same time also do justice to the language of examination. It can be doable." (T8, SB, R20)*

In her opinion, the biggest challenge is that learners cannot be taught in multiple African languages full-time while they will be assessed in English.

Even though TL in the classroom is beneficial to both the teachers and learners, it has its challenges as well. Teachers complain that for them to be able to facilitate teaching using the TL approach, they have to learn different languages first, which may be a challenge mainly because most of these learners are super-diverse with many South African and many other foreign languages such as Shona, French and Tsonga which most teachers do not comprehend. The other challenge is that using a variety of languages to clarify subject content is very time-consuming because they spend a lot of time trying to explain to those who do not understand the content in English.

Even though some teachers comprehend a limited number of learners' languages, they can still rely on learners to assist in explaining certain words to their peers and

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teachers. However, teachers are afraid of losing control of the class, as learners can talk about the teacher without the teacher being aware as she does not understand these languages. As much as teachers approve of this method, they also have challenges as most of them understand very few African languages, which means most of the time, they are not able to clarify many things to the learners.

Based on the results in this subtheme, the findings show that TL has a positive effect on communication among learners, especially in the classroom during teaching and learning. The findings show that this approach promotes inclusive learning, a sense of community, improved relationships among all participants, removes social isolation and language imbalances, improves communication, and helps learners develop subject interest as they are able to participate and express themselves freely. The implementation of TL brought about positivity, especially in terms of linguistic diversity. According to Mbirimi-Hungwe and Hungwe (2018), the languages that learners share do not prevent them from talking with one another as they work to understand the prescribed content. Translanguaging highlighted the linguistic unity of African languages, with fluid borders and shared intelligibility (Klíma et al., 1976; Makalela, 2015; Mbirimi-Hungwe, 2021). This shared understanding enables speakers to communicate with one another and, ultimately, collaborate on educational assignments. Regardless of a few negative viewpoints on TL, the method has proven to be more beneficial than bringing about negative experiences for learners and teachers.

4.4.2 Subtheme 2: Resources

In this section, Subtheme 2 draws on the notion that resources are the most crucial parts of support for progressive teaching and learning through TL. The provision of good quality education requires well-resourced and trained teachers, but in this case, all the teachers are teaching in superdiverse classrooms without any training, which makes it difficult for them to manage their classrooms accordingly. All the participating teachers indicated that they had never received any training to enable them to teach in superdiverse or multicultural classrooms; only a few teachers indicated that they had learned a bit about it when they were still undergraduate students. According to Omidire (2019), the difficulties of implementing TL practices included the lack of training received by teachers to deal with linguistic diversity from learners in superdiverse classrooms. Training is one of the first and most important

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resources required by teachers. Teacher Three indicated that the classes are overcrowded and they lack resources. She further indicated that they need resources like dictionaries of different languages, less crowded classes and textbooks of different languages, interactive whiteboards, and a projector. She further indicated that there is a need for one language that cuts across all languages.

Teacher Three expressed the following:

> *"The second best thing to be this language that cuts across all the borders would just simplify things" (T3, SA, R26).*

Sometimes, teachers need resources that are already available in their schools but are not functional. School A has whiteboards in some classrooms, while School B has projectors in the classrooms, but they are dysfunctional. Most teachers indicated the lack of supporting resources as a major challenge; however, they had one natural resource, which was the linguistic diversity among learners. The use of the existing languages of learners as a resource helps eliminate many challenging academic concepts written mainly in English, it also eliminates communication barriers and a lack of confidence from learners (García & Wei, 2014). According to Raja et al. (2022), learners' different languages could be used as possible resources to simplify meaning-making and knowledge-building. García (2023) asserts that bilingual learners find it easy and natural to learn and converse using TL and should be seen as a very important resource to understand and utilise.

Teacher Four also indicated that there are no resources at her disposal for teaching in superdiverse contexts, so she creates her own resources:

> *"There are no resources, especially in the subject, uhm, resources that promote diversity or are supportive of trans-linguistic approaches" (T4, SA, R34).*

However, she indicated that she requires resources such as dictionaries that are subject-specific and also translator apps. Teacher Five indicated that she does not have any resources to enable her to teach in a superdiverse classroom and further indicated that she needs resources such as dictionaries of different languages.

Teacher Five indicated the following:

> *"Maybe if we could have maybe dictionaries that are in other languages" (T5, SB, R36)*

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While Teacher Eight needs access to scholars and the internet, Teacher Seven requires English textbooks and social networks, and Teacher Eight indicated that she needs Wi-Fi and technological devices like a projector.

The People's Republic of China has developed a number of language policies in education since 2002 to nurture multilingualism in some ethnic marginal groups in parts of the country, covering the ethnic marginal languages, Chinese and English (Adamson & Feng, 2014). This shows how other states value and acknowledge the rising multilingual awareness of the universal populations to use languages as resources to safeguard their local, national, and universal identities (García, 2023b). Research shows that in most cases, linguistic diversity is regarded as the most important educational resource that bridges linguistic gaps through communication and maximises learning, particularly in a TL classroom (Raja et al., 2022).

The results in this subtheme evidently show that the teachers have a shortage of required resources to be able to teach effectively and facilitate the TL approach. The results show that for the teachers to enhance TL in the classrooms, they need different resources such as graphic organisers, bilingual libraries, bilingual anchor charts, books with bilingual characters, lists of gestures, a Whiteboard with pictures, picture dictionaries, and charts on the walls written in different languages (Ticheloven et al., 2019). This stimulates active participation and automatically encourages maximum learner participation.

A multilingualism scholar who endorses the notion of frequent use of gestures in TL classrooms recommended the use of the Accelerative Integrated Method to enforce the full use of linguistic abilities through TL in superdiverse classrooms. This was argued against by other applied linguistics scholars who felt that this notion would digress from the initial approach of implementing TL in the classroom contexts (Ticheloven et al., 2019). Translanguaging is used in the classroom in an attempt to close communication and linguistic gaps among superdiverse learners. The findings show that all the participating teachers have not received any form of training to enable them to teach in multilingual or superdiverse classrooms. According to researchers, TL can be very beneficial to learners by encouraging them to appreciate, recognise and use language diversity as a resource to connect learners

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with global societies and also help them perform well in their academics (García & Wei, 2014; New London Group, 1996).

4.5 Theme 3: Benefits of Translanguaging

The data analysed showed the benefits of TL in the classroom as a central theme in this section. Anything positive coming out of the implementation of TL is regarded as the benefits such as improved teacher-learner relationships, acknowledgement of self-identity, active participation, exploring diverse cultures and languages, inclusive learning, developed subject interest, concept clarification and improved communication in the classroom. The academic benefits of TL is much admired; it especially has educational benefits in the preparation of learners and teachers (Al-Bataineh & Gallagher, 2021). It further produces creativity (García & Wei, 2014), which Anderson and Krathwohl (2001) place at the uppermost cognitive level of curriculum activities, and offers an opportunity for critical and creative thinking (Wei, 2011). The research results indicate that the TL approach in superdiverse contexts has become beneficial to learners as it helps them to understand academic concepts in multilingual classrooms. Research further shows that learners appreciate and desire the use and recognition of their multilingual nature in their educational journey.

The third theme that was identified during data analysis was the benefits of TL in the classrooms. Benefits are regarded as the positive experiences and aspects that contribute to the development of inclusive communication in the classrooms through TL.

Table 4.6: Definition, Inclusion, and Exclusion Criteria Related to the Theme of Translanguaging

Definition	Inclusion criteria	Exclusion criteria
Translanguaging- Translanguaging, in this regard, refers to “the formal use of multiple languages in the classroom for effective teaching and learning”. (Mayor, 2012).	Any reference made concerning translanguaging used by teachers for effective teaching and learning	Any references that are not associated with translanguaging used by teachers for effective teaching and learning

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4.5.1 Subtheme 1: Translanguaging as an Inclusion Strategy

The motivation for this subtheme is strongly related to learners having the chance to study in their chosen languages to understand teaching and educational ideas. The use of the TL method in the classroom was intended to reduce bias and tensions, promote inclusivity in the classroom, and, most importantly, close conceptual gaps. In this regard, TL refers to the formal use of several different languages in the classroom for effective teaching and learning. One of the benefits of the TL method is that it promotes inclusive teaching and learning as learners learn better.

Teacher Four indicated the following:

> *"The benefits would be that ... language is deeply ... so for the benefits translanguaging, would be that some concepts would be easily explained or better understood if there was [a] reference to child's home language spoken" (T4, SA, R14).*

Learner participation increases as learners become proactive and are interested in what is being taught or discussed. According to learner one, the use of a variety of languages is important and developmental.

Learner One expressed the following:

> *"Yes. Because it creates interest" (FGD1A, L1, R78).*

Teacher Three supports the TL method because it closes the gap between teachers and learners. She further gave an example about her father, who used to work in mines with many other African men; she indicated that those miners, both black and white, used mixture of languages to enhance communication amongst them.

Teacher Three indicated the following:

> *"The benefit to the kids would understand it better, you know my father used to work on the mines, and they have a language like, almost like a trans language which they call 'Fanagalo', which was a mixture of a lot of African languages, everybody, even the white people working on the mines could understand it, and it just made it easier to communicate." (T3, SA, R22)*

They communicated through a mixture of African languages and English, which helped bridge the language barriers among them. Thus, she supports the idea of using several different languages in the classroom. This method inspires multilingual communication and teamwork between learners and teachers. Learners who are

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excellent in certain languages can provide perfect support for learners who are beginning to learn that particular language as well, and this helps to overcome learning challenges. This process is also beneficial for creating a collaborative and supportive environment whereby all learners participate in teaching and learning.

Zinn and Rodgers (2012) found that both learners and teachers benefitted from using several different languages, acknowledging their identity and capabilities. Most South African teachers and learners use their HLs in FP settings, which enables them to develop conceptual competences and communication capabilities (Childs, 2016). The "concept of TL has emerged, giving space to the dynamic practices of multilingual people all over the world" (García 2019, p. 370). Omidire (2019, p. 4) endorsed translanguaging as "a legitimate pedagogical approach involving the use of one language as a scaffold for language development and learning in another". There is also a study that recommends that TL strategies promote flexible ways to use diverse languages to communicate among multilingual teachers and learners (Duarte, 2019).

Translanguaging is very important and beneficial to the learner because it gives them a self-identity.

Teacher One expressed the following:

> *"They would be able to have self-identity, uhm, because everything is just so Eurocentric, uhm, learners are really struggling to have a sense of identity."*

It also helps them to work together and build a sense of community.

Teacher One further indicated the following:

> *"Uhm, learners will have a sense of belonging, learners will have a sense of belonging, uhm they won't treat each as others as foreigner. They will embrace diversity and have a good understanding of what it means, and they can also like 'batlo applaya' (they will apply) the way that they solve problems culturally in different ways because like we don't do things the same." (T1, SA, R56)*

This method transforms relationships among learners and teachers; it creates a platform whereby they learn from each other. It also helps them to understand certain concepts, which helps improve learner achievement, and it also builds a

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sense of community amongst them, which reduces xenophobia (fighting with or hate of foreign people).

Teacher One indicated the following:

> *"Learners will have a sense of belonging, learners will have a sense of belonging, uhm they won't treat each as others as foreigners " (T1, SA, R56).*

Learners indicated that they also get an opportunity to learn and embrace their diversity in the classrooms. According to Teacher Three, language is very emotive, and thus, TL assists in ensuring that concepts are easily understood. In her emphasis on the significance of the TL approach, she highlighted that language is a custodian for learning and understanding, which is deeply reliant on language.

Teacher Four highlighted the following:

> *"Language, uhm, it's a custodian for learning, so you can't learn without language, especially in the 8th grade. So this means that it deeply affects because the understanding is reliant on the language and if the language is not understood to the depth of the content, then, there is definitely going to be a gap or misunderstanding."(T4, SA, R16)*

As much as TL is praised as the strategic and beneficial approach to multilingual learners in a superdiverse context, Madiba (2014) points out that Translanguaging is neither feasible or advantageous to certain learners, particularly those who do not see it as redeeming.

Teacher Seven indicated that diversity in the classroom has helped her to be open-minded, non-discriminatory, and more accepting. Teacher Eight indicated that he enjoys new challenges from learners and having to maintain principles, morality, and values. The teacher stated that teaching in such a superdiverse classroom has kept her on her toes, and this has sharpened her teaching skills. Teacher Six appreciates being exposed to different cultures and also to different points of view in different languages. Learner Twenty-Six shares the same sentiments. When different languages are used for teaching and learning, there is a high level of participation, and teachers can see that from the learners' responses. Thus, teachers are happy and supportive of the use of multiple languages in the classroom.

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Teacher Five believes that this notion is very realistic and should be implemented permanently as there is a significant difference in learner participation and performance, stating:

> *"I think it does because if you allow people to use the language that they understand, then they are better able to express themselves" (T5, SB, R12).*

She further indicated that it is easier because, most of the time, learners translate for each other, especially when they are grouped, which makes her job easier. She strongly believes that the use of multiple languages or vernacular during teaching is very important and helpful. Teacher Six also likes the fact that when several different languages are used, learners become comfortable and develop a sense of acceptance or belonging and, most importantly, concept understanding. Another reason is that he would be free to say certain things in his HL to help learners learn and also be able to be in complete control of the classroom. Teacher Six agrees that TL helps with concept clarification and gives learners a sense of comfortability and belonging, but he believes that it is better to use English only as it is used for economic participation globally; he stated:

> *"Remember what we do, we prepare people for the global interaction, not for our wanting" (T6, SB, R12).*

Teacher Eight believes that even though the school restricts the use of other languages except for LoLT, teachers should use several different languages to teach for concept clarification as she also likes the fact that learners warm up to the teachers who speak some of the learners' languages and this automatically improves communication and social relationships. According to García (2019, p. 371), TL must be used "to educate all learners, regardless of their language practices, to maximize the meaning-making, creativity and criticality of their educational experience". This notion is endorsed by Leonet et al. (2020), who believe that educational TL uses a learners' whole multilingual repertoire and is considered a resource.

In summary, the TL approach brought about positive teaching and learning in the classrooms, regardless of some emerging challenges. It brought about inclusive communication among learners. Through TL, there was a developed collaboration among learners, confidence and comfort, improved learner-teacher relationships

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among learners and teachers as well, active learner participation, self-efficacy, sense of self-identity, concept clarification, subject interest, positive attitude towards learning, inclusive communication, improved academic performance, and acceptance of learner diversity (García, 2023b). The utilisation of the TL method in the classroom was intended to reduce bias and tensions, promote inclusivity in the classroom, and, most importantly, close conceptual gaps (Childs, 2016).

4.5.2 Subtheme 2: Translanguaging as a Teaching and Learning Method

According to the data analysed, the subtheme TL as a teaching and learning method was identified as central and crucial in this section. The teaching and learning method refers to the approaches or techniques that are used to facilitate smooth teaching and learning where learners learn effectively with maximum participation. It is the wish of every teacher to offer quality and very productive lessons to the learners. This implies that for such lessons to take place, teachers need to be ready to face superdiverse learners and ensure inclusive learning takes place. This also implies that teachers felt that they need to be fully equipped and must be multilingual (italics added) and, most importantly, be ready to face superdiverse learners with superdiverse languages in a superdiverse classroom. Teachers also need the relevant energy and vision to address linguistic and social challenges brought by the learners.

Teachers also need to comprehend that teaching multilingual learners in schools allows them to manage diverse challenges that enable them to develop new teaching strategies, keep them on their toes, and develop their learners' resilience. This resilience is defined by the resolve to continue using TL in their own unique methods, as well as to investigate and develop new elements to expand their overall repertory (García, 2023b). Learners must have the endurance to be socio-cognitively aware of when they need to repress some characteristics of their repertoire and when they need to pick specific features to interact with various speakers (García, 2023a). A study conducted by Carrim and Nkomo (2023) shows that the TL strategies that were used by teachers when teaching included teaching learners how to notice the inferences from the blended application of their prior knowledge while reading the passages.

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Teacher one said that she usually enables students to engage in their HLs or languages with which they are most comfortable, allowing for flexibility. This strategy also encourages learners to become more independent, and there is a high degree of involvement in class, resulting in subject understanding at the conclusion of the day. When learners have the flexibility to utilise their languages, their interest in the topic grows, and inclusive communication takes place because all of them can participate. Teacher Four indicated that whenever she is teaching, she is dependent on learners to give her directives. She also builds a close linguistic relationship with the learners, which helps in the delivery of her lessons and concept clarification. Teacher Six indicated that he allows learners to use different languages, but he ends up losing control over the class, and sometimes, it is difficult to reprimand learners due to cultural diversity. However, he acknowledges that allowing learners the freedom to use their diverse languages is very helpful but time-consuming. He further indicated that most of the time, he uses English as the main language and wishes to enforce English only as one language to avoid the inclusion and exclusion of other learners in the classroom.

A national study was conducted in the Southern US by Li and Luo (2017) on how multilingual learners used their own strategies to navigate teaching and learning in a TL classroom through the facilitation of the teachers. The strategies included small group cooperative reading tasks, including a reading book in which there were multilingual forms using English and Spanish (Carrim & Nkomo, 2023). During the cooperative reading, learners were enthusiastically involved in using several semiotic resources and using all the resources of their language repertoire when they encountered challenges in understanding. The learners gracefully read, using both Spanish and English, navigating their way around comfortable languages, thus, this method facilitated their language proficiency beyond the lexical level (Carrim & Nkomo, 2023).

Teacher Seven agrees with Teacher Six that the LoLT should remain English only, even though some learners are not proficient in that language. Both teachers indicated that they prefer English, and most of the time, they use it for teaching and learning. Teacher Eight believes that even when they use several different languages, others are still excluded, and there will never be a balance; therefore, all learners should use one language.

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Teacher Eight allows learners to use different languages, which helps them understand concepts; however, she is worried that during examinations, learners are assessed only in English. Carrim and Nkomo (2023) emphasised that when learners are being taught, they must also be encouraged to use their full linguistic repertoire for speaking and writing activities to allow them to fully and freely answer questions and express themselves. Allowing learners to participate in classroom activities using their diverse language abilities will empower them to use their authentic views and interact fully (Carrim & Nkomo, 2023). It is also notable that research shows that when learners can use all their language abilities and skills, their creative and critical thinking abilities are stimulated as they are empowered and inspired to "bring their whole selves and the entirety of what they know to a given writing task" (McLaughlin, 2022, p.1).

Most of the learners indicated that the most commonly spoken language around Pretoria is *"Pitori"* (Pretorian), and sometimes they learn best when the teacher uses this Pretorian language as they understand it better. In addition, some foreign learners can understand the language even though they cannot necessarily speak it. Another method of ensuring that learners learn another language like their FAL, which is currently Afrikaans, is to be forced to speak the language. Teacher Three indicated that when a child asks to go to the toilet, she tells them to ask in Afrikaans; she tells them that they must ask by saying:

"Kan ek toilet toe gaan? [May I please go to toilet?]" (T3, SA, R54).

This means, "May I please go to the toilet?" By so doing, she believes that she helps them to learn the language, especially because some cannot comprehend their FAL at all, which adds to a high failure rate. The teacher indicated that she bullies them into learning the language, which may look wrong now but will be beneficial later on. There is a gap identified by Teacher Three because it seems as if, according to her, learners can learn or speak in either English or Afrikaans. However, she does not necessarily encourage them to use other languages for learning. The teacher also shows that she speaks or teaches in either English or Afrikaans, even when writing on the chalkboard, which becomes questionable in terms of TL approaches in the classroom.

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As I observed in one Afrikaans lesson on reading comprehension about “Jasie and Laymie”, learners were taught by Teacher Two. During the lesson, the teacher read an Afrikaans story for them and translated it into English. For most of the lesson, the teacher read and translated while the learners listened and took notes. While the lesson was on, there was some noise from inside and outside of the classroom. Some learners were talking while others were listening, and the lesson was getting disturbed. Along the way, the teacher would read, translate, and ask learners questions like:

“What happened to Abe? What is ‘alles’[all]” (T2, LO, SA, R11)?

Most learners at the back did not show much interest and were noisy and disruptive; she even had to ask one learner to come and sit at the front since he was too noisy. The lesson was taught in two languages, English and Afrikaans; no additional languages were used for learners to communicate and participate fully. This showed the teachers' misconceptions about TL and code-switching. According to Carrim and Nkomo (2023), code-switching is referred to as the method of code-switching, which can be defined as a practice of swapping two or more languages in one presentation, which is what I had observed from the teacher.

The pace of the teaching with regard to reading and translating was very fast and did not allow learners an opportunity to listen and comprehend the meaning of the text. There was also no opportunity given to the learners to ask questions or additions, and on top of that, they were given an activity to complete individually from the exact same text that was read to them. This showed that some teachers still do not understand TL or prefer to use only languages that they know. The TL approach in the classroom is meant to allow the learners’ multiple languages to be appreciated and regarded at the same level of status and to be equally used for teaching and learning to assist with concept clarification, encourage maximum learner participation and develop inclusive communication (Lewis et al., 2012).

Based on the results shown in this subtheme, the findings show that TL was the only effective method of teaching whereby learners fully participated and enjoyed learning. The findings show that TL empowered both teachers and learners; it changed the landscape of monolingual teaching, created safe social environments, centralised learning; developed confident identities, practices and values among

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learners; enhanced conceptual competencies, and most importantly, developed inclusive communication in the classrooms (Wei, 2011).

4.6 Theme 4: Strategies Used By Teachers to Promote Inclusive Communication

The fourth theme that was identified during TA was the strategies used by the teachers for inclusive communication in the classrooms. The strategies were theorised as techniques used to promote and develop academic inclusiveness through communication among teachers and learners in the English HL classrooms. The following subtheme was identified: Support structure.

Table 4.7: Definition, Inclusion, And Exclusion Criteria Related To The Theme Of The Strategies

Definition	Inclusion criteria	Exclusion criteria
Strategies: An idea of action intended to achieve an overall objective or a long-term goal (Mayor, 2012)	Any reference made concerning the strategies used by teachers for effective teaching and learning	Any references not associated with the strategies used by teachers for effective teaching and learning

4.6.1 Subtheme 1: Support Structure

The data collected with the different data collection instruments indicated that teachers from both schools lacked many educational resources in the classroom. This is a very important subtheme because it qualifies the value of resources in superdiverse classrooms where all learners are multilingual. The value of using a TL approach as a resource is shown. The data analysed displayed commonly required resources such as training for teachers, language dictionaries, internet access, translated videos, projectors, and Smartboards. The provision of the required resources serves as part of a support system to enhance teaching and learning.

Teachers must be well-equipped to teach in superdiverse classrooms so that they can deal with the linguistic and social difficulties brought by diverse learners with multiple languages. Some of the most important skills that teachers should have to teach effectively in superdiverse classrooms are being multilingual and qualified to teach in multilingual or superdiverse classrooms. Teachers must also ensure that they are always prepared and receive support from the district and school to provide quality and inclusive teaching to all learners. The TL approach is strategic to provide

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theoretic and epistemological support to optimise the efficiency of multilingualism in superdiverse classrooms for concept clarification and inclusive, improved communication (García, 2023b). According to a study conducted by Hall (2020), TL implementation provides support in terms of making links between the classroom and learners' extensive backgrounds, which include the maintenance and growth of their identities. The approach further facilitates and encourages effective collaboration and interaction among learners, as well as rapport and empathy. García and Kleyn (2016) further emphasise that TL aims to support and uphold marginalised African languages in South African school contexts.

All the educators have expressed that they lack training to instruct in a superdiverse classroom where various languages are explicitly used throughout lessons for teaching and learning. Most of them indicated that they learned a bit about it during their undergraduate studies. Teacher Four mentioned that she learned about it during a workshop provided by myself, the researcher:

"Besides [the] workshop you gave us, there is nothing.." (T4, SA, R44).

Lack of knowledge and training by the teachers has a negative impact on teaching and learning as they may struggle to promote inclusive communication, which implies that even though multiple languages are used, the purpose may be defeated.

Teacher Two asserts that for successful teaching to transpire, educators must be adequately prepared to provide impactful teachings; however, in this instance, instructors lack sufficient resources about various language proficiency. Therefore, Teacher Four suggested that translator apps would be very helpful in terms of clarifying different words from different languages; thus, she suggested that the school should provide them with such devices. Teacher Eight indicated that to support learners in communicating in the classroom, she allows them to use their different languages. Teacher seven uses music and visual aids and also allows different languages. There is a say that says that it takes a community to raise a child; I grew up always hearing such words from my previous teachers/lecturers, community leaders and even motivational speakers.

According to the findings under this subtheme, teachers need all forms of support to teach effectively and also to facilitate the implementation of TL in the superdiverse classroom. Notably, part of the required support system includes the provision of the

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required resources to enhance learning. This study has shown that part of the most important and strategic resource required in the classrooms is the TL approach, as it creates a safe, creative and innovative space for both the teachers and learners. Gobodwana (2023) supports this notion but indicates that to ensure a smooth implementation of TL, it is very important to provide the schools with the required resources, such as trained teachers and teaching aids. It is also very important to utilise and get support from all the relevant support systems within the school community, including the DBST, SBST, ILST, and other teachers (Gobodwana, 2023). The provision of the required resources in the superdiverse classrooms facilitates effective teaching and learning, and educators are also required to use their expertise in applying different curriculum differentiations to ensure inclusive learning as outlined in the “Guidelines for Inclusive Teaching and Learning” (DBE, 2010b).

4.7 Summary

Based on the results presented in Chapter 4, it is evident that some participants regarded TL as a positive reinforcement in ensuring quality teaching and learning in superdiverse contexts, whereby inclusive communication and maximum learner participation are encouraged in these inner-city schools. The results show that only a few participants had negative attitudes towards the implementation of TL. In contrast, the majority had positive attitudes towards this approach as they found it beneficial since it acknowledge the diverse linguistic and cultural identities of the learners. At the same time, it promotes inclusive learning. This is supported by other researchers who have found that other participants perceived TL positively as it developed the learners’ bilingual competency, which is necessary in a classroom space (Al-Bataineh & Gallagher, 2021). Some of the notable challenges that had an impact on the implementation of TL were linguistic superdiversity, time constraints, teachers who were not trained to teach in multilingual classrooms, and a lack of required resources (Omidire, 2019).

The participating learners acknowledged the positive contribution brought about by TL and appreciated the benefits at their individual levels, but at the class and societal levels, they were divided in terms of their perceptions of this approach. At the end of the day, all participants agree that the TL approach is very helpful; this implies that it

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should be implemented from lower grades while learners are still developing as a strategy that would enable them to accept and get used to this approach. The findings showed that TL encouraged collaboration, improved teacher-learner relationships, and developed inclusive learning and communication (García, 2023b). It helped to remove the linguistic diversity in the classroom. Consequently, the findings showed that TL was relevant and should continuously be used as a strategic resource to enhance healthy, safe, and inclusive space for learning (Childs, 2016).

Chapter 4 focused on the results of the TA. It presented the participants' responses and strategies they use in superdiversity classes where inclusive communication is developed through TL. Themes and related categories that emerged during the data analysis were discussed in detail in this chapter. In Chapter 5, data from this chapter was used in conjunction with the responses of learners and teachers to answer and discuss the results.

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CHAPTER 5: INTEGRATED FINDINGS, RECOMMENDATIONS AND CONCLUSION

This is the last chapter that merges the results of this research study with protruding literature surrounding TL in the superdiverse contexts of inner-city schools. The importance of the results, as well as some philosophies on the way forward to find methods that would facilitate smooth transition and techniques for the implementation of TL across the curriculum to foster inclusive communication in the classrooms, is discussed. Possible contributions, limitations, and recommendations for the research are explored. The chapter ends with a short personal reflection and a summary.

5.1 Overview of Previous Chapters

Chapter 1 presented and summarised the research. The summary was followed by stating the problem addressed by the research, explaining the research's purpose and assessing its relevance. The research questions developed to drive the investigation and the conceptual framework were elucidated, after which the epistemology and methodological approach were presented. The chapter closed by briefly summarising the quality and ethical standards adhered to throughout the investigation.

The second chapter reviewed the growing literature collection that highlights the worldwide impact of TL and its influence on learners' and teachers' language and communication development in multilingual classrooms. I considered the global impact, teachers' and learners' attitudes, and TL strategies in education. I also discussed a TL practice's potential to support learners' academic and linguistic progress. The conceptual framework that underpinned this study was also positioned and integrated. The chapter concluded by identifying gaps in the literature review that needed to be addressed.

Chapter 3 provided additional details on the research and the study design in the context of the research methods and theoretical framework that guided this study. The sampling principles used for selecting the participants were explained, and all the different stages of the research study were set out and summarised in the research timetable, including population sampling, data collection process and techniques, and data analysis. I revisited the quality standards applied and ethical principles adhered to. I strictly adhered to the quality requirements and ethical

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guidelines throughout the study process, and I continuously reflected on my responsibilities as a a researcher.

Chapter 4 revealed the study's findings in the form of themes and subthemes that resulted from the TA. The findings were then placed in context with current literature to position them.

In Chapter 5, the final chapter, I discuss the findings presented in the previous chapter by comparing them with the existing literature reviewed in Chapter 2 and using them to respond to the research questions. This is followed by discussions on the study's limitations and contributions. The chapter ends with the recommendations and the conclusion.

5.2 Responses to Research Questions

This section's goal is to unload the results from the research study, "**Translanguaging as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools",** and answer the main research question. The main research question was**: "**How can translanguaging serve as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools?"

The following sections revisit the research questions that guided our study. This chapter connects the study's results to the broader literature as well as the conceptual framework presented in Chapters 2 and 3. The secondary research questions are answered first since their inputs inform the overall response to the primary research question that served as the basis for this study. The secondary research questions were:

- RSQ1: What are the teachers' and learners' experiences in translanguaging approaches in the superdiverse classrooms of inner-city schools?
- RSQ2: What strategies are used by teachers to promote inclusive communication in the superdiverse classrooms of inner-city schools?

This section discusses the research questions that guided the research. I first answer the two secondary research questions to inform the answer to the main research question. Then I address the main research question. In addressing the

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research questions, I relate the results to the conceptual framework and literature evaluated in Chapter 2.

This section addresses the formulated research questions that steered this research. I begin to address the two secondary research questions as they help answer the main research question and then attempt to answer the primary question. In answering the research questions, I link the findings of the research to the conceptual framework and the literature review discussed in Chapter 2.

5.2.1 Secondary Research Question 1

SRQ1 was: *What are the teachers' and learners' experiences in translanguaging approaches in the superdiverse classrooms of inner-city schools?*

Translanguaging is implemented in superdiverse classrooms to develop inclusive communication. It aims to acknowledge diversity, which includes diverse languages, mainly to help learners understand the content better and encourage inclusive and maximum learner participation (García, 2023b). The TL teaching approach uses a "tapestry of the learners' linguistic repertoire" to nurture the critical thinking capabilities required in superdiverse classrooms (Ndhlovana & Charamba, 2023, p.374). Li (2018) defines TL as the notion of languaging whereby multiple languages are simultaneously used in the classroom. However, Vogel and García (2017) describe it as the theoretical lens that offers a distinctive perception of multilingualism and bilingualism. It is believed that multilinguals easily overcome cognitive and social difficulties by using multiple languages that enhance and empower their comprehension. Research shows that multilingual and bilingual learners use and choose certain aspects from a unitary linguistic repertoire to make sense of and navigate diverse communicative contexts instead of using the traditionally believed independent language structures (García, 2009).

Findings from this research (Section 4.3.1) indicate that at the very beginning of the research, some of the teachers had a misconception of what TL is; some thought it was code-switching while some thought it was the use of two languages when teaching, while others regarded it as Fanagalo. After the workshop was conducted with the teachers, they learned and understood the concept of TL. This change shows the positivity brought forth by this research as teachers were taught and trained on how to implement TL in the classroom. Teachers have realised and

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admitted that TL has closed the communication gap between learners and teachers. This outcome may also influence togetherness among learners and the building of friendships.

With eleven official languages in South Africa, teachers must be ready and equipped to teach in superdiverse classrooms. Even though the use of TL in classrooms comes with a number of benefits and challenges, teachers acknowledge and endorse the permanent use of this approach as a way to curb academic exclusions and challenges as this approach improves communication and participation in the classrooms. One of the more considerable challenges with this approach is when learners use their HLs either to gossip or to swear at others, especially when they are aware that the teacher does not understand the language, which causes the teacher to lose control over the class. Most university students like TL for L2 learning because it helps them understand challenging academic topics during teaching and learning with scaffolding (Moody et al., 2019).

The teachers' and learners' experiences in TL approaches in the superdiverse classrooms of inner-city schools were identified as a subtheme in the primary theme of the conceptualisation and experiences of TL. The experiences of both the teachers and learners had a huge impact on the results of this study. The experiences identified are discussed under the following headings:

- Teachers' conceptualisation and learners' experiences
- Teacher and learner attitudes
- Superdiversity in the classroom
- Lack of resources
- The impact of translanguaging on communication
- Benefits of translanguaging

5.2.1.1 Teachers' Conceptualisation and Learners' Experiences

Translanguaging remains one of the better and most preferred approaches to be used in the superdiverse classroom, whereby multiple languages are purposefully used to enhance inclusive teaching and learning, in particular, communication (García, 2023b). This approach was used for content clarification and also maximum learner participation. This study's findings show that it was very helpful, and learners were able to clarify certain words of information in their respective languages,

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especially if they did not understand English. This helped close gaps that teachers were not able to close and helped learners gain confidence and even warm up to the teacher as well. Teaching in multilingual contexts where multiple African languages are used as LoLT has become a new way of teaching in South African schools; this is forced by the emerging superdiversity among learners (Gobodwana, 2023).

The use of these multiple languages was very beneficial, especially since most learners are multilingual and could assist the teacher with interpreting for their peers; however, it was also challenging for the teacher to rely solely on learners to interpret most things, which may lead to a loss of classroom control by the teachers. Due to the misconception of TL by the teachers, it was shown that the minute teachers felt that they needed to know the learners' languages, they did not understand the approach and its role and significance. Other teachers also code-switched during teaching and learning, which was not the correct method to use as it was expected of the teachers to allow TL, which is done by learners and not necessarily the teachers. Teachers in regional and national education structures worldwide come across diverse sociocultural ethnic groups with multiple languages used by learners (Krause & Prinsloo, 2016). This requires the teachers to be ready and trained to teach in such classrooms and be willing to allow learners to speak and learn in languages that the teachers are not even familiar with (Gobodwana, 2023).

The fact that both the teachers and learners are multilingual was positive because they were able to meet each other along the way by interpreting certain information for each other, and thus communication was enhanced as they also learned each other's languages. It was very important and beneficial when learners were multilingual as they could assist the teacher with interpreting for their peers; thus, group work was encouraged and built. During lessons, the teachers normally use the languages that they know as part of using other languages to teach content, and this also encourages and gives learners a sense of belonging. According to the responses from participants, particularly the teachers, they acknowledged the significance of using multiple languages in the classroom as this method helps to bridge the language or communication gap in the classroom.

Due to a misconception by some of the teachers, they do not always feel self-confident or comprehend the learners' inborn languages utilised to rectify certain

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faults about their selections, their dialogue participation with the manuscripts through queries, responses and criticisms (including peer review) may assist learners' writing and improve their TL ability more (Canagarajah, 2011). Even though learners try to use a variety of languages to learn content, they still have a number of challenges as most of the learners do not necessarily know or master their own HLs; therefore, it becomes a challenge to translate certain words from English.

Diversity in their homes also contributes to language barriers experienced by learners because you would find that the parents have different HLs individually, and the learner might have another language different from the parents as his or her HL. Therefore, even during homework, they are unable to assist. Even though this may be challenging for learners, it is much better when they are at school because their peers are able to assist them. This shows that allowing other languages in the classroom is very important as it helps learners learn better. Teachers are, therefore, finding the implementation of TL in multilingual classrooms very efficient (Pinho Feller, 2022). Consequently, TL became the most strategic approach and resource to be used daily in multilingual classrooms as a method of leveraging the learners' linguistic abilities and developing inclusive learning and communication (Gobodwana, 2023). The TL approach has been regarded as an educational approach that privileges the leaners' linguistic interiors (García & Wei, 2011).

Learners acknowledged that the use of multiple languages in the classroom was very helpful to them, particularly for concept clarification. They develop subject interest, a positive attitude towards learning, inclusive communication, improved academic performance, learning about different cultures and languages, and improved relationship among their peers and between them and their teachers. Even though it was helpful to them, they indicated that they did not want to speak or be taught in their respective HLs. Instead, they only wanted to be taught in English even though they were not proficient in English. This attitude can be worrying because using multiple languages in the classrooms helps them learn better than only being taught in English HL, and yet they prefer Engish HL only. Regardless of their thoughts and beliefs as far as the TL approach is concerned, based on the overall participant responses, it is evident that this method is important and required to improve inclusive communication and, most importantly, academic performance. It is

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very helpful, and even though it is also time-consuming, this implies that lessons should be given extra time as well.

It is always beneficial when learners are multilingual as they are able to assist the teacher with interpreting for their peers. However, it was also a bit challenging for the teacher to rely solely on learners to interpret most things, which may lead to a loss of classroom control by the teachers. One of the teacher's main concerns was that she faces challenges teaching in such a class because, as a teacher, she cannot reach out to all the learners, as many of them not understand the LoLT. At the same time, they started an L2, Afrikaans, in particular, in Grade 8, which makes it very challenging to teach such learners. This normally affects foreign learners who recently moved to South Africa.

According to the researchers, TL empowers maximum participation, translingual practices, and improved academic performance (Charamba, 2023). Therefore, research proposes that TL is the most efficient approach for teaching in such classrooms, whereby some of the learners are not yet proficient in the LoLT (Bonomi, 2020). These research inputs played a significant role in choosing this approach, and they are linked to my conceptual framework. It is believed that through TL, learners develop their multilingualism and become proficient without compromising the development of the English language (Ndhlovana & Charamba, 2023).

The study's results reveal that students liked engaging in classroom activities and improved their conceptual abilities. García et al. (2017) found that using TL in the classroom fosters a sense of belonging and acknowledgement, allowing learners to participate fully in all activities. The study's results reveal that students liked engaging in classroom activities and improved their conceptual abilities. García et al. (2017) found that using TL in the classroom fosters a sense of belonging and acknowledgement, allowing learners to participate in all activities fully. Translanguaging has produced a comfortable learning atmosphere while also fostering support and cooperation among students (Mgijima & Makalela, 2016).

5.2.1.2 Teachers' and Learners' Attitudes

According to Makalela (2015), when multiple languages are used for teaching and learning, subject interest and content comprehension increase among learners.

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Regardless of the numerous challenges that teachers face, they still strive to ensure that learners are taught and, most importantly, understand the subject content using diverse methods like teacher three, who indicated she bullies them to get to the top to make sure that learners learn at the end of the day. Even though teachers try to use and allow learners to use multiple languages for teaching and learning, they still experience challenges whereby some learners feel that they should not use other languages for learning.

There are noted contradicting findings about learners as they acknowledged that using TL in the classroom was very helpful, but they still prefer using English only. Learners with insufficient communicative skills do not perform well in their academics, which impacts teaching and learning. The findings show that some participating learners regarded TL unfavourably; they seemed unaware that language standards are flexible, varied and negotiable and that TL aims not to be restricted to stagnant standards (Horner et al., 2011, p. 305). When different languages are used for teaching and learning, there is a high level of participation, and teachers are able to see that through the learners' responses. Thus, teachers are happy and positive about the use of multiple languages in the classroom. These results are complemented and supported by the findings from Ayob (2020).

Teacher Five believes that this notion is very realistic and should be implemented permanently as there is a substantial difference in learner participation and performance, which is in line with the findings of Makalela (2015). Both the teachers and learners were supportive of this strategic approach as an educational support strategy aimed at promoting an inclusive learning environment. Studies show that teachers in linguistically diverse classrooms need always to have a positive attitude to create a safe and healthy learning space (Bialystok, 2018).

In a superdiversity classroom where learners are multilingual, the teachers' presence play a huge role as they facilitate learner discussion, probing the learners with questions that require critical thinking while using TL (García, 2023b). This aligns with this study's conceptual framework, which is based on learners constructing knowledge through experience in their own environment. Regardless of the mini-challenges that teachers may come across, they need to maintain a positive attitude to create a pleasant classroom setting, taking into consideration the linguistic

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diversity among learners (Bialystok, 2018). When teachers actively interact with learners during teaching, allowing learners to use their full linguistic repertoire, they enable TL occurrence, which brings about positivity among learners and results in progressive lessons in the classrooms (Omidire, 2019).

According to research, both the teachers' and learners' language attitudes may differ due to different contextual factors from a professional, personal, and institutional point of view (Stables & Wikeley, 1999; Turnbull & Arnett, 2002). Even though other scholars may believe that TL is a risk to heritage languages, this study holds that it is the most important method for culturally superdiverse learners to communicate in a learning context (García, 2023b). Some participating teachers fear that the use of multiple languages does not develop language communication; instead, it harms the development because some learners are foreign nationals who know only one language. This was proven to be wrong as those learners began to learn a few South African languages, which has helped them to begin to socialise and communicate with others in the classroom.

Most learners agreed that the use of a variety of languages has been very beneficial as they got to learn other languages, including English, through the translations of words like "Ta", which means "thank you", to numerous languages such as Zulu, Pedi and even Latin This has also helped them to collaborate as they were assisting one another most of the time. This approach, by nature, made everyone more open and flexible as they had to use, listen and speak diverse languages, which meant getting to learn other languages. Most learners and teachers were happy and appreciated this approach as it allowed them to be free when expressing themselves and also simplified teaching and learning (Makalela, 2016). This approach has proven to improve inclusive communication and minimise academic issues or failures as there is a deep understanding of the concepts (García, 2023b).

This study's findings show that the participating teachers see little difference between bilingualism, biliteracy, and TL, which is shown in their usage of the expressions interchangeably and in their persistence on dual monolingualism. According to some of the teachers, biliteracy and translanguaging share one denominator, which is the capability to utilise many languages. The findings show

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that the participants view TL positively because it helped to develop the learners' multilingual capability; they describe the positive results of balanced multilingualism.

According to Raja et al. (2022), a study conducted on Indonesian learners has shown that some learners had a negative attitude towards student-directed TL, which comes from the monoglossic philosophy and is not support by research. Even though few learners supported this approach, it did not work in anyone's favour as it hindered the use of the ILs, which are supposed to help them with concept clarification and developing inclusive communication in the English Medium Instruction classroom (Raja et al., 2022). The learners warmed up to teacher-directed TL as they indicated that it is much easier to learn when the teacher uses multiple languages as they can fully understand the concepts and classroom instructions. However, the learners were divided on this approach as they believed that the teachers could not use everyone's IL, which resulted in some being left out. This exclusion especially affected those who were less proficient in the LoLT, which ultimately caused academic and social isolation among learners.

However, it is important to recognise that it is unnecessary for teachers to know the learners' languages, instead it is the learners who have to use their languages for learning (Raja et al., 2022). Even though all the learners had positive feelings towards the general implementation of TL in the classroom, some of them underrated the use of their ILs. Their reason for undervaluing their ILs was that they regarded it as a problem instead of seeing it as a strategy and resource used to improve learner academic performance and maximise their participation during teaching and learning (García, 2023b).

According to research, Chinese Second Language learners are normally more proficient in English than in either Chinese or their HL, as was found in a survey conducted in a secondary school in Hong Kong (Lai, 2015). English is also the lingua franca of the whole racial marginal community and the main LoLT in schools. Even though some can utilise Chinese for overall communication, numerous learners are only starting Chinese as a L2 with very inadequate proficiency. According to previous research, Chinese proficiency among learners is far from being adequate to enable them to obtain monolingual Chinese teaching (Tsung & Cruickshank, 2010).

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This study's findings support Swain and Lapkin (2013) that TL can also be defined as "making meaning and shaping knowledge and experience through language or using language to mediate problem solutions", whether the problem is choosing a word or structuring a sentence to mean what you want. According to the interview responses from the study conducted by Shum et al. (2016), Chinese L2 learners from mainstream schools argued that learners who were overwhelmed by the monolingual Chinese environment were faced with numerous linguistic difficulties. The response from the survey questionnaires on the learner attitude towards Chinese as an L2 also showed that most learners still faced many linguistic barriers among themselves, hence the need to use multiple languages to ensure that everyone is included in teaching and learning (Wang, 2019). The research revealed an important connection between their L2 and their need to use other additional languages to promote effective teaching and learning. This shows that those who are not proficient in their HL require additional support through the use of additional languages (Wang, 2019).

The teachers' communication with the learners during teaching and learning promoted a smooth implementation of the TL approach, which made it possible to meet the intended results, which was to develop inclusive communication in the classroom. Findings show that a harmonious learning environment was established and learners worked collaboratively, which is aligned with my conceptual framework; this is further aligned with Cahyani et al. (2016), who highlighted that the TL approach is a cohesive way for learners and teachers to work collaboratively and to support the mental process of learning. According to This study's findings, all the participants have positive attitudes towards TL approach, and they acknowledge it as the most progressive strategy in learning that moves away from monolingual to multilingual learning. Makalela (2018) supports the removal of monolingual to multilingual education; she further embraces the TL approach in developing inclusive communication in the classrooms.

According to this study's findings, TL can be defined as "the process of making meaning and shaping knowledge and experience through language or using language to mediate problem solutions, whether the problem is about which word to use or how best to structure a sentence so it means what you want it to mean" (Swain & Lapkin, 2013). However, the research demonstrates that, despite the

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prospective teachers' reservations, the writing process and the quality of the resulting storybooks imply that TL has educational advantages in future teacher training. It fosters creativity (García & Wei, 2014), which Anderson and Krathwohl (2001) consider the greatest cognitive level of curricular activity, and allows for critical thinking (Wei, 2011). Creative and critical thinking illustrates how teachers and learners innovate and overcome constraints (Sembiante, 2016). The initiative established a "Translanguaging space" (García & Wei, 2014, p. 74) where bilingual children were educated via culturally appropriate dual-language stories. García and Wei (2014) assert that TL violates linguistic hierarchy.

5.2.1.3 Superdiversity in the Classroom

According to both the teachers and learners, the significant differences among them had a huge impact on how they conducted themselves towards each other in the classroom. The findings in this study have shown that the participants came from superdiverse backgrounds. Superdiversity has exposed learners to various cultural, linguistic, and traditional perspectives. The participants commonly appreciated their exposure to diversity amongst themselves as they learned things. Some have learned other people's languages, while others have learned about their culture (García, 2023b). This personal journey automatically fostered a sense of diversity acceptance and built a sense of community among them. Most researchers highlighted the importance of TL in superdiverse contexts, indicating their positive attitude towards TL as they believe from their observations that it encourages inclusive social and academic communication and linguistic and cultural diversity (García, 2023b). It helped and encouraged learners to learn about and respect their different languages, cultures and beliefs. They believe that it inspires learners to appreciate their languages and also to learn new languages.

Superdiversity denotes diversity in terms of variables such as country of birth, migration status, gender, labour market experiences, age, and spatial factors (Vertovec, 2007, p. 1). There is a rising consciousness that globalisation has transformed the context of linguistic, social, and cultural diversity in communities over the past two decades, (Vertovec, 2007). Superdiversity is categorised by a remarkable upsurge in the groups of immigrants, not only with regard to population, civilization, linguistics, and beliefs but also with regard to the intentions, patterns and

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programmes of migration and procedures for integration into the host societies' labour and housing markets (Vertovec, 2007).

Translanguaging is an inclusive pedagogy that allows teachers to use multiple languages as a source of contextual awareness to stimulate learners' previous knowledge while utilising multilingual and multicultural means to deliver technical themes in the classroom. Teachers are able "draw on their learners' multimodal semiotic range by integrating images, gestures, body language and even facial expressions to develop meaning of the English vocabulary and even scientific and mathematical concepts" (Ndhlovana & Charamba, 2023, p. 385).

In a study conducted by Wang (2019), numerous superdiverse learners from 28 countries speaking more than 23 languages participated in his research. The majority appreciated and acknowledged TL as an educational approach that improved understanding during teaching and learning. Even though some learners complained about spending a lot of teaching time when using numerous languages, they acknowledged the significance of using several different languages in the classroom as very effective for them. Learners also appreciate that their superdiverse context is very beneficial as they are exposed to diverse languages and cultures. In such classrooms, learners become highly motivated to participate and actively communicate as the environment is conducive.

The Chinese learners were very inspired and motivated to communicate, and their motivation was both instrumental and integrative. This study showed that learners appreciated the implementation of a TL approach in the classroom as it improved their communication skills and social life. Through this approach, learners develop a sense of responsibility to learn and appreciate their respective HLs (Wang, 2019). The use of several different languages in the classroom helped learners to appreciate and speak their HLs, and it gave them an opportunity to learn and to speak and read their Chinese languages, especially when they are in public places like malls and restaurants that write their information in their traditional Chinese languages. They indicated that it was beneficial and important for them to know and be able to read their HLs as sometimes specific jobs require people who are multilingual and can speak their HLs.

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They indicated numerous factors for the significance of learning and using diverse languages, which included being able to read notifications at the construction sites and communicate when you are married into foreign families. Both the teachers and learners were satisfied and supported the TL approach in the classroom. The translanguaging approach has been adopted as a creative method of communicating among learners and teachers in the classroom. According to Wang (2019), English is being used in the classrooms as the lingua franca for all learners coming from diverse linguistic backgrounds to express their thoughts, feelings, and learning experiences.

According to Mgijima and Makalela (2016), TL is viewed as a theoretical method that enhances learners' metacognition by making it more lively and dynamic. This promotes multilingualism and fosters pupils' ability to communicate effectively. In a study conducted by Shifidi (2014), the focus was on examining the occurrence of TL in schools in Namibia. The study aimed to determine the frequency of TL in classroom settings and to get insights from teachers regarding the potential benefits of TL in enhancing students' understanding of the subject matter. The research revealed that TL is prevalent in Namibian schools, and TL was more widespread in rural schools. Moreover, the research discovered that TL has the capacity to enhance learning and understanding, engagement, and social interaction in multicultural and multi-lingual classrooms (Gobodwana, 2023).

Globalisation has transformed the extensive educational environments worldwide. The classrooms have become superdiverse with diverse foreign languages (Blommaert et al., 2011). The superdiversity revealed in learner demographics is posing new encounters to the old-style ways of teaching in a monolingual period. Currently, the ecology of foreign languages in the classrooms is built by superdiverse learners with numerous language upbringings, spiritual beliefs, migration trajectories, educational knowledge, inspirations and familiarities assimilated from learning other external languages.

Translanguaging project research conducted by Simpson (2017) aimed to check how communication occurs or fails in the classroom when learners use different languages and bring different histories into the classroom. The results showed that communication is very effective when TL is used as it enables everyone to freely

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participate and exercise their freedom of expression. In most local, national and institutional language policies, contemporary communication is regarded as irrelevant, especially in the UK, where they have high regard for diversity and focus mainly on communicating through the English language as they see it as the key language to attain social equality and personal advancement (Wang, 2019). According to Canagarajah (2011), the current population requires translingual consciousness because they have developed a multifaceted assortment of multilingual and multicultural communication skills, ranges and linguistic resources. Canagarajah (2011) further emphasised that multilingual and bilingual learners must be allowed in schools to use all these resources instead of being disallowed from using the diverse official languages in the school contexts. This notion is supported by García and Kleyn (2016), who indicated that when learners use diverse languages, they will demonstrate their linguistic capabilities, which includes effective and inclusive communication in the classroom.

5.2.1.4 Lack of Resources

It is very important to use a variety of multilingual resources in the classroom because that will enrich learners' communication skills and knowledge (Carrim & Nkomo, 2023). The use of multicultural books or written texts in learners' different HLs and English are very important and required to improve learning and communication (Carrim & Nkomo, 2023). The provision of good quality education requires well-resourced and trained teachers, but in this case, all the teachers are teaching in superdiverse classrooms without any training, which makes it difficult for them to manage their classrooms accordingly. The findings from this study showed that the teachers and learners lacked dictionaries of different languages and wished for such, including interactive whiteboards and a projector with a small group of learners instead of having overcrowding. One of the most important resources required by learners is a dictionary of different languages as it will help them with certain terminologies.

Even though the participants had a wish list of resources, one natural resource they had was their own HLs. By using several different languages, they were able to demonstrate and interpret instructions and successfully communicate and clarify concepts for one another. According to Makalela (2015), communication and reading ability gain profound levels of comprehension, strengthening their identities,

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traditional similarity over input-output interchange, the learning of language, and the improvement of multilingual teacher identities for the learner (Makalela, 2015).

Other teachers indicated that they require English textbooks and access to social networks, while others indicated that they needed Wi-Fi and technological devices like a projector. According to Thesen (2014), multimodal education acknowledge that the utilisation of variations in schoolrooms is the result of the work of a culture, history and power continuously shaping materials into resources for making meaning. When both the teacher and learner use their multimodal resources and multilingualism to communicate, their learning is enhanced drastically. The learners' multimodal classroom communications during the lessons were also recognised as “transsemiotising, which refers to the use of various semiotic resources to make meaning" (Guzula et al., 2016). The study shows multilingual learners as valuable resources, and the flexible usage of their whole language and semiotic range allows efficient TL approaches and multimodal meaning-making that improves learning by strengthening comprehension (Guzula et al., 2016). Translanguaging can be used as an “intellectual, communicating, social and linguistic resource, enhancing multilingual and multimodal meaning-making" (Guzula et al., 2016, p. 223). The TL approach has been shown to be an efficient instrument for using learners’ sociocultural resources, encouraging their previous knowledge, and guaranteeing profound understanding and communication, and this is also aligned to the conceptual framework of this study (Carrim & Nkomo, 2023).

According to the participating teachers from both Schools A and B, there is a lack of resources/educational resources to provide quality teaching and learning in multilingual classrooms. Teachers are not trained to teach in multilingual classrooms, and curriculum support is lacking due to time constraints (Omidire, 2019). Consequently, teachers need these educational resources and support to be able to provide and facilitate meaningful lessons in multilingual classrooms. Due to the lack of the required resources, teachers find it challenging to develop and include support strategies for the learners (Balfour et al., 2008). Thus, the only efficient strategy that teachers had an opportunity to use in this study was TL, which they regarded as the most positive reinforcement that brought about positive attitudes from both teachers and learners towards teaching and learning in multilingual classrooms. Some of the resources that are worth being considered and that are provided to both the teachers

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and learners are translated audio recordings, subject textbooks, and dictionaries of different languages (Omidire, 2019).

5.2.1.5 The Impact of Translanguaging on Communication

Wei and García (2022) argue that for TL to be effective, multilingual and bilingual learners need to be offered the same opportunities as monolingual learners. They must be trusted in their capacity to use language in ways that are their own rather than those of others. They must be understood as individuals based on their own accuracy and knowledge systems. Wei and García (2022) further argue that language, race, and gender should not be used to create barriers in education and perpetuate disparities.

Learners' language diversity also plays a huge role in their lives and academics. Most of the learners are not necessarily fluent in their HLs due to their language diversity as you would find that the mother is Xhosa while the father is Shona, and they live in a city where most of the spoken language is Sepedi, Tswana, or Zulu, which on its own creates confusion for both learners and parent. The parents try to find a common language, which is the "Pretorian" language, but at the end of the day, the learner's HL is not established. Despite the lack of mother tongue proficiency by learners, they were highly motivated to learn their languages through communication with their peers. In order to facilitate ILA and knowledge, ILA theory should be used to enhance function and useful compartmentalisation of linguistics (Hammine, 2020). In South Africa, language dominance is influenced by economic and political reasons, which has a negative impact on language policies. It was only for this research that the teachers and learners were allowed to use TL during teaching and learning.

Translanguaging is used in multilingual classrooms where learners are given the opportunity to use their full linguistic repertoire, as studied by Nyimbili and Mwanza (2021) on the subject of TL at the FP level in Zambian primary schools. These researchers found that teachers came across both benefits and challenges when TL is used. According to this study, learners of both Schools A and B are multilingual, which means they understand different languages, but most of them are not proficient in English, and the same applies to their FAL, which is Afrikaans. Therefore it becomes questionable how these learners learn if they struggle to fully

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comprehend both their HL and FAL. This showed that there was a need for language intervention; hence, my research proposed the TL approach to develop understanding and promote inclusive communication in the classroom, especially where learners are superdiverse. Thus, based on the responses of the participants, the implementation of the TL method in the classroom has bridged many gaps, such as language barriers among learners, communication challenges, lack of content comprehension, and low participation (García, 2023b).

Even though learners were negative about the use of multiple languages in the classroom for teaching and learning at the beginning, they acknowledged that this approach has been very helpful to them. However, they still preferred English dominance in the classroom. There is nothing wrong when learners prefer to be taught in the English language, but this requires them to be proficient in that particular language so that they can comprehend the content and be able to carry out the instructions without any difficulties. Some of the difficulties are that these learners don't know English, and some of their parents come from foreign countries and do not even know English very well; at the same time, they are also not proficient in their HLs. The good thing about TL is that it closes limitations among languages and disturbs language fixity in monolingual classrooms (Carrim & Nkomo, 2023).

When learners are encouraged to use TL in the classroom, the development of communication inclusion is promoted. The TL approach encourages uniform structures to allow active communication and participation through the learners' ILs in English classrooms, for which they are also advised to use both their HLs and English (McKinney, 2020). Once learners experience inclusive communication, they become keen to learn and also socialise. Social inclusion allows learners to communicate and reach out to one another on a personal and family level, which helps learners to become close and linguistically socialise and share their heritage, ultimately enabling TL among them (McKinney, 2020). According to a study conducted by Sefotho (2022), teachers still find some challenges in navigating effective methods of teaching through TL and thus recommend the Ubuntu TL approach, which is a structured method of teaching and learning in African languages, endorsed by Makalela (2016) who believes that it promotes social inclusion. This approach shows that the ideology of using TL in South African

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languages in multilingual classrooms should be used continuously as a resource to promote social inclusion, which is aligned with the LiEP of the country. It was also found that TL empowers a harmonious environment that is supportive of the learners' learning and makes them feel included (Omidire & Ayob, 2022).

When the teachers encourage learners to use their HLs during discussions, the learners become freer, develop a positive attitude towards their languages, and experience enhanced inclusive communication. Translanguaging approaches include the growth of receptive and productive abilities by using communication and written text methods to provide learners with an opportunity to practise using different languages (Makalela, 2015). The approach brought life into the classroom; it stimulated positivity, flexibility and willingness to learn, even though some learners were worried about "consuming a lot of time" using diverse languages and were also worried about exclusion considering those whose language was not spoken or entertained at all, hence their suggestion for English only. Another important matter indicated was the number of learners who were foreign nationals. When this proposed approach was used, most of the time, only South African languages were considered relevant, which excluded foreign learners. This shows us that there is a need to develop a system that manages and balances several different languages in the classroom to accommodate all the learners.

Historically, most African languages have been isolated based on their ethnic, cultural, and language inequality; however, through TL, all those languages were respected and used in educational contexts as a resource to enhance academic interactions and comprehension of the concepts taught in multilingual classrooms (Charamba, 2023). One of the participating teachers embraced and acknowledged TL as the right direction to provide good quality education through mass learner participation with improved communication in the classroom. Her only concern was the fact that this approach is not implemented on the assessment papers, meaning that there were no different languages on an assessment sheet during tests or examinations, which will affect the interpretation of questions or instructions, which may lead to a limited understanding from learners. Even though there are a few challenges that come with the implementation of TL, there are also many positive things that come with it, such as helping both learners and teachers to be open-minded, non-discriminatory and have a sense of belonging. It also allows teachers

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and learners to communicate inclusively, minimise stereotypes, be exposed to different cultures and languages, and accept diversity. Teachers are appreciative of this method, but they are fearful of solely relying on learners in terms of other languages as they only know a limited number of languages; they are also fearful of losing control over lessons.

According to Kress and Bezemer (2009), methods in this study semiotically infer spoken ways of communication, such as language and intelligibility. Intelligibility refers to word recognition, comprehensibility, “the meaning of a word or an utterance”, and interpretability, “the meaning behind the word or utterance” (Smith & Nelson, 1985, p. 334). In a universal logic, this inter-commendation TL is entrenched in the culture of the nation in which it is utilised and allows speakers to share notions and cultures. Hence, this study advocates for TL to develop inclusive communication in schools. The figure below summarises the findings from the themes, indicating the impact of TL in the classroom.

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Figure 5.1: The Impact Of Translanguaging in the Classroom

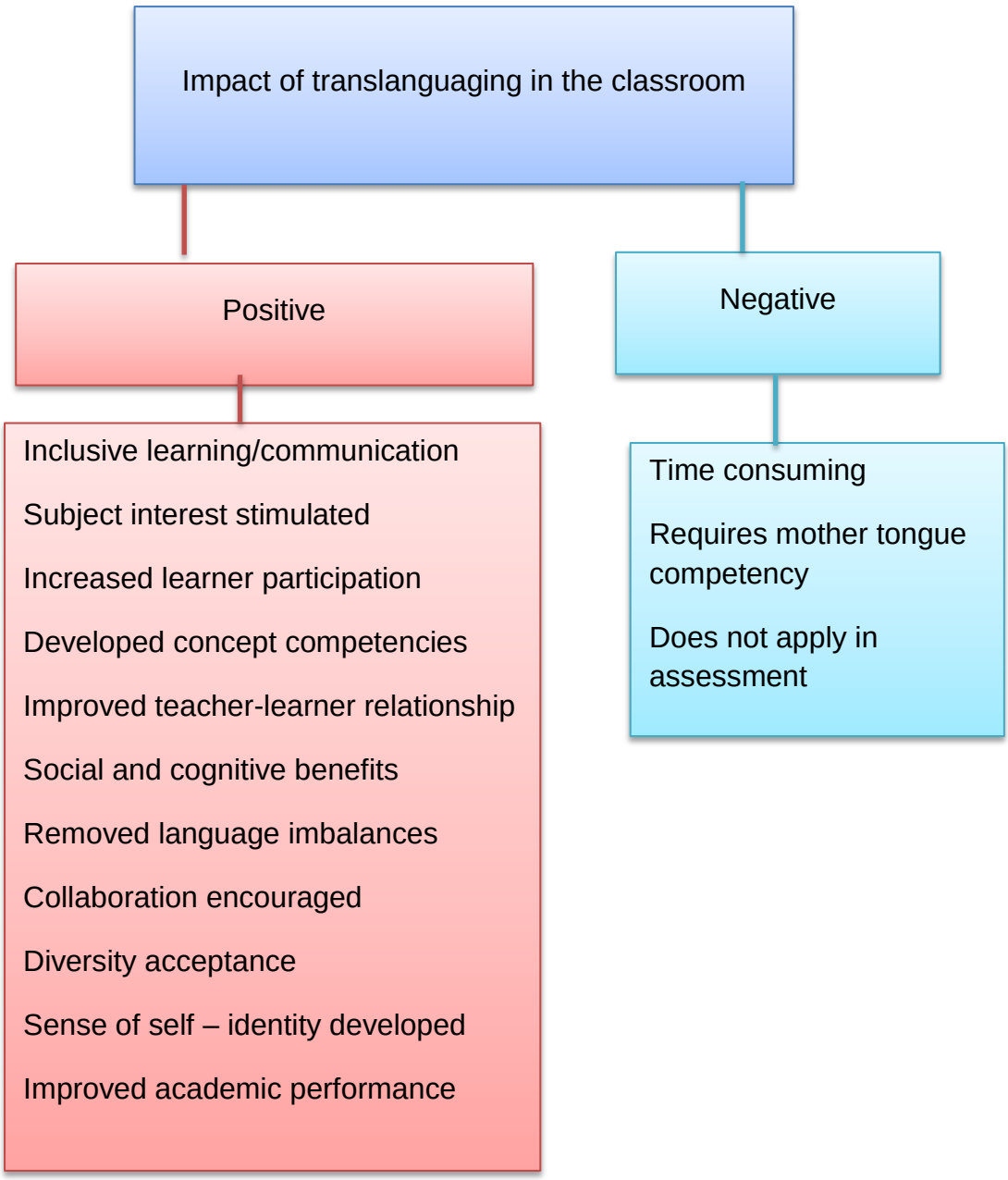


Figure 5.1 above emphasises both the negatives and positives of TL in superdiverse classrooms. The overall findings clearly emphasised the approach as positive and very effective. Research conducted by Ndhlovana and Charamba (2023) revealed that utilising a TL approach in multilingual classrooms offered beneficial development of social and cognitive outcomes. It is very important to note that, based on research, TL requires transformation and decolonisation in the educational contexts, offering prospects for the formation of identity and providing a safe and positive linguistic

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experience for learners. This perception challenges monoglossic philosophies that are prevalent in South African classroom contexts. The TL method allows language diversity and disregards language inequalities and hierarchies because of its suppleness and dynamic nature (Ndhlovana & Charamba, 2023).

5.2.1.6 Translanguaging as an Inclusion Strategy

Translanguaging is not about the addition of many specific languages into the classroom practice but is primarily "reconstitutive and transformative of the power relations between the named languages in society" (Wei & García, 2022, p. 322). According to Wei and García (2022), it is very important to understand TL as a unitary range and its potential to decolonise education especially due to the fact that teachers focus only on the systematised languages; thus, teachers need to engage learners' full language repertoire. Effective and inclusive communication was developed in the classrooms through the teachers facilitating the process. Overall, inclusive educational practices can be developed, and such practices should not categorise the multilingual learners' languages into L1 or HL versus the LoLT or additional school languages (García & Wei, 2014, p. 322). Research also discussed metacognitive capabilities attained through the TL approach by superdiverse learners in multilingual classrooms, for which TL emerged to be effective and efficient (Mgijima & Makalela, 2016).

According to Krashen (1982), learners may have low self-esteem, which is evoked by external language anxiety. Huang (2012) found that learners with low self-esteem worry a lot about satisfying others. She said that while learning a new language, students often compare themselves to others. One way to address such gaps is through teacher-learner communications. When the TL approach was implemented in the classrooms, whereby learner used their different languages freely, all the anxiety and low self-esteem were crushed. Instead, learners became more confident and participated fully, which shows the significance of the need for a permanent TL approach in all schools.

The provision and allowance of TL during teaching and learning were very effective and efficient for the learners as they understood better and also enjoyed being taught after multiple languages were used to assist them (Wei, 2011). Based on the learners' responses through the transcripts, it became evident that learners

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appreciated and felt included in the learning and teaching process as they were able to participate positively in all lessons and understand the concepts being taught. Translanguaging is emphasised as enabling learners to have a sense of acceptance in the multilingual classroom; therefore, learners are positive towards the approach (García et al., 2017). According to Probyn (2019), most South African learners are multilingual and speak several African languages, but power and recognition are given to English, which is also aligned with their school language policies. The effect of the learners' multilingual abilities is influenced by their diversity, economic factors, and urbanisation; therefore, the concept of TL plays an influential role due to the emanating sociocultural factors (Bourdieu, 1996).

After TL was implemented in the classroom, collaboration and association were developed among learners, and meaning-making was created effectively (Mgijima & Makalela, 2016). The TL allowed learners to shift out of language compartments. Additionally, it permitted them to use any of the languages they were familiar with to make educational meaning of academic interactions (Makalela, 2015). A study conducted among a group of learners who spoke a total of ten different languages discussed educational interactions with them, whereby the participants indicated that they used their diverse languages and enjoyed and benefited a lot from using those languages instead of using the English language (Mbirimi-Hungwe, 2021). This finding implies that the learners' different languages did not hinder communication between them; instead, it encouraged active interaction and communication, allowing them to understand the discussed articles or texts (Mbirimi-Hungwe, 2021). The commonalities of languages among the learners help them during teaching and learning as they were able to communicate efficiently, which implies that they were not divided linguistically through diversity.

Translanguaging is very important and beneficial to the learners because it gives them a self-identity and also *"a sense of identity, sense of belonging",* and it also helps them to *"work together"* (T1, SA, R18). When multilingual learners from the same contextual backgrounds, as well as the teachers, are placed in the same classroom setting, a non-threatening but harmonious and effective learning environment is activated (Omidire, 2019). It also helps them to "understand certain concepts", which helps improve learner achievement, and it also builds a sense of community amongst them, which *"reduce foreignship (fight or hate of foreign*

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people)" (T1, SA, R56). Allowing learners to use their HLs in the classroom enables a healthy school culture, social space, and instructional classrooms, which supports creativity and innovation among learners (Leask, 2014). It also allows learners to communicate and represent their morals and identities more efficiently (Kepe, 2019).

The best way forward was creating TL spaces where multilingual learners could use their language and semiotic range spontaneously and fluidly, which challenges the traditional prescribed language ideas. The creativeness and criticality of multilingual learners (Wei, 2011) must be permitted to run as they construct their own understandings with their own language, which is endorsed by the constructivism theory (García & Wei, 2014, p. 322). According to Shohamy (2013, p. 229), "translanguaging is one such example of moving freely within, between and among languages". Learners indicated that they also obtained an opportunity to learn and embrace their diversity. Learner participation increased as learners became more proactive and were interested in what was being taught or discussed. According to Teacher Three, language is very emotive, and thus, TL assists in ensuring that concepts are easily understood. In her emphasis on the significance of the TL approach, she highlighted that *"language is a custodian for learning, and understanding is deeply reliant on language"* (T4, SA, R16).

According to Williams (2002), TL is an innovative multilingual pedagogical approach s where teachers, as facilitators of knowledge creation, try to create bi- and multilingual learning opportunities in the classroom while considering learners' different cultural backgrounds, identities and learning atmospheres. Adamson et al. (2019) agree that this offers the learners the ability to discuss punitive standards. To this end, TL, in the context of this study, advocates the development of inclusive communication in the teaching and learning environment, which improves learner participation and subject interest with the teachers facilitating learning.

Multilingualism influences co-habiting comfort and harmony and a sense of helping one another. Multilingual learners' thoughts and perceptions are normally influenced by their cultural background, which is rooted in togetherness, taking care of each other and creating a sense of community. Research shows that multilinguals work well in their groups to help one other to comprehend the manuscripts as they understand that this cooperation also helps them to succeed in their academic and

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social lives. Multilingual learners cannot exclude their HLs from their daily lives (Mbirimi-Hungwe, 2021). At the end of the day, TL pedagogy promotes harmonious communication and allows for all linguistic qualities to manifest in multilingual learners (Mbirimi-Hungwe, 2021). This is affirmed by numerous scholars who emphasised that TL allows learners to use their language resources for teaching and learning for them to understand the subject topics or concepts being taught (García, 2013; García & Wei, 2014; Lewis et al., 2012; Wei, 2011).

History has shown that language has never been an obstacle to the formation of new relations among people from different races and ethnicities. This was proven by the Mapungubwe and Monomotapa people, who were linguistically diverse but had built relations through trade and interethnic marriages (Chinaiwa, 1972). This is proven in this study as learners differed linguistically but were able to work together using their different languages, not forgetting that some of their parents are also married to foreign nationals and yet are able to communicate and live together. The use and interconnection of languages is endorsed by the Language Policy of 2020, which promotes multilingualism in South African institutions of higher learning.

5.2.2 Secondary Research Question 2

SRQ2 was: What strategies are used by teachers to promote inclusive communication in the superdiverse classrooms of inner-city schools?

To provide effective teaching and learning, teachers need to be able to apply different teaching methods. It is also very important for teachers to have access to required resources; they must also receive full support from the school and district and, most importantly, be trained to teach in superdiverse contexts. However, as part of being proactive, teachers have developed their own strategies to promote inclusive communication, such as grouping learners with similar languages, allowing them to freely use their languages to learn and clarify content for each other, and, most importantly, working together as teachers.

The objective of inclusive TL pedagogy is to encourage active learning and involvement as it draws on the learners' full semiotic abilities. Numerous scholars have conducted studies that have used the TL approach, which has revealed that the learners' participation increased drastically in the classrooms as they developed a better understanding of concepts (Guzula et al., 2016; Kirsch & Seele, 2020; Li &

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Luo, 2017; Seltzer & García, 2020). The efficiency of the TL approach has increased the need to allow both multilingual and bilingual learners to use their entire language repertoire for learning in the classrooms (Charamba, 2023; Mgijima & Makalela, 2021). The approach facilitates learning through many different languages with the aim of stimulating communication (Ndhlovana & Charamba, 2023). From a study conducted by Seltzer and García (2020) in the Villa School in New York, USA, among FP learners, it has become clear that TL stimulated creativity and empowered learners to draw on their individual bilingual familiarities and backgrounds. It created increased interaction and engagement among learners. This finding also shows the significance of introducing TL in the early ages of learners to enforce and enable strong multilingualism and efficient teaching and learning in South African primary schools. Multiple languages must be used during teaching and learning in multilingual classrooms to improve learning among superdiversity learners (García & Wei, 2014). In this study, the following subthemes were identified because they had a huge impact on the provision of quality teaching and learning in the classrooms, and the findings are discussed under the following headings.

- Translanguaging as a teaching and learning method
- Support structure

5.2.2.1 Translanguaging as a Teaching and Learning Method

Teachers must be ready to face superdiverse learners with superdiverse languages and challenges and be ready to address them and ensure that inclusive teaching and learning take place. This requires teachers to be fully equipped, which includes being multilingual, being trained to teach in superdiverse classrooms, and applying different teaching methods to enhance learning. According to Freire and Macedo (1978), part of the teaching and learning method is a problem-solving model (TL) of teaching where language is regarded as representative. In this model, language is viewed as metaphorical (McRae, 1991); dialogical and, consequently, extensive (Bakhtin, 1981); inherent and thus, semiotic (Peirce in Buchler, 1955) where the use of language signs by learners such as facial expressions, gestures, exclamations and comments arbitrate classroom and communal activities. It is therefore important for teachers to use different teaching methods, including gestures and visual aids, not forgetting the use of technology to enhance teaching and learning and, most notably, developing inclusive communication through the TL approach.

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Findings in this study show that normally, Teacher One allowed learners to participate in their HLs or the languages that they were comfortable with, and this allowed flexibility, learners became free, and there was a high level of participation in the classroom, facilitating comprehension of the content at the end of the day. When learners were given the freedom to use their languages of choice, their interest in the subject increased and inclusive communication took place because all of them were able to participate as they took ownership of their learning (Wei & García, 2022). One of the most important aspects that helped both teachers and learners was that they had built a linguistic relationship whereby they assisted each other when learning languages.

Being modern and flexible as a teacher has helped many learners as most of them live around Pretoria, whereby the most spoken language is the “Pretorian” language, which is a mixture of Zulu, Pedi and Tswana languages (sounding as one language), and learners understand it and learn better through such a combination. One of the strong and bold methods used by Teacher Three to ensure that learners learn the FAL is by bullying or forcing them to speak the basic FAL language, especially when they are in need or ask for something for which they require permission. When I was still a learner in high school, my mathematics teacher used to tell us that practice makes perfect; thus, I believe that Teacher Three is applying the same approach.

Another activity that has shown the significance of TL was when teachers would give learners a project as part of the curriculum where they were using different languages (for this research only) to present those projects to their peers in the classrooms. According to the teachers, most learners performed well as they were very confident, which was another way of building a TL transformative space to ensure that all learners’ languages and lives were incorporated into school activities to transform the habits where they regarded their own HLs as insufficient (García & Wei, 2014).

Translanguaging methods remain very important to consider and explore for developing inclusive communication and learning in the classrooms. Instead of restricting learners to using one language, the use of their diverse languages should continuously be encouraged so that they can actually learn to use their full linguistic repertoire to express themselves and engage in any discussion in the classroom. In

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an attempt to encourage learners to use their full language repertoire, they will automatically be encouraged to use their natural and authentic voice where necessary. Research has revealed that TL empowers the learners' creative and critical thinking, stimulating them to "bring their whole selves and the entirety of what they know to a given writing task" (McLaughlin, 2022, p. 1). According to a study conducted by Makalela (2015), there were Grade 6 learners who were required to interpret a text and summarise it in both Sepedi and English. This strategy enabled linguistic bilingualism and literacy development among learners. This approach allowed learners to use their authentic voice, creativity, and innovativeness as they were allowed an opportunity to use their entire language repertoire, and most importantly, it offered them an opportunity to fully comprehend the text (Carrim & Nkomo, 2023).

Research has argued that the significance of TL offers profound opportunities for learners to use their HLs to clarify concepts and ideologies and can be used to solve academic challenges in any subject through inclusive communication and learning (Ndhlovana & Charamba, 2023). This approach can also be adopted by teachers in the FP, especially since the phase is a crucial level of learning. It would be very important to introduce learners to TL at an early age, keeping in mind that little ones learn fast as well.

Even while Moroccan instructors have seen improved engagement and enjoyment as a result of TL, they are nevertheless hesitant to use it in the classroom for pedagogical and personal reasons (Driouch, 2022). According to research done in Zimbabwean urban and rural schools, the inadequacy of African tongues in combining reading materials, language, and orthographies was highlighted, with an emphasis on how teaching and learning are handled using African languages. Their results demonstrated that teachers often use TL as an instructional approach while teaching math and science. It was found that TL in multilingual classrooms increased idea clarity. The study's findings conclude that using TL as a teaching strategy in bilingual classroom settings benefits students' intellectual abilities by improving the understanding of concepts more effectively than just using English for teaching and learning (Ndhlovana & Charamba, 2023).

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Ndhlovana and Charamba (2023) found that utilising a learner's L1 language, specifically through home-languaging, can enhance their reading abilities and comprehension. The results of this study indicate that using the learners' native languages facilitated deep comprehension and yielded favourable outcomes. This is supported by extensive research conducted by several researchers, including Guzula et al. (2016), Kirsch and Seele (2020), Li and Luo (2017), Makalela (2015), Mgijima and Makalela (2016), and Seltzer and García (2020). Although the research was carried out in a high school, we can utilise the findings that showed the effectiveness of using the students' native languages through TL methods to enhance reading skills. Additionally, multilingual and bilingual resources in using different languages improved the students' ability to comprehend, facilitate deeper understanding, and become actively involved.

Studies undertaken by Makalela (2015), Mgijima and Makalela (2016), Li and Luo (2017), and Seltzer and García (2020) have shown that multilingual resources in education enhances learners' understanding of the text and promotes the development of multilingual language skills and literacy. This study demonstrates that learners exhibit a high level of comprehension when they engage with resources in both their native language and their L2. This finding aligns with the research conducted by Makalela (2015), which investigated the effectiveness of TL strategies on Grade 6 students' reading comprehension skills. The study's findings indicated that there were improvements in overall reading comprehension, as well as increased learner confidence and motivation to read. The research conducted by Seltzer and García (2020) demonstrated that when learners are exposed to texts or books in both English and Spanish within play spaces and given the opportunity to interact with them, their understanding of the stories being read is significantly enhanced. Moreover, Li and Luo (2017) found that multilingual reading materials in collaborative reading activities improved learners' reading fluency, engagement, and comprehension.

A recent study conducted by Charamba (2023) in a South African township school in Jabulani has demonstrated the increasing significance of improving learners' academic achievement in scientific education in recent years. Migration between nations has made it increasingly challenging to manage the growing cultural and linguistic variety in today's schools. The study investigated the impact of language on

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the academic achievement of children who speak many languages in primary school. The results provide evidence that using TL pedagogy is crucial for effective teaching in multilingual classrooms. The author's research corroborates previous studies that demonstrate the positive correlation between the academic performance of multilingual learners and the provision of opportunities and encouragement to utilise various languages in science classrooms (Ndhlovana & Charamba, 2023).

Using TL and multilingual reading resources to enhance reading abilities is a valuable approach to consider in the FP. These findings are consistent with research which demonstrates that learners who get information in their L1 progress better than those who only learn in a prescribed LoLT other than their L1 (Tian & Macaro, 2012). Moreover, studies indicate that including learners' native language (L1) in classrooms worldwide is considered beneficial for learners (Choy & Lee, 2012; Ngcobo et al., 2016; Visedo, 2013). Thus, by utilising resources and practices that incorporate both the learners' native language (L1) and L2, individuals who are facing difficulties in English or L2 can enhance their literacy performance by leaning on their L1 for support. The efficacy of TL in various contexts has been extensively examined in numerous research (Childs, 2016; García & Wei, 2014; McKinney, 2020; Omidire & Ayob, 2022). These studies provide evidence that TL offers a diverse range of instructional applications and benefits. (Ndhlovana & Charamba, 2023),

5.2.2.2 Support structure

Support is when both teachers and learners are assisted and provided with what they need to provide quality teaching and learning, most notably to develop inclusive communication through the TL approach. In this case, support is required from parents, fellow teachers (collaborative teaching), school management, and the district. Teachers need to be well equipped and provided with relevant resources to teach in superdiverse classrooms so that they can address the linguistic and social difficulties brought by superdiverse learners with superdiverse languages. One of the most important requirements that teachers have to teach effectively in superdiverse classrooms is that they are multilingual, even though they are not trained to teach in multilingual or superdiverse classrooms. Teachers must always be prepared to go to class and provide individual support to learners who are struggling to get along well with other learners so that they can participate positively. The provision of resources,

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workshops, and training by the district and school management is very important to provide quality and inclusive teaching to all learners. So far, there has been no training, except for the workshop I provided them on the implementation of TL.

Most, if not all, teachers are not trained to teach in superdiverse classrooms. Throughout this study, I have noticed that some of the teachers are still confused about TL and code-switching; there is still a misconception of what TL is, even after the workshop I provided to them. This suggests that there is a need for a refresher course on TL and practical examples of the implementation of this method in the classroom to provide support to the teachers. Most teachers have highlighted that as far as TL is concerned, they are under-resourced and, therefore, suggest a number of resources they require from the school or district. Consequently, as part of giving support to the teachers, there is a need to provide resources such as translator apps and visual aids.

5.3 Primary Research Question (RQ1)

RQ1 was: *How can TL serve as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools?*

According to research, TL is a communal norm that goes further than classroom communications, and it comprises all metadiscursive systems that polyglots utilise daily to understand their external world (García, 2009; Wei, 2011). According to research, superdiversity in schools indicates that monolingual philosophies and practices are not efficient and do not offer positive schooling experiences, including the mental and academic support that is required for multilingual learners (Creese & Blackledge, 2010). The beginning of superdiverse contexts progressively requires the classroom practices, curriculum activities and policies to use the numerous abilities of learners and to recognise the language flexibilities that overlay into one another (Creese & Blackledge, 2010; García, 2011; Wei, 2011). The purpose of this study was to use TL as leverage for developing inclusive communication in the superdiverse contexts of the inner city. The findings show that there is improved inclusive communication among learners and teachers and improved participation, which also improves learners' confidence and well-being. Studies around the world, including South Africa, on the implementation of TL have shown many positives in learner participation, subject interest, communication, and social and cognitive

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advantages. The flexible and lively nature of the TL method embraces language multiplicity and challenges language hierarchies and inequities (Carrim & Nkomo, 2023).

The notion that learning cannot be detached from its communal context is treasured by Vygotsky's SCT. It is, therefore, important to always utilise the elements of the SCT, such as scaffolding, the ZPD, and mediation, considering the available resources and assets relevant to TL implementation. From the presentation of the results, I deduced that TL has been shown to be the most effective strategy that enhances inclusive communication and a positive learning environment. The results of this research relate positively with the study as it facilitated the following:

- Cognitive benefits
- Removes language imbalances
- Positivity and improved learner participation
- Improved communication
- Improved relationship

5.3.1 Cognitive benefits

The observation found that learners bridged languages in text inquiry and engagement in distinct ways. Academic topic knowledge enrichment was seen when learners engaged various voices of group members in discussion and discourse on text ideas and vocabulary. Participants switched languages to learn important, relevant terms in all available languages. In the translingual reading classroom, translation and interpretation are similar to text reformulation (Cervantes-Kelly, 2010). This research shows that using "own languages" helps learners access academic literature epistemologically across different languages. In this case, they used or developed their vocabulary. This approach helped students assimilate text content without being overwhelmed (García, 2009). Makalela (2016) refers to the dialogic and translingual collectivity under consideration as ubuntu TL, which symbolizes cultural skills.

According to the existing literature, the English language used in teaching and learning is effective when complementing learners' other languages. The participants helped each other navigate the complicated process of developing and sharing meaning with greater clarity and text comprehension. Using only one language to

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create knowledge is insufficient without including learners' HL (Creese & Blackledge, 2010; Makalela, 2016). As they read and asked other multilingual students to explain difficult terms, they expanded their vocabulary in their styles and writing. Students naturally used each other's linguistic capital to handle new and difficult terminology in groups. This collaboration improved their communication ideas and knowledge. Participating in TL changed the text and deepened perception. The students understood the text material and ideas better (Baker, 2011). Other multilingual classroom studies found comparable results (Nomlomo, 2007; Nomlomo & Mbekwa, 2013). According to recent studies, multiple language resources provide cognitive advantages in language, academic literacy, and psychology.

Many academic literacy academics recognise the educational usefulness of translingual conversation and meaning-making in vocabulary exploration. This research established the translingual aspect of academic text debate. Most clearly, the observations showed that the students were comfortable with their bilingual identity and language resources. Active participation in multilingual vocabulary development activities improved word or vocabulary acquisition. Nystrand defined "translingual dialogic reading pedagogy" as "critical thinking rather than remembering" (Nystrand et al., 1997, p. 91). Learners used dialogic teaching tactics such as TL to create meaning while navigating represented and experienced common words in the reading classroom.

Using TL in the reading curriculum made "language" a tool for epistemic learning from texts rather than transactional language for quick interactions. The TL reading activities encouraged students to explore, share, and ask about academic books in their native languages, creating a wide variety of meanings. In addition to their English expertise, learners used all their linguistic and cultural communication resources to clarify challenging terms and terminology, building intellectual reading abilities.

The research also indicated that collaborative TL improved learners' text comprehension by leveraging their languages to grasp foreign vocabulary. In their own words, respondents justified the need for TL via collaborative learning to improve text comprehension while utilising their languages to grasp foreign terms. Cross-linguistic semantic awareness insights let learners identify new language

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connections. It helped them understand new terminology. This academic text engagement enabled seamless and accurate cross-linguistic translation. Learners explain challenging terms and terminology using all their discursive linguistic resources, not just English. Students employed contrastive elaboration. They compared their definitions of problematic academic discourse terminology, vocabulary, and ideas in solo, pair, and group discussions using all accessible languages.

Learners explain challenging terms and terminology using all their communicative-linguistic resources, not only English (Makalela, 2016). During group vocabulary inquiry and translations, learners used one other's linguistic capital to handle new and challenging vocabulary (García, 2023b). The vocabulary inquiry across voices and languages was a peer conversation. The key conclusion is that TL strategies, where text content is actively employed alongside text content development, are an excellent way to teach and acquire academic reading in multilingual situations. The research found that learners favored TL, which increases awareness of scholarly text language and academic reading performance.

Translanguaging via collaborative learning involves learners asking, clarifying, and negotiating dialogue using their culture and linguistic background to ensure their peers listen and grasp text concepts, according to several academics.

Learners were able to thoroughly interact with the work in their numerous voices by reading key passages and engaging with them in Tswana, Zulu, and their idiomatic phrases and proverbs. Idea expression and communication were adaptable. Language communication abilities in translingual group discussions on texts may improve students' cognitive and active learning of academic publications. Increasing linguistic flexibility, constructing reading pedagogy from students' language practices, and using more language and communicative resources to derive text meaning and communication ideas promote epistemic democratisation.

The low-anxiety setting in TL enabled the negotiation of meanings from many viewpoints via discussion, questioning, and organising processes, assisting students in understanding and internalising critical concepts, such as kinesics (body motion), facial expressions, and posture, which show pupils having fun with language. The

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observations also revealed quiet periods. The statistics show that students enjoyed translating academic jargon into native speech in different languages.

5.3.2 **Removing Language Imbalances**

This study's findings show that even though TL has disadvantages, such as consuming a lot of time, imbalanced use of several different languages in class, plus having teachers who are not trained to teach in multilingual or superdiverse classrooms, although the approach remains a better method. This method plays a huge role as it minimises disorder in the class, bridges the communication gaps and further curbs many academic exclusions and challenges. Largely, the outcomes in this research show a need to address the inconsistencies and reconsider a firm, progressive examination of classrooms that provides a diachronic opinion of communication in classroom activity to ensure that classrooms have multi-layered and interactive structures with numerous interrelationships (Gutiérrez Pérez, 1995). To this end, there is a need to accelerate TL in schools as this approach has brought open-mindedness, a sense of belonging, confidence, and improved inclusive communication in learners.

The study found improved social cohesiveness, including enhanced student-teacher interactions. This study also showed monolingual biases and practices and the efficacy of TL as a strategic resource that gives bilingual learners epistemic access and leverages their language experiences and repertoire to improve educational manuscript comprehension and knowledge. The major finding was that TL approaches in manuscript content reception and production improve multilingual learners' educational reading literacy. Participants liked the TL approach because it increased academic manuscript language awareness, comprehension, and educational reading success (Yafele & Motlhaka, 2021).

García (2023) asserts that both teachers and learners can enhance their sense of humanity by having their language, culture, and history acknowledged and embraced within the educational classroom. The justification for incorporating a TL approach in the school and teacher education curricula was reinforced using arts-based methodologies, specifically poetic inquiry and photos. Expertly crafted photos and text can engage the audience emotionally and intellectually. The significance and impact of this investigation resides in the reconfiguration, questioning, or validation of

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fundamental aspects of the teaching and learning experience in classrooms with several different languages. This study's findings indicate that the implementation of TL as a novel language practice is not a simple and immediate solution. García (2023) argues that poetry and visuals serve as powerful reminders that failing to accommodate learners and their unique identities dehumanises and reduces them to mere memories of themselves. This particular effort encourages individuals to extract and apply the aspects that align with their own experiences to enhance educational processes in different environments. An in-depth understanding of the potential of TL provides a practical approach to fostering more inclusive and enriching teaching and learning experiences in classrooms with many languages. Translanguaging is proposed as an educational tool to utilise the diverse language and cultural knowledge that learners and teachers possess in school settings.

The findings of this research indicate that there was a positive, fluid conversation among some participants who employed varied language and cultural discursive abilities. The TL interaction created cohesion among the learners and improved their cognitive skills. The learners used their language abilities intelligently to control the communication between them. In such an environment, pedagogy should allow language flexibility and acknowledge learner identity characteristics. There is a need to challenge the dominance of monolingual languages and recognise our students' bi- or multilingualism as a resource for academic literacy, teaching, and learning.

Where willpower exists, optimal use of TL procedures by all teachers within multilingual educational situations comparable to the study site will yield enormous advantages. The exact application may change as tactics are tailored to accommodate the types of students being taught and their skills. Yafele and Motlhaka (2021) state that students' bilingualism or multilingualism must be respected for teaching and learning. They further hold that epistemic democratisation via translanguaging creates pedagogy from students' natural communication.

5.3.3 **Positivity and Improved Learner Participation**

Findings from this research (4.3.2) show that even though few learners had challenges with speaking their own languages, the use of a TL approach was beneficial as some concepts were clarified and interpreted through numerous languages. This was also helpful to learners in EMI who are not proficient in the

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LoLT. There was also a notable contradiction from the learners as they acknowledged that the use of several different languages in the classroom was very helpful to them, in particular, concept clarification. They develop subject interest, a positive attitude towards learning, inclusive communication, improved academic performance, learning about different cultures and languages, and improved relationships with their peers, as well as between themselves and their teachers. The cause of contradiction is that they need to use diverse languages for learning but still feel it takes away their opportunity to learn and speak English, which they believe is a requirement for global interaction.

The South African constitution says that all learners have the right to be taught in their HLs. However, both schools that participated in this research used primarily two languages, English HL and Afrikaans FAL, and most learners were not proficient in these languages. Inclusive communication, learner confidence, subject interest, and positive attitudes were developed by using TL, leading to improved academic performance and participation. Translanguaging stimulated flexibility, positivity and creativity among learners. A sense of belonging and learner self-identity was recognised using this method, which also stimulated maximum participation. This approach also gave both teachers and learners exposure to new languages and improved their listening skills. The study showed that the participants found it very beneficial to use the TL approach in the classroom. Therefore, the successful implementation of TL to promote inclusive communication requires flexible and transformative teachers who can positively facilitate the process.

5.3.4 Improved Communication

Findings from this research (Section 4.3.3) show that some teachers feel that using TL disadvantages them, especially when they do not know the learners' languages, and they are fearful of losing track of learner discussions and being unable to facilitate the learning process properly. However, the majority of the teachers showed a positive attitude towards the implementation of TL. They were happy and preferred this notion as it mainly built inclusive communication. Through the implementation of this approach, they witnessed maximum learner participation; learners were comfortable and able to express themselves confidently during teaching and learning.

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The findings (Section 4.3.4) further indicate that all the participating learners have acknowledged that using TL in the classroom helped them communicate better as they were able to participate actively, express themselves and easily understand the subject content. Some feel that using their existing languages has helped them answer questions and respond to the questions quickly, communicate better, explain ideas, and be understood by others. It has also helped them raise questions, express their thoughts appropriately, scaffold whenever they had difficulties, and understand each other. Even though some do not appreciate the use of ILs as a support structure to maximise their participation and communication, research shows that through using the TL approach, learning is simplified, and there is a thorough comprehension of academic concepts.

The above-mentioned assumptions must be central to teacher training curricula. Support based on teachers' validation and recognition of their language competence is essential. Traditional speakers must be enabled to identify their language riches (Hammine, 2020). The teachers must also be trained to become competent IL speakers. This argument is strongly promoted by Fujita-Round (2015), who advocates for improving the self-esteem of IL groups via education in their L1 inheritance on Miyako Island in the Ryukyus, Japan.

According to research, learners used their multimodal language ranges fluidly and efficiently to communicate and interrelate, and their levels of communication and enjoyment improved (Carrim & Nkomo, 2023). Consequently, TL nurtured learners' creativeness and stimulated them to exceed expectations. The use of their full language range empowered learners to use their personal background, familiarities and multilingual thoughts in the classroom (Carrim & Nkomo, 2023). The findings from this study have shown that TL allowed flexibility among learners through utilising their diverse languages. It stimulated creativity, improved communication, and increased participation in the classroom. Thus, this approach can be deemed fit to be used permanently in classrooms across all schools in South Africa and globally.

Review studies have demonstrated that incorporating TL tactics and procedures in the FP can effectively enhance learners' reading skills. Teachers can stimulate learners' prior knowledge by concurrently including their HL and English, contrasting

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the two languages and utilising multicultural and multilingual reading resources. Utilising the knowledge and experiences of learners and incorporating texts that are relevant to their background establishes a connection to the text, hence increasing the learner's ability to comprehend and understand the subject.

Furthermore, learners' English vocabulary can be enhanced by engaging in their HL, employing translations, utilising texts in both the learners' native language and English, utilising multilingual resources, and making use of the learners' diverse range of communication methods. Utilising the lexicon acquired by learners in their own language and employing translations during and after reading a text helps enhance their speaking and listening abilities as well as their comprehension of the content. When learners try to comprehend the meaning of an English word, they can consult the texts in their HL. Using a multilingual printout that contains vocabulary from both the learner's native language (HL) and English may help them improve their English vocabulary. In addition, the teacher can tap into the learners' diverse range of communication methods, including gestures, visuals, facial expressions, and body movements, to enhance their understanding of English vocabulary and, consequently, their English reading comprehension.

5.3.5 Improved Relationships

Findings from this research (Section 4.3.5) show that most of the participating learners differed culturally, biologically, demographically, and linguistically. The linguistic diversity among them was deep, but they have found ways to navigate communication in the classroom through TL. The findings show that there was a developed sense of cultural and linguistic difference, improved social cohesion, respect, and discipline, as well as positive learner behaviour and a change of stereotypes and negative perceptions about other people’s cultures and languages. The learners all began to learn their peers’ languages and cultures.

Furthermore, the teacher can motivate pupils to utilise their complete range of signs and symbols when re-enacting the stories to boost reading comprehension. By utilising multilingual resources and leveraging their heritage language, learners can develop a strong understanding of the English language's structural components. Learners utilising multilingual texts and a multilingual printout can compare the phonology, morphology, syntax, and semantics of different languages. In addition, by

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utilising their high-level abilities, individuals can enhance their understanding of the structure of the English language. Utilising their higher-level thinking and tapping into their prior knowledge has improved learners' ability to reason verbally, hence enhancing their reading comprehension. The learners' prior knowledge facilitates their ability to draw conclusions, which enhances their verbal reasoning and reading comprehension. Utilising learners' HL during discussions and explanations and comparing the language used in input and output helps enhance their oral language abilities and foster a more profound understanding.

Utilising a variety of multilingual materials can ultimately improve learners' proficiency in English literacy. The learners possess literacy knowledge that encompasses an understanding of print concepts and genres. Incorporating multicultural texts, texts published in learners' HL (HL) and English, and creating a print-rich environment with many languages is beneficial in this context (García, 2023b). Teachers can enhance learners' reading and writing skills by creating a multilingual reading zone that features books from many genres.

Translanguaging provides a method for promoting the effective use of the LoLT while also allowing the HL to develop further. Instead of transitioning to English in Grade 4, as is now common among South African students, it would be beneficial to continue using the HL for a longer period, potentially throughout elementary school. This would aid in the development and reinforcement of the HL (Heugh, 2015). Excluding or downplaying the importance of a primary language or native language puts many learners at a disadvantage (Probyn, 2009). The hidden curriculum can sometimes convey the idea that certain students are excluded and less accepted in the school environment. Bartolomé (1994, p. 176) mentioned the perspective of "subordinated learners" as a deficit view. According to Bartolomé (1994), children from working-class backgrounds who do not speak English as L1 tend to have a worse social standing. The concept of "Hidden Curriculum" serves as a reminder that disempowering effects can arise not only from obvious curriculum activities but also from covert methods.

Excluding the languages that learners bring from home to focus on the LoLT may seem to be pedagogically reasonable. However, challenges in learning the language used in school may have a detrimental impact on academic progress (Benson,

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2017). Individuals who learn in a language other than their L1 may be considered incompetent or lethargic. Complicity acts as a warning that the existence of flawed ideas promotes the spread of intolerance and discrimination (del Carmen Salazar, 2013). Instead of acknowledging the impact on learners' acquisition of information in a L2, their difficulties and problems are attributed to their cultural and linguistic background (del Carmen Salazar, 2013). A learner's native language may vary from the language used for teaching and learning, which may have an impact on the educational process.

In South African schools, most learners receive instruction in their native language throughout the FP (Grades R–3); however, this is not the case during the IP (Grades 4–6) and beyond (DBE, 2010a). According to the DBE (2010, p. 19), a significantly smaller proportion of children, less than 30%, are being taught in their native language during the IP and beyond, compared to the 80% of children in the FP who have this advantage. Mda (2004, p. 177) recognised that language plays a crucial role in acquiring information and emphasises the significant connection between the acknowledgement of language and fundamental human rights. The Constitution of South Africa (RSA, 1996) and the LiEP (DoE, 1997) both address language rights. The LiEP is influenced by the perspectives on language expressed in the Constitution (Mda, 2004). Failure to recognise an individual's language, culture, and history within the school environment can lead to a dehumaniSing experience. Bartolomé (1994) contended that a pedagogy focused on humanising can be implemented by considering the learners' situations, backgrounds, and worldviews. Mother Tongue Comfort evokes the joy of utilising one's native language: I feel most authentic when expressing myself through my own words and ideas.

Zinn and Rodgers (2012) proposed that recognising the identities and capabilities of both learners and teachers is advantageous for both parties. As previously mentioned, the majority of learners and teachers in South Africa utilise their L1 in the FP settings, allowing them to navigate language and conceptual skills effectively. The transition from Grade 3 to learning and teaching in another language abruptly removes the comfort of the known language. The TL approach offers a deliberate and methodical approach to expanding the usage of the mother tongue or primary language throughout the IP. The primary language can serve as a conduit to the

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necessary LoLT. The objective would, therefore, be to achieve bilingualism rather than prioritising proficiency in the LoLT.

Individuals who are bilingual or multilingual possess a unique ability to establish connections with others who share a mutual understanding of multiple languages. They possess the ability to listen attentively and skillfully answer, which is significantly different from the more restricted communication of those who only speak one language (García, 2009). "On Being a Multilingual Being" explores the seamless connection that can be achieved when languages are skillfully and effortlessly spoken. The implementation of a pedagogy that promotes humanisation necessitates the act of actively listening, being fully engaged, effectively communicating, and attentively observing (Zinn & Rodgers, 2012).

Translanguaging, when used as a tool for several languages, can enhance one's ability to engage fully in interpersonal interactions. However, implementing linguistic practices that promote liberation in school classrooms is not without difficulties. Heugh warned that the concept of multilingualism, especially in the field of education, can have varying interpretations depending on the specific circumstances (2015, p. 280). Therefore, it is essential to understand the societal environment in which languages are being utilised The decisions made by teachers, rather than by curriculum policymakers, are the primary drivers of classroom activities. Therefore, it is crucial to closely examine the experiences and perspectives of teachers. "A Cry from the Classroom" vividly depicts the issues that teachers face through powerful imagery of cruelty, showing them as being bludgeoned, bruised, smashed, broken, sliced, slashed, scarred, and scraped. This imagery highlights the vulnerability and inadequacy that teachers often feel. The teachers' identity diminishes when they are unable to adequately address the requirements of learners and the expectations of the curriculum.

While researchers have recognised the importance of TL for a while, schoolteachers are frequently less enthused about its application. In addition to time constraints, specific conceptualisations of language practice also lead to opposition towards TL. Perceiving languages as rigid entities with immutable borders makes it challenging to acknowledge the fluidity of linguistic transitions. The influence of language understandings originating from the developed countries of the Northern Hemisphere

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continues to have a significant effect on our curricular texts and the way teachers teach. The conceptions of language as discrete and different entities, which originated from Europe in the late 1800s, continue to have a substantial influence on language practice in the present day. These understandings are being questioned by a more intricate comprehension and utilisation of language that emerged in Africa (Heugh, 2015).

Conventional language instruction aims to keep languages separate to prevent the dilution or contamination of the language's original form (García, 2009; Makalela, 2015). Contemporary language teaching methods challenge the strict division of languages, as argued by scholars such as García (2009), Heugh (2015), and Hornberger and Link (2012). The present South African school curriculum categorises languages as HL, First Additional Language, and Second Additional Language, effectively distinguishing them from one another. Language learners are expected to approach language learning as separate and independent systems, rather than viewing language use as a unified and interconnected process. However, in the everyday lives and communities of learners and teachers, languages frequently overlap in practical and meaningful manners. Del Carmen Salazar (2013) emphasised the significance of a humanising pedagogy in promoting the success, well-being, and resilience of both teachers and learners. This educational approach, influenced by the principles advocated by Freire (1972), enables both the teacher and the students to develop their full human potential as active, reflective, and transformative individuals who engage with the world (Freire, 1972). More Fully Human emphasises the importance of embracing an individual's language, culture, and history in the classroom, as it can lead to happiness and a sense of completeness. Translanguaging strategies facilitate a seamless transition between the language HL and the LoLT. Learning is facilitated and encouraged by this liberating process.

The usage of the TL approach as a support strategy in multilingual classrooms is normally affected by exterior difficulties that are connected to the South African socio-economic macroclimate, which has an impelling impact on teaching and learning, including the results (Omotoso & Koch, 2017). Consequently, the TL approach has had a huge positive impact on the learners' social and academic experience as the approach has provided support and also facilitated the learning

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process in the classrooms (Cummins, 2008; Ngcobo et al., 2016; Omidire, 2019). The findings from this study showed that TL has been the backbone of enforcing inclusive communication and maximum learner participation in the classrooms. This approach proved to be the key support resource through the incorporation of different languages, which facilitated the learning process and comprehension within superdiverse learners in multilingual classrooms (Leask, 2014). The use of TL in the classrooms brought about a sense of belonging, confidence and comfort, improved learner-teacher relationship, active learner participation, self-efficacy, a sense of self-identity, concept clarification, subject interest, a positive attitude towards learning, inclusive communication, improved academic performance, and acceptance of learner diversity (Makalela, 2016).

5.4 Summary of Findings

It is clear that teachers at the two schools had a strong comprehension of TL, albeit most required further prodding. All participating teachers recognised that TL tactics such as translation, explanation, and peer learning were used on a regular basis in their classrooms, as well as several instances of intuitive TL. The data also revealed that all teachers saw TL as a successful and beneficial technique, even if some preferred that their learners speak solely English at school. Other writers have also noticed these opposing viewpoints in their research (Al-Bataineh & Gallagher, 2021; Yuvayapan, 2019). Some participating teachers were hesitant to promote teaching in more than one language, but they accepted the inevitable since their learners spoke a variety of languages on the playground.

All the teachers provided feedback that their learners were thrilled and empowered when they heard their native language spoken in the classroom. They observed that participating instructors and their colleagues at both schools communicated in a range of languages on a regular basis. It is also shown that numerous social conditions encountered by instructors and learners in the community posed learning problems and influenced the TL tactics used by teachers. The effect of TL in the classroom provides a feeling of familiarity, optimism, and inclusivity for superdiversity learners.

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5.5 Contribution of this Study

The study contributes to the larger discussion on TL. Primarily, this study enlarges the scarce information on the use of TL as leverage for developing inclusive communication in superdiverse classrooms for effective teaching and learning. Exploring this approach may help us to comprehend the deeper meaning and process of TL and its impact on learner communication, participation, content comprehension and academic performance. This study will help the DoE to provide the necessary resources to ensure the smooth implementation of TL in South African schools.

This study's findings revealed that teachers acknowledge that there is a need for the implementation of TL as it has proven to be the most effective strategy for teaching multilingual learners. Even though they are restricted by the schools' language policies, they firmly believe that the languages should be amended to allow for efficient teaching and learning. This study has shown that when learners are given an opportunity to use their full linguistic repertoire freely during teaching and learning, they become more active, communication improves, and they perform well as they use their authentic voices.

This research may give valuable input for the reform of language policy since it acknowledges the obstacles that EMI language instructors and learners have while teaching and studying using a curriculum established with their HLs. This study may provide the framework for comparable studies to be conducted in South African schools, where there is a lack of research on the application of TL techniques in superdiverse primary schools.

5.6 Limitations of the Study

Several study limitations were recognised, including the risk that the results may not apply to similar situations. The research focused on two township schools in one district. Due to the small sample size, the results may not apply to other local contexts. Therefore, schools in other South African areas may not be able to use the results. However, thorough descriptions of this study's background allowed other researchers to assess its applicability to their own conditions. Second, just two focus group conversations were held with the learners. More learners may have participated, resulting in more comprehensive data collecting. Third, the interviewer's

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code-switching to ask learners specific questions may have affected the phrasing of certain interview questions, which may have affected some participants' responses.

Time constraint was a challenge as all the participants were not available at the same time; the researcher also struggled to access a teacher (the facilitator of communication between teachers, learners and the researcher) on time. On another day, there were rain and thunderstorms while interviewing; at the same time, there was a noisy choir practice while conducting an interview, which negatively impacted communication and the quality of recorded videos and audio.

5.7 Recommendations

This study has shown the importance and need of using a TL strategy in the classroom. This study has highlighted the primary viewpoint of the phenomenon of implementing TL approaches as a valuable approach in South African multilingual classrooms. The DBE should fast-track the integration of African languages into the school curriculum to open opportunities for TL in schools. The teachers must receive training so they can teach effectively and implement TL in superdiverse contexts. The provision of workshops and refresher courses on TL and how to implement it in multilingual classrooms would be very beneficial.

5.7.1 Recommendations for Future Research

According to the literature review and participants' responses, TL stimulates collaboration among learners, confidence and comfort, improved learner-teacher relationship, active learner participation, self-efficacy, a sense of self-identity, concept clarification, subject interest, a positive attitude towards learning, inclusive communication, improved academic performance, and acceptance of learner diversity (García, 2023b). Even though TL has brought lots of positives, some negatives were identified, which implies that there is a need to research TL educational limitations further. There is a specific need to research TL pedagogy in the FP in South Africa.

I recommend future research to be conducted into the topics listed below, which were accrued from the findings to deepen our understanding of TL:

- What types of language policies would best suit and strike a balance in superdiverse classrooms where the translanguaging method is used?

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- The integration of the translanguaging method into assessment activities;
- The relationship between translanguaging and different aspects of the socio-emotional well-being of learners
- How other semiotic resources may moderate teaching and learning with translanguaging for both learners and teachers.

5.7.2 Recommendations for Teachers

To implement a TL approach, which positively influences positive learning and the attitudes of learners, there is a need to ensure that there are enough resources and support at all times. Therefore, the following recommendations are made:

- Teachers must be provided with the required support and resources to enable them to provide quality and effective teaching in superdiverse classrooms.
- All the teachers who teach in multilingual/multicultural classrooms are required to undergo suitable training.
- New multilingual language policies should be created by the Department of Basic Education and allowed by policymakers to provide quality and effective teaching and learning.

5.7.3 Recommendations for Policy Stakeholders

- Language policies should move away from monolingual to multilingual environments.
- Translanguaging must be recognised as the most effective strategy to be used in superdiverse classrooms across the curriculum by all subject policies.
- Integration of technology, which includes multilingual translating audio/videos, digital learning and resources like textbooks, should be considered.

5.8 Conclusion and Reflection

In this chapter, I discussed the findings based on the use of TL as leverage for developing inclusive communication in the superdiverse contexts of inner-city schools, and according to the findings, it became very evident that there are minimal challenges when using TL in the South African classroom. The findings have shown the significant benefits of the use of this method, as it contributes positively to learner communication, participation and performance. The study has confirmed the findings from earlier research which indicated that when more than one language is used for

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teaching and learning, learners become more interested, positive, creative, and flexible and most importantly develop a deeper comprehension of the content or subject matter (Makalela, 2015). This study has shown a positive influence of using the TL approach in the classroom to facilitate learning and provide support to learners. This approach removed the negative perceptions of the use of African languages by learners for teaching and learning in the classroom, instead they appreciated and preferred this method as they enjoyed learning.

The results of this research also indicated the challenges experienced by both the teachers and learners in the classroom, such as socio-economic challenges, inflexible language policies, and social challenges. The study has closed a gap in the research literature by focusing in particular on Grade 8's as research has mostly focused on higher grades and institutions. The study thus recommends the permanent use of TL as part of the curriculum across the country and globally as a way of improving teaching and learning in the classrooms.

I learned about research, TL, and curricular relevance. I also learned about teachers' and students' experiences using TL to build inclusive communication in superdiversity inner-city schools, which suggested adding additional TL lessons to the curriculum. The study found that integrating the TL method into the school curriculum might improve learning and help multilingual learners and teachers. I hope and believe that this study's findings will improve TL research and school implementation for teaching and learning.

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Appendices

Appendix A–Principal consent forms



REQUEST FOR PARTICIPATION AND INFORMED CONSENT PRINCIPAL

Dear Sir/Madam

Background and invitation to take part in the research study

The purpose of this letter is to present an outline of the nature of my study and to request your permission to allow your teachers and learners to participate in this research study. My name is Clifford Dihangoane and I will be conducting research as a PhD student in Educational Psychology at the University of Pretoria. The study will be supervised by Prof. Funke Omidire from the Department of Educational Psychology at the University of Pretoria.

The teachers and learners are invited to participate in this research study aimed at investigating and understanding "**Translanguaging as leverage for developing inclusive communication in superdiverse contexts of inner-city schools**".

Expectations from participants

As participants in this study, the learners will be required to complete a questionnaire and also participate in a focus group discussion as well. The teachers will be required to complete questionnaires and participate in the interviews. The questions are focused on the personal experiences, thoughts, and beliefs on the integration of several different languages in teaching educational concepts with the purpose of

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developing inclusive participation during teaching and learning, the focus will be on the teachers and the grade 8 learners only. The responses will be numerically coded and analysed.

Duration of the participation

The questionnaire should not take more than 20 minutes and the focus group discussions and interviews will take only 40 minutes each, on separate days. The focus group discussions and interviews will not interfere with the school program, it will be conducted after school hours

Limitations and risks anticipated

There are no anticipated harms or risks in participation.

Possible benefits of the study

The benefits lie in our further understanding of the various issues surrounding teaching and learning in a multilingual context and possible contribution to knowledge in this field.

Rights of the participant

Participation in this study is completely voluntary and withdrawal from this process at any given time, and without any reason is accepted. If they decide to participate/ not participate or want to stop participating after you have initially agreed, this will not affect you in any way.

I commit myself to discuss the implications of the research results with you before they are finalised. This is to make sure that you agree with the data/ that you are comfortable with the data, as well as to remove any information you do not agree with or feel comfortable with.

During the data collection process, the data files will be locked away and secured. All electronic files will also remain password protected on my laptop. The use of data will be limited to this research project, as authorised by the University of Pretoria. I would also like to request your permission to use your data, confidentially and

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anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

COVID-19 Protocols

During the data collection process I will ensure that COVID-19 precautionary measures are followed which include the screening of all participants before interviews, wearing masks throughout the interviews, frequently sanitizing, and also social distancing.

Confidentiality and Anonymity

All the data and information obtained during this research study will be kept strictly confidential and will be available to the researcher and his supervisor only. During the data collection, all the raw data will be kept safe and stored securely at the Department of Educational Psychology at the University of Pretoria even after completion of the study. Participants will remain anonymous throughout the research study and your name will not be mentioned or linked to the research publication. Identifying details will therefore be removed from the research reports on this study.

As part of the requirement to obtain my PhD Degree, I will be expected to publish an article in an accredited journal based on the findings from my study together with my research report as it will be made available online to the scientific community.

Questions and information

Please feel free to ask any questions if you require any clarification. Please feel free to contact my supervisor, or myself as indicated below if you have any inquiries regarding the research process

If you have read and understood what is expected from you in this document, and you are willing to allow the teachers and learners to participate in this study, please

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complete the form below.

Thanking you in advance

Yours sincerely

Mr. Clifford Dihangoane (Researcher)
Contact number: 0715442749
Email:kgaboclifford@gmail.com

Prof Funke Omidire (Supervisor)
Contact number: *012 420 5506*
Email: funke.omidire@up.ac.za

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UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

INFORMED CONSENT

Principal

Title of the research project: **TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS.**

I, _____ the undersigned, in my capacity as principal at _____ (Name of school) hereby agree to allow the teachers and learners to participate in the above-mentioned research. I understand that their contribution will be treated as confidential and anonymous, and that they may withdraw from the study at any time, if they wish to do so.

Signed at _____ on_____2022.

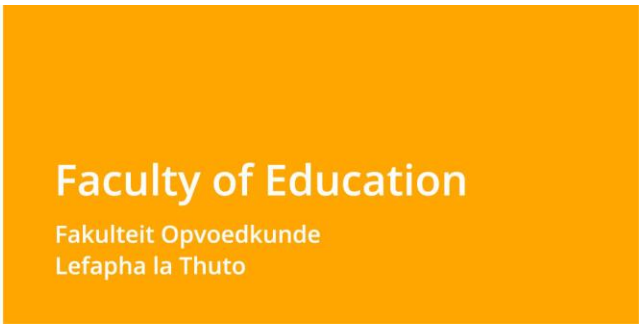
_____

Principal (Signature)

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Appendix B–Parental Consent Forms





REQUEST FOR PARTICIPATION AND INFORMED CONSENT PARENTS

Dear Sir/Madam

Background and invitation to take part in the research study

The purpose of this letter is to present an outline of the nature of my study and to request your permission to allow your child to participate in this research study. My name is Clifford Dihangoane and I will be conducting research as a PhD student in Educational Psychology at the University of Pretoria. The study will be supervised by Prof. Funke Omidire from the Department of Educational Psychology at the University of Pretoria.

Expectations from participants

As participants in this study, he/she will be required to complete a questionnaire and also participate in a focus group discussion as well. The questions are focused on the personal experiences, thoughts, and beliefs on the use of different languages in teaching educational concepts with the purpose of developing inclusive participation during teaching and learning, the focus will be on the grade 8 learners only. The responses will be numerically coded and analyzed.

Duration of the participation

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The questionnaire should not take more than 20 minutes and the focus group discussion will take only 40 minutes. The focus group discussion will not interfere with the school program, it will be conducted after school hours

Limitations and risks anticipated

There are no anticipated harms or risks in participation.

Possible benefits of the study

The benefits lie in our further understanding of the various issues surrounding teaching and learning in a multilingual context and possible contribution to knowledge in this field.

Rights of the participant

Participation in this study is completely voluntary and withdrawal from this process at any given time, and without any reason is accepted. If he/she decides to participate/ not participate or wants to stop participating after you have initially agreed, this will not affect you in any way.

I commit myself to discuss the implications of the research results with you before they are finalized. This is to make sure that you agree with the data/ that you are comfortable with the data, as well as to remove any information you do not agree with or feel comfortable with.

During the data collection process, the data files will be locked away and secured. All electronic files will also remain password protected on my laptop.

The use of data will be limited to this research project, as authorised by the University of Pretoria. I would also like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

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COVID-19 Protocols

During the data collection process I will ensure that COVID-19 precautionary measures are followed which include the screening of all participants before interviews, wearing masks throughout the interviews, frequently sanitizing, and also social distancing.

Confidentiality and Anonymity

All the data and information obtained during this research study will be kept strictly confidential and will be available to the researcher and his supervisor only. During the data collection, all the raw data will be kept safe and stored securely at the Department of Educational Psychology at the University of Pretoria even after completion of the study. Participants will remain anonymous throughout the research study and your name will not be mentioned or linked to the research publication. Identifying details will therefore be removed from the research reports on this study.

As part of the requirement to obtain my PhD Degree, I will be expected to publish an article in an accredited journal based on the findings from my study together with my research report as it will be made available online to the scientific community.

Questions and information

Please feel free to ask any questions if you require any clarification. Please feel free to contact my supervisor, or myself as indicated below if you have any inquiries regarding the research process

If you have read and understood what is expected from you in this document, and you are willing to allow your child to participate in this study, please complete the form below.

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Thanking you in advance

Yours sincerely

Mr. Clifford Dihangoane (Researcher)
Contact number: 0715442749
Email:kgaboclifford@gmail.com

Prof Funke Omidire (Supervisor)
Contact number: *012 420 5506*
Email: funke.omidire@up.ac.za

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INFORMED CONSENT

PARENTS

Title of the research project: **TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS**

I, _____ the undersigned, in my capacity as parent at _____ (Name of school) hereby agree to let my child participate in the above-mentioned research. I understand that hi/her contribution will be treated as confidential and anonymous, and that he/she may withdraw from the study at any time, if he/she wishes to do so.

Signed at _____ on_____2022.

_____ _____

Participant Researcher

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Appendix C–Learner Consent Forms

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

REQUEST FOR PARTICIPATION AND INFORMED CONSENT LEARNERS

Dear Learner

My name is Clifford Dihangoane and I will be doing some research with you at your school. The purpose of this study is to investigate the use of different languages in teaching educational concepts with the purpose of developing inclusive participation during teaching and learning in the classroom. I have obtained consent from your principal, the teachers, and the Department of Education to do this research. I would like you to kindly participate in this research and note that the information I collect will be confidential and only used for research at the University of Pretoria. Your names and your identifying information will be removed. This research is safe and no one will be harmed during the research process.

I will collect information by-

- Giving learners questionnaires to complete
- Taking photographs of the learners' workbooks.
- Audio and video-recordings, and take photographs of learners in group discussions (Learner's identity will not be revealed and learner confidentiality will be maintained at all times)

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- Speak to the teacher about the classroom dynamics and the outcome of the lessons.

Confidentiality will be ensured by using pseudonyms for all learners. Learners' names and all identifying information will be kept safe and will not be disclosed. All efforts will be made to ensure that no harm will occur to the learners and teachers. You will be allowed to withdraw from participating in the study at any point/ time even without giving reasons should you wish to do so.

The questionnaire should not take more than 20 minutes and the focus group discussion will take only 40 minutes. The focus group discussion will not interfere with the school program, it will be conducted after school hours

During the data collection process I will ensure that COVID-19 precautionary measures are followed which include the screening of all participants before focus group discussion, wearing masks throughout the interviews, frequently sanitizing, and also social distancing.

The use of data will be limited to this research project, as authorised by the University of Pretoria. I would also like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Please feel free to ask any questions if you require any clarification. Please feel free to contact my supervisor, or myself as indicated below if you have any inquiries regarding the research process

If you have read and understood what is expected from you in this document, and you are willing to participate in this study, please complete the form below. I look forward to your participation and contribution to this project.

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I appreciate your consideration to take part in my study.

Yours Sincerely

Mr. Clifford Dihangoane (Researcher)
Contact number: 0715442749
Email:kgaboclifford@gmail.com

Prof Funke Omidire (Supervisor)
Contact number: *012 420 5506*
Email: funke.omidire@up.ac.za

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INFORMED CONSENT

LEARNERS

Title of the research project: **TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS**

I, _____ the undersigned, in my capacity as a learner at _____ (Name of school) hereby agree to participate in the above-mentioned research. I understand that my contribution will be treated as confidential and anonymous, and that I may withdraw from the study at any time, if I wish to do so.

Signed at _____ on_____2022.

_____

Participant (Signature)

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Appendix D-Teacher consent forms



REQUEST FOR PARTICIPATION AND INFORMED CONSENT TEACHERS

Dear Teacher

Background and invitation to take part in the research study

The purpose of this letter is to present an outline of the nature of my study and to request your participation in this research study. My name is Clifford Dihangoane and I will be conducting research as a PhD student in Educational Psychology at the University of Pretoria. The study will be supervised by Prof. Funke Omidire from the Department of Educational Psychology at the University of Pretoria.

You are invited to participate in this research study aimed at investigating and understanding "**Translanguaging as leverage for developing inclusive communication in superdiversity contexts of inner-city schools**".

Expectations from participants

As participants in this study, you will be required to complete a questionnaire and also participate in an interview as well. The questions are focussed on your personal experiences, thoughts, and beliefs on the integration of several different languages in teaching educational concepts with the purpose of developing inclusive participation during teaching and learning, the focus will be on the grade 8 learners only. Your responses will be numerically coded and analysed.

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Use of collected data

The use of data will be limited to this research project, as authorised by the University of Pretoria. I would also like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

Duration of the participation

The questionnaire should not take more than 20 minutes and the interview will take only 40 minutes. The interview will not interfere with the school program, it will be conducted after school hours

Limitations and risks anticipated

There are no anticipated harms or risks in participation.

Possible benefits of the study

The benefits lie in our further understanding of the various issues surrounding teaching and learning in a multilingual context and possible contribution to knowledge in this field.

Rights of the participant

Participation in this study is completely voluntary and withdrawal from this process at any given time, and without any reason is accepted. If you decide to participate/ not participate or want to stop participating after you have initially agreed, this will not affect you in any way.

I commit myself to discuss the implications of the research results with you before they are finalised. This is to make sure that you agree with the data/ that you are comfortable with the data, as well as to remove any information you do not agree with or feel comfortable with.

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During the data collection process, the data files will be locked away and secured. All electronic files will also remain password protected on my laptop.

COVID-19 Protocols

During the data collection process I will ensure that COVID-19 precautionary measures are followed which include the screening of all participants before interviews, wearing masks throughout the interviews, frequently sanitizing, and also social distancing.

Confidentiality and Anonymity

All the data and information obtained during this research study will be kept strictly confidential and will be available to the researcher and his supervisor only. During the data collection, all the raw data will be kept safe and stored securely at the Department of Educational Psychology at the University of Pretoria even after completion of the study. Participants will remain anonymous throughout the research study and your name will not be mentioned or linked to the research publication. Identifying details will therefore be removed from the research reports on this study.

As part of the requirement to obtain my PhD Degree, I will be expected to publish an article in an accredited journal based on the findings from my study together with my research report as it will be made available online to the scientific community.

Questions and information

Please feel free to ask any questions if you require any clarification. Please feel free to contact my supervisor, or myself as indicated below if you have any inquiries regarding the research process

If you have read and understood what is expected from you in this document, and you are willing to participate in this study, please complete the form below. I look forward to your participation and contribution to this project.

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I appreciate your consideration to take part in my study.

Yours Sincerely

Mr. Clifford Dihangoane (Researcher)
Contact number: 0715442749
Email:kgaboclifford@gmail.com

Prof Funke Omidire (Supervisor)
Contact number: 012 420 5506
Email: funke.omidire@up.ac.za

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Declaration of consent

If you are willing to participate in this study, please sign this letter as a declaration of your consent. Signing this letter indicates that you understand that your participation in this project is voluntary and that you may withdraw from the research project at any time. Under no circumstances will the identity of the school or research participants be disclosed or published to any party/organization that may be involved in the research process.

I, _____ (your name), teacher at_____ agree to take part in this research. I agree to allow the researcher to take video recordings of my lessons and audio record the interviews for the duration of the proposed study. I understand that the researcher subscribes to the following principals:

- **Voluntary participation,** - participants may withdraw from the research at any time during the study.
- **Informed consent**- research participants will at all times be fully informed about the research process and purposes and must give consent to their participation in this research.
- **Safety in participation**- Participants will not be placed at risk or harm of any kind.
- **Privacy**- meaning that the confidentiality and anonymity of human respondents will be protected at all times.
- **Trust**, Participants will not be subjected to any acts of deception or betrayal in the research process or its published outcomes.

Teacher's name:
_____

Teacher's signature: _____ Date: _____2022

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Appendix E – Semi-Structured Interview Questions

Title: TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS.

Questionnaire no:

1.1 School demographics

Characteristics	**School A/B**
Name of the school	
Number of learners in each in the school	
Number of learners in each in the class	
Number of learners that speak English at home in each class	
HL offered at the school	
The FAL offered at the school	
Different languages that are spoken by learners in the school	

1.2 Biographical information: (mark appropriate boxes with an x)

Name	
Surname	
Gender (M/F)	
The language that is spoken at home	
Highest qualification	
Subject teaching	
Current grade teaching	
Teaching experience (years)	
Teaching experience in the	

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current school						
Nationality						
Age	20-25	25-30	30-40	40-50	50-60	60+
				Proficiency		
Languages that are spoken			**Basic**		**Good**	**Excellent**
Home language:						
O ther languages						
a)						
b)						
c)						
d)						
e)						

1. What is your home language?
   _____
   _____
   _____
   _____
2. What are the other languages you can speak?
   _____
   _____
   _____
   _____
3. What is your teaching experience?
   _____
   _____
   _____
   _____
4. What do you understand by the term translanguaging?

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_____
_____
_____

5. Based on your experience/knowledge do you think that translanguaging would promote civilized communication in schools? Please elaborate.

_____
_____
_____
_____

6. What do you think would be the benefits of translanguaging in classroom during teaching and learning?

_____
_____
_____
_____

7. How do you think that translanguaging would affect learners learning across the curriculum?

_____
_____
_____
_____

8. How do you feel about the use of multiple languages during teaching and learning?

_____
_____
_____
_____

9. How do you think that inclusive communication can be enhanced in the classroom?

_____
_____
_____
_____

10. How does teaching in superdiversity classroom affect your teaching capabilities?

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_____
_____
_____
_____

11. What are the challenges you face when teaching in the superdiversity classroom?

_____
_____
_____
_____

12. What do you think are the contextual factors affecting communication in the classroom?

_____
_____
_____
_____

13. What methods are used in the classroom to develop inclusive communication among learners?

_____
_____
_____
_____

14. What strategies have you developed to enable you to cope teaching using translanguaging in superdiverse classrooms?

_____
_____
_____
_____

15. Which resources are available at your disposal for you to promote inclusive communication during teaching and learning using translanguaging among learners with multiple languages in the classroom?

_____
_____
_____
_____

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16. What resources do you require to promote inclusive communication effectively? Why?

_____
_____
_____
_____

17. What poses the most difficulty when teaching learners using translanguaging method in superdiversity classroom?

_____
_____
_____
_____

18. What do you like most about teaching learners in superdiversity classroom through translanguaging approach?

_____
_____
_____
_____

19. What training have you received to enhance your teaching in superdiversity classroom?

_____
_____
_____
_____

20. What is your overall viewpoint on the use of translanguaging in the classrooms?

_____
_____
_____
_____

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Appendix F- Focus Group Discussion Questions

Title: TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS.

Questionnaire no:

1.1 School demographics

Characteristics	**School A/B**
Name of the school	
Number of learners in each school	
Number of learners in each class	
Number of learners that speak English at home in each class	
HL offered at the school	
The FAL offered at the school	
Different languages that are spoken by learners in the school	

1.2 Biographical information: (mark appropriate boxes with an x)

Name	
Surname	
Gender	
The language that is spoken at home	
Current grade	
Nationality	
Race	

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Religion				
Age	11-12	12-13	13-14	14-15

	Proficiency		
Languages that are spoken	**Basic**	**Good**	**Excellent**
Home language			
Other languages			
f)			
g)			
h)			
i)			
j)			

21. What is your home language?

_____

_____

_____

_____

22. What languages (if any other than English) are used in the classroom?

_____

_____

_____

_____

23. Does this affect communication in the classroom? How?

_____

_____

_____

_____

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24. How does the teacher address diversity in terms of teaching and learning?

_____

_____

_____

_____

25. How do you feel about the extent of diversity in your classroom in terms of social interaction and communication and in terms of teaching and learning processes?

_____

_____

_____

_____

26. Do you feel included or excluded in terms of communication in the classroom? Why?

_____

_____

_____

_____

27. Are you able to fully participate in the classroom activities taking into consideration the use of languages? If not, why?

_____

_____

_____

_____

28. What could be done differently that will make you feel included and part of the school or class?

_____

_____

_____

_____

29. Do your teachers use multiple languages in the classroom? Why?

_____

_____

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_____

_____

30. How do you feel about the use of multiple languages in your classroom during teaching and learning?

_____

_____

_____

_____

31. In what way does the extensive diversity affect you?

_____

_____

_____

_____

32. How does it affect you in terms of interacting with people and making friends?

_____

_____

_____

_____

33. What do you believe are the benefits of the extent of diversity and why?

_____

_____

_____

_____

34. What are the challenges of the extent of diversity and why?

_____

_____

_____

_____

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Appendix G: Focus Group Discussions

FGD 1A: School A

1. Interviewer	Guys, once again, thank you so much for volunteering to participate in my research. It is much appreciated. So, I'm not going to waste any time. I'll ask the first question. I'm hoping to start with you coming this way. It's a simple question where I want to know what your home language is. So, I would like everybody to indicate their home languages. So, I'll start with you and then we'll come this way. You can start. Just tell us what is your home language?	
2. L1	My home language is Setswana.	Superdiversity
3. Interviewer	And what other languages are you able to speak?	
4. L1	Pedi, English and Setswana	
5. Interviewer	So, you are Tswana, you can also speak Sepedi, English and Tswana. And then you, sir?	
6. L 2	I can speak Sepedi, Tswana and English and my home language is Sepedi.	
7. Interviewer	So you can speak Sepedi, Tswana, English and your home language is Sepedi.	
8. L 2	Yes	
9. Interviewer	Okay, and you, sir?	
10. L3	My home language is Setswana, I can only speak Setswana and English.	Superdiversity
11. Interviewer	Your home language is Setswana and you can only speak Setswana and English. Okay, and you, sir?	
12. L4	My home language is Setswana. I can speak Sepedi, Setswana, Zulu and English.	
13. Interviewer	Your home language is Sepedi, you can speak Sepedi, Setswana, Zulu and English.	
14. L5	My home language is Sepedi, I can speak Sotho, Setswana and English.	Superdiversity
15. Interviewer	Your home language is Sotho, Setswana and English.	
16. L6	My home language is Ndebele, I can speak Ndebele, Tswana and English.	
17. Interviewer	Your home language is Ndebele, you can speak Tswana and English	
18. L7	My home language is Tsonga, and then I	Superdiversity

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	can speak Northern Sotho, Tswana and English.	
19. Interviewer	You can speak Northern Sotho, Tswana and English.	
20. L8	And my home language is Tswana and also Xhosa, I can speak English and Afrikaans.	Superdiversity
21. Interviewer	Your home language is? Tswana and Xhosa. Okay, so you have two home languages?	
22. L8	Yes.	
23. Interviewer	Okay, alright. And you can speak?	
24. L8	Xhosa, Afrikaans, English and Tswana.	
25. Interviewer	Okay.	
26. L9	My home language is IsiNdebele and Setswana, I can speak IsiNdebele, IsiZulu, Tswana, Sepedi and English.	Superdiversity
27. Interviewer	Okay, so you guys have more than one home language?	
28. L9	Yes.	
29. Interviewer	Okay, but if you had to choose one, which one would you say you prefer as your home language?	
30. L9	IsiNdebele.	
31. Interviewer	IsiNdebele? Okay.	
32. L10	My home language is Setswana and I can speak English and Sepedi.	
33. Interviewer	Your home language is Tswana, you can speak English and Sepedi?	
34. L10	Yes.	
35. Interviewer	Alright, okay. And then guys, because you have, you come from different languages, how does that affect the way you communicate? Especially in the class. Do you have any challenges in terms of communicating? Someone is Tsonga, someone is Venda and all of that. How does that affect communication in the classroom? Yeah, you can go on.	
36. L8	So, from my perspective, I think that it doesn't affect anyone. But for others, they learn from our languages and they know and they understand them.	Communication
37. Interviewer	So, basically, somehow is always beneficial because other people learn your languages.	

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38. L8	Yes.	
39. Interviewer	Ohkay, and then, anyone maybe with a different answer?	
40. L9	Yes. Yeah, when she said neh, but I think we all resort to Sepitori (Pretorian) because people share our language.	Communication
41. Interviewer	Yeah. So, you prefer speaking Sepitori language.	
42. All of them	Yes	
43.	And in this case, Sepitori language keng(what is it?), which language do you use?	
44. All of them	It's mixed with Setswana, Sotho, Sizulu, every single one. So, you are speaking all different languages? In one.	Communication
45. Interviewer	In one, yes. Okay. So, you know that Setswana is Setswana?	
46. All of them	Yeah.	
47. All of them	It's like in one sentence, every language is the same. It's the same.	Translanguaging
48. Interviewer	So, basically, we are code switching, neh?	
49. All of them	Yes.	
50. Interviewer	Okay. And in the classroom, as you are people of different languages, which means you are diverse somehow, how does the teacher address diversity in terms of teaching and learning? What I'm trying to say is when your teacher is teaching you, you are mainly being taught in what language?	
51. All of them	English.	
52. Interviewer	When the teacher teaches you, does he or she mix other languages?	
53. L9	Yes. Sometimes, like Sepitori So, Lena (you), she continues with Sepitori.	Translanguaging
54. Interviewer	Okay. And then, how does that affect you? Do you feel like, yeah, this is what we need or do you feel like you prefer to continue being taught in English primarily?	
55. L8	It's what we need because ge o bua Sepitori (when you speak sepitori)? E tlisa vibe ya gore o kgone go enjoy lesson (it brings a vibe in the class during lessons).	Positive attitude
56. Interviewer	So, somewhere it creates interest.	

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57. All of them	Yes.	
58. L1	But besides that, some learners don't understand. So, it's hard for them to understand “gore go diraggala eng “(whats going on). Yeah, that's why most of the time we speak English.	Challenge/experience
59. L1	Yeah and I prefer learning English most of the time so that we can learn new words like English.	Negative attitude
60. Interviewer	So, you can be English proficient.	
61. All of them	Yes.	
62. Interviewer	Okay. You're not worried about actually learning your own home languages?	
63. L1	Not to me.	
64. Interviewer	Because you know the languages.	
65. L3	Yeah.	
66. Interviewer	Okay. So, you prefer being taught in English.	
67. All of them	Yes.	
68. L1	And Sepitori (Pretorian), just that other kids don't understand. Yeah. And they feel left out.	Challenge/experience
69. Interviewer	Because once you say Sepitori or the Sepitori language, I'm wondering, someone who said Tsonga, how is that particular person accommodated?	
70. L1	The thing is like when it comes to… As long as you in Pretoria, you know Sepitori. You know Tsonga as well. Because there are those that know Setswana “but ga ba kgone go se boelal”(but they cannot) speak it, so they understand Sepitori more and respond in English.	Superdiversity
71. L9	“yah ba utlwella ka sepitori, bar aba “ (They listen in Pretorian language and answer) in English	Translanguaging
72. Interviewer	.Okay. So… All right. And then, how do you guys feel about the extent of diversity, especially in the classroom? I'm talking about social interaction. For the fact that you guys differ, coming from different languages and all of that, how does that affect the way you communicate? Me, not as the learners.	
73. All of them	It doesn't affect us. It doesn't affect us.	

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74. L8	Because most of us…	
75. Interviewer	So, you gel well.	
76. L9	Yeah. And you get to learn, like, other languages from other kids.	Benefits
77. Interviewer	Okay. And then, when you are being taught, especially when the teacher is mixing the languages, you feel that that's what you needed, the most important part.	
78. L1	Yes. Because it creates interest.	Benefits
79. Interviewer	So, if the teacher was to teach you specifically in English, would you have a problem with that one?	
80. L1	No. We wouldn't. Because, like… you find that the person “a sa hlaloganye sepitori” (does not understand Pretorian language) because they are zulu.	Communication
81. All of them	Yeah.	
82. Interviewer	Yeah. I'm raising this point because I'm now thinking, what if there is a certain part that is teaching you in English, you don't understand it? Then… Yeah.	
83. L9	Obviously… If you ask… And then, if the teacher can't explain, you ask someone who's in the class that understands and… Yeah. Okay. So… Okay.	Strategy
84. Interviewer	All right. So, would you then say that you feel included or excluded in the classroom whenever you're being taught?	
85. All of them	Included. Included.	
86. Interviewer	You feel included. Why do you feel included? Why do you say you feel included?	
87. L7	Because we understand what he or she says.	Communication
88. Interviewer	Because you understand what he or she says?	
89. All of them	Yes.	
90. Interviewer	All right. And then, does this mean you are able to participate fully in the classroom activity?	
91. All of them	Yes.	
92. Interviewer	In all activities?	
93. All of them	Yes.	

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94.	Interviewer	There's never a time where you're taught that you feel like, I'm not included. You really feel like I'm…I don't understand they saying here?	
95.	L1,8 &9	In Afrikaans, yes.	Challenge/Experience
96.	L8	For me, it's less. Because Yes. Because other teachers have like their own strategy to teach. Okay and During maths class, okay.	
97.	All of them	Yes.	
98.	L1 & 8	Like they have a tendency of changing teachers. Yes.	Resources
99.	Interviewer	Oh, so they tend to change teachers?	
100.	L1,7,8,9,10	Yeah.	
101.	L8	Meaning most of the time… It's like we go to extra class and then we… Yeah. The person who teaches us in the extra class is different from the one who is teaching us in the class room. In the extra class, she does it better than the one who teaches us in class.	Strategy
102.	Interviewer	Okay. I also heard some talking about Afrikaans. He said something about Afrikaans.	
103.	All of them	Yes	
104.	Interviewer	I will give her a chance, I think she was saying something.	
105.	L10	I'm fine	
106.	Interviewer?	You're fine. Okay.	
107.	L5	All right. So, I actually think that sometimes like the teachers tend to teach us in English because we don't make sense when we say Afrikaans, which is kind of wrong because we… We need to learn. Afrikaans.	Positive attitude
108.	L9	Yeah. Because at the end of the day, like, they translate from Afrikaans to English. We don't learn anything.	Strategy
109.	Interviewer	Yeah. So, in this case, you are saying when you are being taught Afrikaans, they must try to strictly…?	
110.	L5 & 9	Incorporate like Afrikaans more than they do with English. Yeah.	Strategy
111.	All of	Yeah. Yeah.	

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	them		
112.	Interviewer	Alright So, because now we talk about the issue of Maths changing different teachers, it affects you somewhere somehow we talk about Afrikaans for the fact that sometimes they translate more than it's actually necessary. So what do you think can be done differently to make you feel included in the lesson?	
113.	L9	It's not like we feel excluded, we just prefer they actually speak Afrikaans when they teach us. Because it is difficult now to speak it than reading it.	Challenge /experience
114.	Interviewer	So basically I'll just repeat the questions so that I can get your answers very well. How do you guys feel about the use of different languages in the classroom?	
115.	All of them	Its fine.	
116.	L8	But when someone speaks own language like Shona, you would think they are insulting or gossiping about you.	
117.	Interviewer	In that case if someone speaks language like Shona, are you able to talk to that person and make friends? how?	
118.	All of them	In Setswana or English , sepitori	Translanguaging
119.	Interviewer	Are you able to interact with a person who speaks a different language to yours?	
120.	L9	Yeah, yes. You get to learn their language.	Benefits
121.	Interviewer	How does extensive diversity being in terms of culture, religion, and all of that affect you?	
122.	All of them	It doesn't have any effect on us because you can learn from different people. It educates you about other people	Benefits
123.	Interviewer	Okay, so basically what you guys think is that it's actually beneficial because you get to learn Okay, now I understand. You said in terms of communication It is not a problem So you're able to communicate very well, but you said primarily you communicate in English and then go down to the Sepitori (Pretorian) language.	
124.	All of	Yes	

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	them		
125.	Interviewer	Okay, So In your own opinion just for me to understand what you're saying You are saying that for the fact that you are different from different religion and culture. It's actually a good thing because You said you learn from others. What do we learn in particular?	
126.	All of them	Culture, religion, and all of that.	Benefits
127.	Interviewer	So does that mean during heritage day you got to see other people's different cultures?	
128.	All of them	Yes	
129.	Interviewer	Really?	
130.	All of them	Yes	
131.	Interviewer	So are there no challenges for the fact that you guys are different? You never come across problems in talking, Culture, religion, and all of that Do you know why I'm saying this? I'll give you a practical example Usually pedi people when they speak to elders They use plural, they say, They say lena (you-in plural form) and tswana people they say wena (you-in singular form). So if I'm a big person I'll be offended As an elderly person you talk to more I expect you to say So I want to know These are some of the differences That come with you As an individual From different cultures Doesn't that affect you in any way?	
132.	L9	No because you must understand Some people are different from you, Where are they coming from. We are different and if that person has a problem then it is his problem. As a Pedi I will do things in Sepedi	Superdiversity
133.	L8	For me it does and also it doesn't affect us, because some people "bat lo feela like w aba disrespecta" (they will feel like you are disrespecting them) by approaching them like that.	Superdiversity
134.	Interviewer	So are you saying that You don't care?	

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135.	L9	It's that you understand I want to know How do you then address such things Because this is where our differences come to the table I don't know I don't know. “Motho o swara sekgopi mo yena” (a peson holds grudges on his own	Superdiversity
136.	Interviewer	Okay So basically you are saying Everybody as an individual	
137.	L1 & 9	Must just understand us That we are people coming from different backgrounds Languages, religions And I prefer Different languages So that you can understand how a certain person speaks And so that you don't take offence How others are different Than how well you are used to.	Translanguaging
138.	Interviewer	Any other additional comments, Guys? You've been amazing Thank you so much Thank you	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Learners’ experiences
	Learner attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method (Strategies)

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FGD 2A: School A

1. Interviewer	All right, once again, thank you so much for participating in my research. It means a lot to me. I highly appreciate it. So, without wasting any of our limited time, I'll get to the first question. Please guys just tell me, what is your home language?	
2. L1	Sepedi	Superdiversity
3. L2	Sotho	
4. Interviewer	Sotho, is it northern or southern sotho?	
5. L3	Southern Sotho	
6. L4	Sepedi	Superdiversity
7. L5	Venda	
8. Interviewer	Sorry? Tshivenda.	
9. L6	Tsonga	
10. L7	Afrikaaans	Superdiversity
11. L8	Setswana.	
12. Interviewer	Okay. And are there any other languages that you can speak except for English?	
13. L8	Setswana	
14. Interviewer	You are able to speak Setswana? Okay. Is it Setswana only? Are there any other languages?	
15. L6	Xhosa.	
16. Interviewer	Xhosa? Okay. Sorry?	
17. L1	A little bit of Zulu.	
18. L2	A little bit of Xhosa.	
19. L3	Tshivenda	
20. L4	Maybe Sotho.	
21. Interviewer	Maybe Sotho?	
22. L4	Yeah, maybe.	
23. Interviewer	Okay, there's always Northern and Southern Sotho, so I'm not sure which one are you referring to. Southern Sotho, it's a normal one.	
24. L4	Yeah, I think the normal one. Okay.	
25. Interviewer	You guys?	
26. L5	Zulu.	
27. Interviewer	Okay, So basically, most of you, besides English, let's put English aside, you only know or understand one, if not two, languages?	
28. L6	Yes.	
29. Interviewer	You don't understand the rest of the other languages?	
30. L6	Yes.	
31. Interviewer	And a little bit of Afrikaans?	
32. L7	Yes.	
33. Interviewer	Okay. And then in your school, which languages are you doing?	
34. L8	English and Afrikaans.	
35. Interviewer	Everybody's doing English and Afrikaans?	

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36. L8	Yes.	
37. Interviewer	Okay. And for the fact that you understand some other languages partially, how does this affect communication?	
38. L4	It doesn't affect that much because you can hear what they're saying, just not speak it.	
39. Interviewer	Okay. So basically, if someone speaks to you in Tsonga and then you don't understand Tsonga, you hear Tsonga, but then you respond in your home language or English?	
40. L4	English.	
41. L4	But then sometimes I'll ask them to speak it in English, so I understand it.	Strategy
42. Interviewer	Okay. In the classroom, what other languages are used besides English in the classroom?	
43. L2	Tswana.	
44. Interviewer	Tswana. And how does this affect communication?	
45. L5	It doesn't because everyone understands Setswana.	
46. Interviewer	So everybody understands Setswana?	
47. L5	Yes.	
48. L3	For me it’s a bit of a problem	Challenge/experience
49. Interviewer	For you, it's a bit of a problem. Sometimes you don't understand Sepedi. What about you guys?	
50. L4	Yeah, sometimes it does affect.	Challenge/experience
51. Interviewer	Is it? Yes. Okay. But the rest of you are fine?	
52. All of them	Yes.	
53. Interviewer	Okay. And in your opinion, you have a teacher who teaches you mainly in English, if it's other subjects except the language, am I right?	
54. All of them	Yes.	
55. Interviewer	How does your teacher address diversity in your opinion?	
56. All of them	In English.	
57. Interviewer	In English. So because we are diverse, meaning we come from different backgrounds, knowledge and languages, do you feel accommodated? Sorry?	
58. All of them	Yes.	
59. Interviewer	Like, do you feel like you're also included?	
60. L 2	Yes.	
61. Interviewer	Maybe for example, I come in and I'm teaching you in English, but I'm Pedi, you're not Pedi, you're Afrikaans. Sometimes I tend to speak Sepedi and not necessarily speak English. It might even be because I don't understand English. So whenever I speak or translate certain words, I'm only translating Sepedi because that is my main language. Hence, I'm	

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	asking, do you feel included in terms of languages that are used in the classroom?	
62. L	Yes.	
63. Interviewer	Is it? Okay. And you guys, you are different, you come from different backgrounds. Xhosa, Venda, whatever you name them. How does your difference affect you in the classroom? The fact that you come from different backgrounds, how does that affect you in the classroom? I'm talking about in terms of social interaction.	
64. L 4	Yeah, most definitely.	
65. Interviewer	I'm talking about communication.	
66. L4	It can be the way you say stuff, the way you pronounce stuff as well.	Communication
67. Interviewer	What about you guys? So you never have problems. You've got friends who are Xhosa, you are Pedi, you are Afrikaans. In terms of communication, you are fine. So mainly how do you communicate?	
68. L1	Its mainly in English	
69. Interviewer	It's mainly in English?	
70. L1	Yes.	
71. Interviewer	So even when you are outside with your friends, simple language that you use to communicate is English.	
72. L	Yes.	
73. Interviewer	Is it? Every time?	
74. L8	We make a communication with each other, so it would be better if we speak the same language.	Communication
75. Interviewer	Okay. So do you communicate directly in English because you feel everybody can easily communicate? Or is it because of fitting in a certain group kind of? Maybe you feel like if I speak my home language, they won't take me seriously, they'll take me somehow.	
76. L4	No, it's actually because it's the language mostly used and mostly understood by people.	Communication
77. Interviewer	And in the classroom, just to get it to understand, you said the language that is used is in English only, right? Is that what you said? I'm talking about, let's say you are being taught math, you are being taught in English, right? If you are being taught whatever subject, you are being taught in English. Because English is the main language in the school, right? So you feel included or excluded. Don't you feel like sometimes maybe my home language should be used?	
78. L1 & 4	Not really.	Negative attitude

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79. Interviewer	So you are fine?	
80. L1	Yes.	
81. Interviewer	And you prefer English? Yes. You don't want to hear people speaking your language?	
82. L6	No.	
83. Interviewer	You don't want people to speak Afrikaans?	
84. L6	No.	
85. Interviewer	You want them to speak Afrikaans?	
86. L6	No.	
87. Interviewer	Why?	
88. L6	Because some of them don't understand Afrikaans.	Challenge /experience
89. Interviewer	Okay. So let us know if you feel that it's fine to speak English. I don't want people speaking my language.	
90. L4	No, it's not that we don't want. It's that it's the one that we all understand. I cannot say I want everyone to speak my language when she doesn't speak my language, they don't speak my language. So English is the one which is mostly used, so we can all just use English.	Negative attitude
91. Interviewer	Okay. Alright. and since you guys say that you use English and that is the language that is common for you, whenever you are communicating it's easier, do you ever feel or are you able to fully participate in all the activities?	
92. All of them	Yes.	
93. Interviewer	Meaning you comprehend, you understand English well, you don't have any challenges?	
94. All of them	No.	
95. Interviewer	So you are able to fully participate?	
96. All of them	Yes.	
97. Interviewer	So what happens if you come across certain words that you feel these are bombastic words or these terminologies are a bit difficult and all of that?	
98. L4	Mostly you would go and ask the teacher or just present it.	Strategy
99. Interviewer	You ask the teacher or use the dictionary?	
100. All of them	Yes.	
101. Interviewer	If there's no teacher in the class, what do you do?	
102. L2 &3	I use the dictionary.	Resource
103. Interviewer	You use the dictionary.	
104. All of them	Yes.	
105. Intervie	Okay, and what do you think if your home	

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	wer	languages were to be used in the classroom? During teaching and learning. If you were to be taught in Afrikaans, if you were to be taught in Xhosa, whatever language, how would you feel?	
106.	L1	It would be... It would be? It would be? I would feel...	
107.	Intervie wer	Okay. My point is, what if we were to use almost everybody's language for the purpose of teaching?	
108.	L1	Some would feel excluded because they want to hear some words that other people say.	Communication
109.	Intervie wer	Okay. If we were to use maybe Afrikaans and Xhosa and some would not understand the language, what do you think should happen?	
110.	All of them	Teach in English	
111.	L1	It should go back to English	
112.	Intervie wer	It should go back to English?	
113.	All of them	Yes.	
114.	Intervie wer	Not translate to others in their home languages?	
115.	All of them	No.	
116.	Intervie wer	Why not?	
117.	L1	Because we are not all Xhosa, we are not all...	
118.	Intervie wer	And you're not willing to hear and learn other people's languages?	
119.	L4	We are, but not in learning terms.	
120.	Intervie wer	Okay, So basically what you guys are saying is that you preferably want the use of language more. You don't endorse the idea of using other languages?	
121.	L4	No. I would prefer English.	Negative attitude
122.	Intervie wer	Sorry? you prefer English?	
123.	All of them	Yes.	
124.	Intervie wer	You were saying? No. Don't be afraid. Tell us. I'll give you a practical example. In the University of Pretoria they use English and Afrikaans. In the engineering department, the Afrikaans learners, they get a distinction because it is their home language. But in the rest of the English and wherever, where everybody comes in and do all of that, they don't get distinctions. Don't you think it's because of the language? It is their home language. Don't you think the	

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		same thing should apply? Because at the end of the day, you understand your home language better than any other languages.	
125.	All of them	Yes.	
126.	Interviewer	But you guys said no. You preferably want English.	
127.	L5	But the thing is, even if you know a certain language, you cannot pass the second language.	Challenge/experience
128.	Interviewer	Pardon?	
129.	L5	Even if you know this language, you cannot write it, you cannot...	Challenge/experience
130.	Interviewer	Okay I don't know if you guys understood. The reason I'm asking, I wasn't asking for the purpose of your school only. I wanted to know that even if let's say this was to be a norm, that as learners we are taught in our own languages. Hence I gave the example about the University of Portugal. It's a huge institution. Right? Yes. And then there are students who are taught in Afrikaans and they accept. So even if the same thing was to be implemented in the schools, would you really go against it? Or do you just feel that it's better to just continue with English?	
131.	L2	I feel like it's better to go with English.	Negative attitude
132.	Interviewer	You think it's better to just go for English?	
133.	L2	Yes.	
134.	Interviewer	What do you think?	
135.	L2	Its better with English to avoid many problems plus we don’t even understand other languages like Afrikaans we are not passing it	Translanguaging
136.	Interviewer	Okay. Okay. So...	
137.	L2	But what I think is, our Afrikaans, they have been taught in their home language. What about us?	Challenge/experience
138.	Interviewer	But you guys are saying you don't want to be taught in your home language.	
139.	L2	No, we are thinking about others as well. If we were to learn in our home languages, then we would have to be divided.	
140.	Interviewer	In what sense? Guys, let's get this straight. Yeah? If we were to be taught in our home language, it doesn't mean here in Pretoria West, what will happen is that we are going to chase all other people who are speaking Afrikaans. What I'm saying, it means everybody,	

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		if they are pedi learners, they'll be taught in Sepedi class. If they are Afrikaans learners, they are taught in Afrikaans class. If they are whatever, all the languages are offered. Or it can simply mean in one classroom. The teacher teaches you in different languages. She explains things in Setswana she explains in Xhosa. She explains in class all the different languages.	
141.	L7	It will be fine	
142.	Interviewer	It would be fine. Really?	
143.	L5	Yes	
144.	Interviewer	Is it?	
145.	L5	Yes.	
146.	Interviewer	Okay. Why do you want to divide?	
147.	L8	Because it's a waste of time explaining one thing in different languages.	Translanguaging
148.	L6	You end up being bored.	Challenges/experience
149.	Interviewer	You end up being bored?	
150.	All of them	Yes.	
151.	Interviewer	Okay and so far, do your teachers, when they teach you, do they ever use other languages?	
152.	All of them	Yes.	
153.	Interviewer	And what do you think?	
154.	L4	We think it's great because they're helping others understand more. Because not everyone is able to understand English.	Translanguaging
155.	Interviewer	Okay. So, you're basically answering the same question that I was asking. Because if a teacher is teaching you in English and then sometimes uses other languages, that is what I was asking. Would it be fine if all other languages are also incorporated? Okay. In most cases, what language do they use? Except for English.	
156.	L2	They use Setswana.	
157.	Interviewer	Okay. Someone who's not Tswana, what happens to him or her in English? Do they teach them? So, that particular person will be able to learn?	
158.	L2	We just go on, they will see for themselves	
159.	L	So that person is left behind, you go on, the show goes on? Or someone will explain it to them	Strategy
160.	L2 & 4	Someone will explain	Strategy
161.	Interviewer	So, in this case, don't you think it's unfair for all	

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	wer	other learners who are not Tswana speakers or don't understand Tswana? Don't you think it's unfair to them? Because in this case, it means when the teacher is now moving from English to Tswana to explain, what about that other person? What about that other person? What happens?	
162.	L4	It is sad, but then there is nothing we can do about it. Because the teacher might not speak all the languages. Yeah, and then she makes trouble or he makes trouble to speak in English.	Challenge/experience
163.	L2	But we've got other learners within us who understand all these languages. Can we ask them to help us?	
164.	Intervie wer	Okay, okay. And if we were to use multiple languages every day or different languages in one lesson, let's say your teacher is teaching you English today and decides, or from there onwards teaches you in different languages, how would you feel?	
165.	L4	It would be great.	Positive attitude
166.	Intervie wer	It would be great?	
167.	L3.4,1	`yeah	
168.	Intervie wer	Okay, let's get one opinion at a time. You think it would be great?	
169.	L4	Yes, because he's helping others who don't understand the language.	Positive Attitude
170.	Intervie wer	So that you don't leave them behind?	
171.	All of them	Yes	
172.	Intervie wer	You were saying something?	
173.	L1	We will get confused	
174.	Intervie wer	You will get confused?	
175.	L1, 3, 4,5	Yes.	
176.	Intervie wer	Because we've got friends, there's always that one or two people who will assist us in terms of interpreting whatever was mentioned.	
177.	L2	But then to stop the lesson just for them to be able to understand.	Negative attitude
178.	Intervie wer	So you have a problem that you now have to take a lot of time trying to explain to a certain individual.	
179.	L 2	It takes a lot of time and energy	Challenge/experience
180.	Intervie wer	Okay, but you don't have a problem when you have to stop and explain that to a particular person, a certain terminology that was probably in English. Because what I'm saying is, even	

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		though we are taught in English, we don't know all the words and terminologies in English, right? We always come across the terms that we don't understand. So why don't you feel that it's a waste of time when you have to check in the dictionary or explain to a particular person? Because it's also a language, remember?	
181.	L1 & 2	But its taking a lot of time	Challenge/experience
182.	Interviewer	Okay. Okay. Yeah, I can hear, I have comrades here. And you guys come from different backgrounds. I'm talking culture, religion. Does that have any impact between you or amongst you as the learners?	
183.	L4	Yes, for some of us. We have Indians at school; we might not consider that religion because we say we are Christian. We have also Muslim people and we don't consider their religion as well.	Superdiversity
184.	Interviewer	For example, it was Heritage Day not long ago. How did you all from different backgrounds celebrate it?	
185.	L8	By wearing culture.	
186.	Interviewer	Were you wearing your own traditional culture?	
187.	L4	No	
188.	Interviewer	Why not?	
189.	L5	We don't have it.	
190.	Interviewer	Is it because you're not proud?	
191.	L8	No. I don't wear my traditional items when I'm just sitting around at home.	
192.	Interviewer	Okay.	
193.	L8	There are people wearing it for example, but I don't have a specific reason to wear it anyway.	
194.	Interviewer	Okay, So, in terms of social interaction and communication, as you come from different characters, does it affect you in terms of communication? Like making friends, for example?	
195.	All of them	Yes.	
196.	Interviewer	It affects you?	
197.	All of them	Yes.	
198.	Interviewer	In what way?	
199.	Interviewer	What happens?	

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	wer		
200.	L4	For me, it's mostly like the phrases that I use and the way I pronounce stuff and the way I illustrate stuff. Because in other cultures, when you do this, it means small. In other cultures, when you do this, it means I'm going to beat you for some reason. So, that as well.	Translanguaging
201.	Intervie wer	Okay. Anything else? When you struggle to make friends perhaps because of our different backgrounds?	
202.	L1 & 2	We do	
203.	Intervie wer	Sorry? You do? You struggle? Okay. Then what do you do? You just leave them like that? It's fine.	
204.	L2	I'll just remain with my baby friend because I'm happy	
205.	Intervie wer	Okay. And for the fact that we are different, how does that benefit us?	
206.	L5	We learn new things every day.	Benefits
207.	Intervie wer	You learn new things every day?	
208.	L5	Yes.	
209.	Intervie wer	What else?	
210.	L1	We learn about other people's culture. You learn about other people's culture. We embrace other people's culture	Benefits
211.	Intervie wer	You embrace their culture. And are there any challenges that you experience? Just for the fact that you are different.	
212.	L1	Yes	
213.	Intervie wer	Do you experience any challenges?	
214.	L2	Yes	
215.	Intervie wer	I know that, for example, pedi people and maybe it's on us, for example, when they talk to elders, a pedi person they say, they use plural to communicate to a particular person, whereas Tswana person uses a singular (ba re wena, while the other will say lena). How does that affect you?	
216.	L1	As long as you understand.	Positive attitude
217.	Intervie wer	As long as you understand?	
218.	L1	Yes.	
219.	Intervie wer	So basically it's about understanding each other and for the fact that we come from different backgrounds.	
220.	All of them	Yes	
221.	Intervie	Is it? Guys, thank you so much. You've been	

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wer	great.	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Learners' experiences
	Learner attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method (Strategies)

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FGD 3B: School B

1. Interviewer	Once again guys, thank you so much for participating in my research neh. It means a lot it is highly appreciated. So I know you are tired, it's been a long day. So I don't want to waste much of your time. I'm just going to ask you a few questions. The basic questions I'll start with you mam moving in this direction since we are recording. So I'll start with the first question. I just want to know, uhh what is your home language and what other languages are you able to speak?	
2. L1	I speak Southern Sotho.	
3. Interviewer	You speak Southern Sotho, so it's your home language.	
4. L1	Yes	
5.	Okay, and any other languages that you are able to speak?	
6. L 1	It's English, Afrikaans, Pedi, Tswana, that's all.	
7. Interviewer	Okay, and then your home language and other languages that you can speak?	
8. L2	I speak Ndebele and Zulu, English, Tswana and Sepedi.	Superdiversity
9. Interviewer	So which one is your home language?	
10. L2	Ndebele.	
11. Interviewer	Ndebele, okay. Sir, what's your home language?	
12. L3	My home language is Venda.	
13. Interviewer	Okay.	
14. L3	I can also speak English, Pedi and Sotho.	
15. Interviewer	Okay.	
16. L4	My home language is Setswana.	
17. Interviewer	Tswana, okay.	
18. L4	I'm able to speak English, Afrikaans, Zulu and Ndebele.	
19. Interviewer	English, Afrikaans, Zulu and Ndebele?	
20. L4	Yes.	
21. Interviewer	Okay. You mam?	
22. L5	My home language is Shona. I can speak English and Shona and Afrikaans.	Superdiversity
23. Interviewer	You can speak English and?	
24. L5	Afrikaans.	
25. Interviewer	And Afrikaans. Okay.	
26. L6	My home language is Venda. I can speak	

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	English and Setswana.	
27. Interviewer	Your home language is Venda. You can speak English and Setswana. Okay. mam? Your home language?	
28. L7	My home language is Shona. I speak and share a little bit of Chinese.	Superdiversity
29. Interviewer	A little bit of Chinese. Okay.	
30. L8	My home language is Venda. I can speak a little bit of Afrikaans.	
31. Interviewer	A little bit of Afrikaans?	
32. L8	Yes.	
33. Interviewer	Okay.	
34. L8	Zulu. Sepedi, Xitsonga	
35. Interviewer	So you speak almost all the languages?	
36. L8	Yes.	
37. Interviewer	Okay. And I understand that you guys speak different languages because you come from different places, right?	
38. L1,2,3	Yah.	
39. Interviewer	Uhm, Does that affect you in any way in terms of communication? That people who are Tswana, Pedi, Shona, so does that have any impact? Does that affect you in any way? In the classroom?	
40. L2	Most people in the school….	
41. Interviewer	Sorry? Most people?	
42. L2	Know English, so yeah, can speak English with them because mostly, yeah.	
43. Interviewer	Okay. So what you're saying is that it's not a problem because most of you, if not all, speak English. So the basic language that you use is English to communicate?.	
44. L2	Yes.	
45. L7	Uhm For me, when I talk to someone, they expect me to talk in Tswana, Zulu or something. But I mostly speak English, so when they talk to me sometimes, I may not understand what they're saying. And they may not be fluent in English, so it's hard to communicate with them.	Communication
46. Interviewer	Okay. So basically, a little bit of a challenge that we have is that certain people communicate with you in their own languages, assuming or thinking that you	Challenge/expereince

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	actually understand that language. And the other challenge is that it may not be proficient in English language, so you struggle to communicate sometimes.	
47. L7	Yes	
48. Interviewer	Okay. And usually, if you are communicating in English, then someone also says specific words, but can't find that word in English. He or she doesn't.	
49. L3	Uses their…	
50. Interviewer	Sorry?	
51. L3	They use their own language.	Translanguaging
52. Interviewer	Okay. Let's say, for example, you want to say something to them in your own language because you can't say it in English. And then she does not understand that word. Then what do you do?	
53. L3	Just try to interpret it.	Translanguaging
54. Interviewer	You try to interpret that word?	
55. L3	Yeah.	
56. Interviewer	Okay. And then in the classroom, does the teacher, whoever who teaches you in the classroom, do they teach you in one language or do they use other languages?	
57. L3	Well, for me, personally, some teachers, they speak English and then they can go to a Zulu and then come back to English.	Translanguaging
58. Interviewer	So in some words they say it in Zulu and then come back to English. Anyone want to say something? How does that make you feel? You are being taught and the teacher is teaching you in English and then somewhere along the way, mixes with another language.	
59. L5	They only use a particular language when they are doing a job or something. It isn't related to other languages.	Strategy
60. Interviewer	So basically, it's English all the way. They never use other languages as well? Never. Never, never.	
61. L5	No	
62. L3	They do sometimes. But you don't really notice it.	Translanguaging
63. Interviewer	Because I want to know that part. If they ever mix somewhere, I want to know. And then how does that make you feel? And	

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	then how do you respond to that?	
64. L7	I feel left out because I have to ask my friend to translate for me.	Communication
65. Interviewer	So basically, it's like you have to ask, what is he saying? What is she saying? You wanted to say something?	
66. L3	No, I agree with her	
67. Interviewer	Okay. So basically, you feel left out. Okay. So, does that also affect you in terms of social communication? Are you able to make friends, especially when you come in understanding English and not necessarily other African languages, if one can say. Does that affect you maybe? Are you able to make friends?	
68. L7	I struggle to make friends because most people prefer speaking in their home language rather than English. So, when I meet people, they speak in their home language and I don't understand the same. So, I cannot join them.	Challenge/expereince
69. Interviewer	Okay. What about you guys?	
70. L3	Well, most people that I meet, they speak, say Sepedi or yah, but I can understand it. It's not a big problem for me.	Communication
71. Interviewer	And you said your home language is Venda?	
72. L3	Yes.	
73. Interviewer	So, you are easily able to communicate with them?	
74. L3	Yes.	
75. Interviewer	Okay, So, but somewhere somehow, don't you ever feel like, I think there's also a need for me to speak my own home language?	
76. L3	Yeah, but the problem is that they don't understand it.	
77. Interviewer	They don't understand it?	
78. L3	They don't understand Venda, so I just leave it put.	Communication
79. Interviewer	And how does that make you feel?	
80. L3	They don't understand it	
81. L5	May I please go out.	
82. Interviewer	Pardon?	
83. L5	May I please go out	
84. Interviewer	Okay, no problem.	

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85. L3	They don't understand it.	Challenge/expereince
86. L8	I feel irritated	Challenge/expereince
87. Interviewer	You feel irritated, why do you feel that way?	
88. L8	Sir because... We can talk to each other mostly, you know. When I say something to them, it's like, ah, what is he saying?	Challenge/expereince
89. Interviewer	Okay. So, they make you feel like you are a foreigner?	
90. L8	Kind of.	
91. Interviewer	Kind of? Okay. Which means you are basically left out in the conversations. And then in the classroom, do you feel like you are included, excluded? What do I mean? Let's say, for example, your teacher is teaching and sometimes you need to speak her own language that is not necessarily your language. How do you feel? Do you feel excluded or do you feel included? Do you feel like you are part of the classroom?	
92. L2	When they speak?	
93. Interviewer	If, let's say, you are being taught. She is teaching but then mixes with another language, maybe that language you might not understand. Do you feel included or excluded?	
94. L2	Included because she or he wants, like, there are particular children that understand that language and then they don't understand, like, they need a teacher to speak their own language to fully understand what he or she is saying in front of you.	Translanguaging
95. Interviewer	Okay, so what you are saying is if the teacher is teaching in English and then mixes with a little bit of Sepedi, it's fine, does it cover everybody?	
96. L2	Yeah, they need to speak that language to that particular person that understands it.	Positive attitude
97. Interviewer	Okay. Ma'am?	
98. L7	I understand that they are trying to connect with the class that they are in. After they speak in a different language, they don't translate what they are saying to the other learners.	Communication
99. Interviewer	So at the end of the day, you don't feel left	

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		out because whatever that was said in that particular language is also translated for everybody to understand? It doesn't happen.	
100.	L7	For us, no	
101.	Interviewer	Sorry? It doesn't happen?	
102.	L3	It happens, like, for sure. Or, like, you would ask them to, like, say to you in English so you can understand.	Strategy
103.	Interviewer	Okay. Right. All right. And then just overall, considering language, are you guys able to participate fully in the classroom activities?	
104.	L1,2,3	Yeah.	
105.	Interviewer	Even during group discussions, everything?	
106.	All of them	Yes.	
107.	Interviewer	Do you ever have a challenge or find one day where you feel, no, this one is speaking that and we are only in English, or we are only in English, therefore we are not having a bit of conflict. Are you guys able to participate fully?	
108.	All of them	Yes.	
109.	Interviewer	Without any problem?	
110.	All of them	Yes.	
111.	Interviewer	Okay. And in your own opinion, if you were to choose a language that you are supposed to be taught in, which language would you prefer or would you choose?	
112.	L4	Tswana.	
113.	Interviewer	Sorry?	
114.	L4	Tswana.	
115.	Interviewer	Why Tswana?	
116.	L4	Because I understand it better.	Benefit
117.	Interviewer	Pardon? Because you understand it better?	
118.	L4	Because its my home language	
119.	Interviewer	Because it's your home language? What about you guys?	
120.	L7	I would say English because it's easier for	Negative attitude

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		everyone to communicate. It's a basic language that people know, that people need to know.	
121.	Interviewer	Okay. Do you agree with her that you would rather use English only?	
122.	L3	Yes.	
123.	L5	Yes, because if they don't learn English now, and let's say we go out into the world, they are going to, they will they'll know the knowledge that they've learnt at school with that language, and if they had to communicate with another person, let's say from the States or anywhere, they wouldn't be able to interpret it.	Communication
124.	Interviewer	Okay. So if I was to repeat the same question, but it's a bit different, would you prefer being taught or would you like to be taught in your own home language?	
125.	L4	It doesn't matter where you come from.	
126.	L3	Yes	
127.	Interviewer	So you said yes?	
128.	L3	Yes.	
129.	Interviewer	I think he's the one who's saying yes. All of you are saying no. So you wouldn't want to be taught in your own home language?	
130.	L5	I don't know.	
131.	Interviewer	Pardon?	
132.	L5	I don't know.	
133.	Interviewer	Oh, the problem is because you don't know your home language? Okay. Let's hear.	
134.	L3	I would like to, because the people, like my family members, most of them, like, learned school in Venda and I lived here. Yeah. So, like, let's say they are talking like on the Whatsapp group or whatever, they usually speak in Venda, like, yeah, so I don't understand.	
135.	Interviewer	Okay. So you kind of experience that communication barrier.	Communication
136.	L3	Yes	
137.	Interviewer	So what about you guys? Why don't you want to be taught in your own home	

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		language?	
138.	L4	She says because she does not understand it.	Challenge/Experience
139.	L6	Same here…	
140.	Interviewer	Same applies to you? You don't believe…	
141.	L6	I don't know your home language that well	Challenge/Experience
142.	Interviewer	Oohoo you don't know your home language that well? Okay. What about you guys?	
143.	L8	It makes it a lot more boring.	Negative attitude
144.	Interviewer	It makes it a lot more boring. But when you are talking in your own home language?	
145.	L	Sir, because I speak that language at home.	
146.	Interviewer	Yah.	
147.	L8	I speak that at school. And I must also speak it to a lot of them.	Negative attitude
148.	Interviewer	Okay. You feel like it too much?	
149.	L8	Yeah, sometimes.	
150.	Interviewer	Okay. What do you think?	
151.	L1	I cannot write it.	
152.	Interviewer	You can't read the language?	
153.	L1	I can, but I cannot write it.	Challenge/Experience
154.	Interviewer	You can't write it?	
155.	L1	Yes	
156.	Interviewer	Okay. You are not even willing to learn the language?	
157.	L1	No.	
158.	Interviewer	Why not, guys? Why not? Why don't you want to? Why, are you guys? It sounds like you are not necessarily interested in your home languages. Why?	
159.	L1	It's not interesting.	Negative attitude
160.	Interviewer	It's not interesting? So you are agreeing with him that it's boring?	
161.	L1	Yes	
162.	L3	No, it is interesting. It's just that pressure of you have to know your language. And then if you say it incorrectly in front of anybody. And you choose not to speak	Negative attitude

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		English.	
163.	Interviewer	Is it?	
164.	L5	They end up misusing it, It's very insulting.	Challenge/Experience
165.	Interviewer	Okay. But one thing for sure is that the minute you learn your home language and be taught in your home language, I think in like two, three years, you will be proficient in that particular language, isn't it?	
166.	L1,2,3	Yes.	
167.	Interviewer	Most of you probably came in the school, began to learn Afrikaans, now you are going to speak Afrikaans, isn't it?	
168.	All of them	No.	
169.	Interviewer	Or am I lying, guys? So why not the interest in your home language? Is it a pressure coming from somewhere?	
170.	L	No.	
171.	L1	It's just that you might fail…	Challenge
172.	Interviewer	Sorry?	
173.	L1	You might fail there…	
174.	Interviewer	Okay. Do you know why I am asking this question? I will just give a practical example. In the University of Pretoria, I assume you know it, there is English and Afrikaans classes. I will speak about one department, engineering department. Most of the time, the Afrikaans learners always obtain distinctions because they are taught engineering in their own languages. So don't do what they say with you guys?	
175.	All of them	No. Not at all.	
176.	Interviewer	Okay. Why not?	
177.	L1	I wouldn’t	
178.	Interviewer	Pardon?	
179.	L3	I want to learn my language better, even more.	Positive attitude
180.	Interviewer	Okay.	
181.	L2	For me, it would be fun, but it's going to be like, it's going to be an everyday thing and you can't learn new things like new	Positive attitude

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		languages like Afrikaans or English.	
182.	Interviewer	So you guys are promised that you don't want your home language to be every day. You want some break from your home language.	
183.	L3	No, I don't want it.	
184.	Interviewer	You don't?	
185.	L3	The thing is I do not want to learn Afrikaans. I would rather learn my own language.	Negative attitude
186.	L2	Yeah.	
187.	Interviewer	You don't want to learn Afrikaans. You would rather learn your own language.	
188.	L3	I don't like Afrikaans.	Negative attitude
189.	Interviewer	You don't like it. That is fair. That is fair. Do you guys agree with him or do you feel like, in your case, you are fine, you like Afrikaans? We agree.	
190.	L2	No	
191.	Interviewer	You are fine?	
192.	L1	Yeah.	
193.	Interviewer	So how do you feel about the first additional language that is offered in your school?	
194.	L3	I feel like Afrikaans is not necessary because if we go outside, like into the world, we won't be speaking Afrikaans. Most other languages like Spanish, French, Italian and stuff like that. But now we are learning Afrikaans so we won't be able to communicate. It's actually not, Afrikaans is not used around the world that much. I prefer using, learning other languages that are spoken around the world.	Challenge/experience
195.	Interviewer	Okay.	
196.	L4	I would rather also not learn in, about Afrikaans.	
197.	L2	Yes.	
198.	L3	And if you fail Afrikaans, you fail.	
199.	Interviewer	Is it?	
200.	L3	Yes.	
201.	L2	That's what I don't like about Afrikaans.	Negative attitude
202.	Interviewer	So you are forced to pass the language?	

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	er		
203.	L2,3	Yes. Yah	
204.	Interview er	Okay. Then...	
205.	L3	Yeah, I did pass but still.	
206.	Interview er	Okay. So then if that's the case, someone feels like, I wish to be taught in my language like Venda. You guys feel like, some say Afrikaans is not really important. Then how do you feel if you were to be taught continuously in different languages?	
207.	L8	So be taught everything in a different language?	
208.	Interview er	Let's say it's a maths lesson, you are being taught, the teacher uses different languages, just during that session only.	
209.	L4	Like South African languages or?	
210.	L3	All of them?	
211.	Interview er	Even more than South African languages? As long as the teacher then allows the use of the different languages, and she's the one who does that, maybe if she's saying something in English, also say in Venda, or in Shona, whatever languages, how do you feel about it?	
212.	L3	It would be confusing.	Negative attitude
213.	Interview er	It would be confusing?	
214.	L2	As long as you can understand.	Positive attitude
215.	Interview er	As long as you can understand?	
216.	L4	Yah	
217.	Interview er	You were saying?	
218.	L5	Yes sir.	
219.	Interview er	Okay. What about you guys?	
220.	L8	There wouldn't be much progress.	Negative attitude
221.	Interview er	There wouldn't be much progress? So it's going to be time consuming?	
222.	L8	Yes. Okay. Cause we are many, and different	Positive attitude
223.	Interview er	Hence then, there would be different languages used. So that everybody who is not really covered. But it's fine. Coming from different countries, different	

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		cultures, different religions, does that have any impact on you guys? Especially as the students?	
224.	L4	Can you repeat the question?	
225.	Interviewer	Being different, either come from different country, coming from a different culture, background, language, all these differences. How does that affect you?	
226.	L2	For me, it doesn't affect me. But then from other people that are coming from other countries, they are affected because mainly in South Africa, we speak Setswana, and then they don't understand what we're saying. And then the children here, they mark outsiders because of their language, and then they make some words that they don't understand. And like, it confused them…it affects them.	Communication
227.	Interviewer	Okay. Alright. What about you guys? Anything? In terms of making friends, either you're a South African or not, are you able to make friends freely? Don't you ever feel like people judge me or see me differently? Anything?	
228.	L5	It doesn't really matter. As long as you try to be open.	Positive attitude
229.	Interviewer	So for you, it doesn't matter?	
230.	L5	It doesn't matter, because you're going to find those that are safe to you. You're going to find those that are like you. Then you stick with that.	Translanguaging
231.	Interviewer	Do you want me to say something?	
232.	L8	Yes sir, im fine	
233.	Interviewer	Okay. Alright. And then, what do you feel is beneficial if we are people coming from different cultures and religions, and also if you come from this...	
234.	L4	You get to learn other languages.	Benefits
235.	Interviewer	You get to learn other languages?	
236.	L4	Yes	
237.	Interviewer	Okay. What else?	
238.	L3	You also learn their culture.	Benefits
239.	Interviewer	You also get to learn their culture. Okay.	

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	er	Not long ago, it was Heritage Day. Did you guys celebrate Heritage Day?	
240.	L3	Yes.	
241.	Interviewer	And were you wearing your own cultural attires?	
242.	L2	Yes.	
243.	L7	No	
244.	Interviewer	traditional attires?	
245.	L3	Yes.	
246.	Interviewer	Sorry? Some of you?	
247.	L3	Yes.	
248.	Interviewer	Is it, Okay. And lastly, just being in this school overall, what do you ever find challenging about being in this school environment? Don't be afraid. You can tell us. You look like you want to say something, but I'm... Yes? You're fine? Okay.	
249.	L3	I'm not so sure what to say. Wait. Could you repeat the question, please?	
250.	Interviewer	Just being in this school, anything that you find challenging, just being in this school environment?	
251.	L3	Being in this school?	
252.	Interviewer	Yeah.	
253.	L3	Just being in this school?	
254.	Interviewer	Yeah. What is it that you find very challenging or stressful for you? The marks. Sorry?	
255.	L4	The marks.	
256.	Interviewer	Sorry? The mask? Having to wear the mask?	
257.	L4	The marks.	Challenge /Experience
258.	Interviewer	The marks. Okay. What's wrong with the marks? You're obtaining the low marks?	
259.	L4	Yes .	
260.	Interviewer	Okay. The expectation.	
261.	L4	Yes.	
262.	Interviewer	Yeah. Sorry?	
263.	L8	Sir, what she means is that when she says the marks, you can be talking about she	Challenge/Experience

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		does not grasp things as quickly as others.	
264.	Interviewer	Okay.	
265.	L8	Sorry. Sorry. Sorry.	
266.	L4	Okay. It's fine. It's okay.	
267.	L8	So she says that she doesn't grasp things as quickly as others. Because you are different. Ahaa. They can move on without you, and then you are left not understanding anything.	Challenge/Experience
268.	Interviewer	Okay. So if you are left behind, then you have to catch up on your own.	
269.	L3	Yes	
270.	Interviewer	Is it?	
271.	L3	And there's those times, you know, when the teacher is like, do you guys understand? And then you're like, no. And the teacher is like, how can you not understand?	Challenge/Experience
272.	L2	And they get irritated…	Challenge/Experience
273.	Interviewer	Okay. So in such a situation, then what do you do?	
274.	All of them	We just leave it. Shut up	
275.	Interviewer	You just leave it as it is?	
276.	All of them	Yes.	
277.	Interviewer	Is it?	
278.	All of them	Yeah.	
279.	Interviewer	So what do you think should be done, then?	
280.	L3	I think we should give other learners time to understand a little bit. Because some people are slow learners.	Strategy
281.	Interviewer	Okay. So we should be giving that opportunity to grasp whatever at their own pace.	
282.	L2,3	Ya, Yes.	
283.	Interviewer	Okay. Anything else? Are you fine? You want to add something? All right. I think this is our end, guys. Thank you so much. Much appreciated.	

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Themes	Subthemes
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	Learner attitude
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	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method (Strategies)

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FGD 4B: School B

1. Interviewer	Uuuhh guys thank you so much for availing yourselves today, feel free to respond in any language. So because you are a group lets us answer in order, we will start from you to this side. But whenever or If you to answer any question please raise your hand… the first question, is a basic question, I am just going to ask starting with you and coming this side neh. So sir I will start with you, what is your home language?	
2. L1	Mostly I speak English because my father speaks sotho and my mother Sepedi	Superdiversity
3. Interviewer	But the main language that you speak at home is it sesoth or Sepedi?	
4. L1	Sesotho	
5. Interviewer	Sir?	
6. L2	Setswana	
7. Interviewer	Setswana? So that the language you speak mostly at home? And what other languages are you able to speak?	
8. L2	English and Afrikaans	
9. Interviewer?	English and Afrikaans?	
10. L2	English and Afrikaans	
11. Interviewer	English and Afrikaans? And you mam?	
12. L3	Sir, for me is my dad is from Nigeria, and mom is from Lesotho, so she speaks Sotho, so I don't know what I should say I speak. Sometimes when I am with my mom we speak Sotho together, and when I am with my dad I speak English	Superdiversity
13. Interviewer	And what other languages are you able to speak	
14. L3	I would say Afrikaans, but also my dad can also speak Zulu, cause he used to stay in Joburg, so I would speak with him	
15. Interviewer	So you also speak Zulu?	
16. L3	Yes	
17. Interviewer	And you mam?	
18. L4	My home language is Setswana, my mom speaks Sepedi /Sesotho, and, my dad is from Nigeria, so when I speak to him I speak in English, but most of the time we speak Sotho, sometimes a bit of Setswana as he understand it, and also Sepedi. but when I speak to my father, I speak in English, I can	Superdiversity

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	also speak English and Afrikaans	
19. Interviewer	So most of the time what language do you speak?	
20. L4	Sesotho, A bit of Setswana, Sesotho and Shona	
21. L5	My home language is Sepedi, English, and then I am also able to speak Setswana, and Spanish, I can speak and then Zulu, yes.	Superdiversity
22. Interviewer	What about Afrikaans?	
23. L5	Afrikaans I try	
24. Interviewer	You try? Okay And you are also able to speak Afrikaans?	
25. L4	I try	
26. Interviewer	Okay, and you?	
27. L6	My home language is Xhosa, but I can speak Zulu, because my mom is Zulu, I can also speak Sepedi, I can speak English and I can speak Xhosa, I can speak Zulu, I can speak Sotho here and there . Afrikaans I can speak, and English a bit even writing but sometimes is a bit difficult because some words I don't understand, I can also speak Ndebele	Superdiversity
28. Interviewer	And you mam?	
29. L7	My home language is Sepedi	
30. Interviewer	So what other languages are you able to speak?	
31. L7	English	
32. Interviewer	English?	
33. L7	Afrikaans, I understand it "nyana"(A little bit)	
34. Interviewer	So with your own language, and other languages that you are able to speak, does this affect you, especially in the classroom?	
35. L5	I'd say it doesn't really affect us. Because as you came here, most of us here speak Setswana, Sepedi, they're close. They're almost on the same level. So soon, how's that going to be something? So I don't think it really affects us because we came here, and maybe we can also respond in our language.	Translanguaging
36. Interviewer	So you are able or allowed to speak correspondingly with your own languages?	
37. L5	Yes	
38. Interviewer	Is it allowed in the school?	

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39. All of them	Noo.	
40. Interviewer	Okay. So basically, you are not allowed to use other languages?	
41. L7	Yes it's not allowed in the school	
42. L3	Okay like sir, Sometimes, the principal announces that in the school, you're only allowed to speak English because of the white teachers. Sometimes, they try, they use their language to swear at another child, and the teacher won't be able to hear it. It's considered as bullying.	Challenges/Experience
43. Interviewer	Okay. In English, do you speak English?	
44. L6	Yeah, but the other languages, we do speak other languages, but for instance, let's say my teacher is a white teacher, and I'm speaking another language, and that sometimes, you know, affects me because I'm not able to communicate in English because now I'm used to speaking another language, and now, when she asks me a question, I can't respond because I'm not speaking English because I'm used to speaking my own language, but I speak another language.	Communication
45. Interviewer	Okay. You wanted to say something?	
46. L7	No.	
47. Interviewer	Are you fine?	
48. L7	Yeah.	
49. Interviewer	So, let's say your teachers....So, most of the time, you're talking in English, right?	
50. All of them	Yes.	
51. Interviewer	So, do your teachers use other languages when you teach English?	
52. L5	They speak, but they're not trying. Like, yeah, if maybe you have a black teacher, they can try to say it in the language you understand, or the teacher can ask another learner to explain in the language you understand.	Translanguaging
53. Interviewer	So, it's very common to speak in English. In English. Do your teachers say it?	
54. L3	Sir, like, in Afrikaans classes, normally the teacher would prefer to speak Afrikaans so that we catch it fast, and then, in that case, the learner starts speaking Afrikaans, but the teacher doesn't mind if you make it in English because you don't need to explain it.	Strategy

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55. L1	Sometimes our teachers use other languages when they are in the room, in the room, to express themselves.	Strategy
56. L7	Some teachers, they use the the other language Afrikaans, or both languages, when they should be talking about their school. At some points, some sentences, we don't know how to phrase it, we just use, we use the Afrikaans.	
57. L6	But sometimes, sometimes, I don't usually use Afrikaans, but, if it's really important, or focused on a specific thing, we all understand, and we use it. And when we use it, of course, we all use it. So, I think it's, we all use it.	Strategy
58. Interviewer	So in other words…?	
59. L6	I wouldn't say, I wouldn't say, personally, I wouldn't say, I don't usually understand the specific situation, normally, I'm there, I'm in the classroom, so it's not a great experience.	challenge/Experience
60. Interviewer	So, what we're saying is that, whenever the teacher decides to play another language, speak another language, you still feel that you're limited?	
61. All of them	Yes	
62. Interviewer	All of you?	
63. All of them	Yes	
64. Interviewer	Okay. I think I've asked you, maybe about the experience. I just want to hear from you. And how do you feel about the fact that you guys are able to speak Sepedi, Setswana and all of that what it's like to be in a classroom where you use different languages? How has this affected you guys?	
65. L5	Personally I feel like… most of us are zulu, so he things we do …	
66. L6	So, like, the things that they've taught me, is that when I was just a kid, I didn't know how to read. But, I suppose that there are a lot of different languages and languages that you can speak. it's an opportunity for more people to know that there is a way to learn more languages and it's not just a process.	Translanguaging
67. Interviewer	So in terms of making friends, someone said that you are part of a foreign country for example, How does that affect you? Do you	

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	make new friends? Are you looking to make friends? Is it social interaction? Do you expect some unity among other people who are able to survive? Yeah, I mean, I'd like to know if you don't know if the person you are socializing with understands the language they are speaking. For example, in social media, like Facebook, some of them select a language that they can accept and then they start typing messages in a language that they don't understand.	
68. L1	You tell them in English that you don't understand and they switch to another language. So that they can all understand	Communication
69. Interviewer	I would like to know if you don't know if the person you are interacting with understands the language less than you. So I would like to know if you don't know if the person you are interacting with understands the language less than you.	
70. Interviewer	…how does it affect you, are you able to socialize, are you able to make friends?	
71. L3	Sir it affects me like for example social media like Facebook they will tell you about the accent … You don't know what you're expecting. In terms of me, you're scared. Yeah. I don't know what it is. I don't know what I'm expecting. Most of us in high school started by just being interested in learning.	challenge/Experience
72. L4	And now that I'm in high school, these are the things you get. You get extra credits, and you get extra credit cards. So I'm just really confused….	
Audio/video not audible due to heavy rain….self-reflective journal used….		

Self-reflective Journal (FGD4B only)

On this day I conducted the discussion and bad weather conditions as it started raining while we had just began with the discussion while at the same time the school choir was practicing outside and was a bit noisy but was not necessarily interruptive. Only later when I listened and watch the video I realized that along the discussions some learners were no longer audible due to thunderstorms and choir noises coming from outside and unfortunately I could not postpone as it was very difficult to gather learners like that and thus I continued. I was also worried if learners were going to be free to

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answer the question as their class teacher was seated at the front in the class. Group four consisted of seven learners who spoke English, Setswana, Sesotho, Sepedi, and IsiXhosa at home. Some of these learners speak at home because their parents come from different cultures, languages and country. Some their parent the father is from Nigeria while mother from South Africa therefore their common language becomes English. Besides these home languages the learners are multilingual and most of them are able to communicate amongst themselves in their respective languages. This was noticed before the formal group discussion began. The use of FAL which is Afrikaans remains a thorn to most of these learners as they say it is difficult and also not important. They do not show any sign of positive attitude towards their FAL. Most of the learners indicated that using different languages in the classroom is not necessarily a problem even though some just don't like the idea while others may feel left out. They also highlighted that the school does not allow other languages except English only, one of the reasons for not allowing other languages is that most of white teachers do not understand these languages and sometimes naughty learners use their home languages to insult or swear at others. One learner indicated that she is not English proficient and that builds language barrier between learner and teacher and that would have e negative academic impact, the learner is used to and more comfortable in her home language. Some learners appreciated that some black teachers are also able to teach and explain in other African languages which help them to understand concepts. Some other teachers also allow them to use other languages like English in Afrikaans class in order to explain or express themselves. Most learners agree that use of variety of languages enhanced communication, interest, and participation. It also brought about a sense of team work as they help one another like translating for each other. That also allows them an opportunity to learn other languages and culture. It also helps build social interaction amongst the learners. Most of them do not have issues with translanguaging approach in the classroom as they understand most of the spoken languages. Actually they acknowledged using different languages as a good way of helping them to learn better without fears. They also like that they learn new languages and cultures which also plays a role on how they treat each other and how they communicate. Their contradictory belief is that English is the only important language to be considered or used as it will help them when they get jobs, but other languages including Afrikaans are not important at all.

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Learners' experiences
	Learner attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method (Strategies)

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Appendix H: Teacher Interviews

TRANSLANGUAGING AS LEVERAGE FOR DEVELOPING INCLUSIVE COMMUNICATION IN SUPERDIVERSITY CONTEXTS OF INNER-CITY SCHOOLS

Teacher Interview 1A: School A

1. Interviewer	Uhh mam thank you soo much neh, for participating in my research neh, it means a lot. So I know you are busy I will try not to waste time, I will try to keep myself as short as possible neh	
2. T1	Ohkay	
3. Interviewer	Let me get to the questions, uhh before we begin, what is your home language?	
4. T1	Sepedi	
5. Interviewer	Sepedi? Ohkay, and what are the other languages that you can speak?	
6. T1	I can speak English, Afrikaans, Zulu, Ndebele, uhhm Tsonga, yeah and more	
7. Interviewer	Ohkay, and then what is your teaching experience, How long have you been teaching?	
8. T1	I have been a teacher, this is my fourth year	
9. Interviewer	Fourth year?	
10. T1	Fourth year as a teacher	
11. Interviewer	Ohkay, so as indicated I'm researching about translanguaging as a leverage for developing inclusive communication within the school, I just want to hear from your side. What do you think, what do you understand the term translanguaging means?	
12. T1	Uhhm I think it means accommodating learners in terms of how we communicate with them in the classroom, uhm allowing them to communicate with us and communicate with them in in the language that they understand uhh, yah as opposed to just one general language of communication	Conceptualization
13. Interviewer	And based on your knowledge or experience, do you think that translanguaging would uhh promote civilized communication among learners?	
14. T1	Yes, yes because uhm, understanding it's a challenge if if It's not your mother tongue and there are certain concepts certain topics that you need to bring it home to the learners and language also plays a role in	Translanguaging

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	that	
15. Interviewer	Ohkay, so in you view you are saying that translanguaging would be beneficial to them?	
16. T1	Definitely	
17. Interviewer	Ohkay, what are the other benefits that you think would be therefore especially for learners?	
18. T1	Uhm One, they would be able to have self-identity uhm because everything is just so Eurocentric uuhm learners are really struggling to have a sense of identity, they are just following trend, following global stuff that are being enforced on to them, they are not given a chance to have like a say or an option as to ohkay we can have a language that you you prefer especially an African language for example	Benefits
19. Interviewer	Ohkay so what you are saying is, in other words that you also think that learners would appreciate being allowed to use all these different languages?	
20. T1	They would appreciate it but it's gonna be difficult because it's something that has always been neglected and learners just grew into it uhm in a way "ya gore" (that) if you tell them that I am going to teach maths "ka" (in) sepedi it might be shocking at first but when, once you implement and they understand that its possible they have always viewed it as an impossible thing to do because it was never an experience for them	Experiences
21. Interviewer	Ohkay, so in your own view, how do you feel about using translanguaging method in the classroom?	
22. T1	I would love to do it uhhm although it's a bit scary given the fact "ya gore" (that) there is no support materials that we would be given that will take years for us to get there but I think it's something that we can work on and be excited to be the first group if there is of people who would implement it in the classroom, so yah	Teacher attitude
23. Interviewer	Ohkay and in your own view, what do you think are the contextual factors that affect communication in the classroom?	
24. T1	Uhm, one, one factor it has to be uhm, it has	Superdiversity

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	to be the diversity in the class, you find the learners who are speaking different languages, like you find ten languages in one class foreign languages, south African languages so that's a contextual factor cause (because) you can't just assume that ohkay if ever I want to explain something I will use Sotho, it might be that half of the class does not even know what is Sotho then communication becomes broken and still again you talk in English, its foreign to all of them still, you understand, so yah the diversity and, that is the one contextual factor, uhm another one it would be uhmm like back home background where people are from you find that uh learners are using "ke tla e bitsang?" (what can I call it?) street language, they often…	
25. Interviewer	That kasi language? (that township taal?)	
26.	Yah so their background even their parents they don't even know how to communicate well in a certain language so its mixture of everything	Challenges
27. Interviewer	Ohkay so then, in your own view how do you think uh inclusive communication can be enhanced in the classroom?	
28.	Uhhm I think it's a matter of transparency, uhhm knowing the demographics of the class that we have five people who are speaking Sotho, five who are speaking Afrikaans, five who are doing this and we learn from each other we understand "gore' (That) it's a, when we're being inclusive, we now have an understanding, we don't take offence when people use their language, but rather we would want to step in and translate so that we share that thing ya hore (that says) okay, there is differences amongst us, uhm can we make it a norm that ehh we don't always assume the worst, that you were badmouthing me, you were speaking ill of me because I can't hear you and so on, but rather open up that uhm, feel of, it's a safe space, we are different and it's a space where someone can have your back, and translate for you and yeah, we value one another.	Translanguaging

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29. Interviewer	Ok, and them uhm, from your experience, how does teaching in this super diversity classroom affect your teaching capabilities?	
30. T1	Yohh, it affects it a lot	
31. Interviewer	Mhh	
32. T1	You, sometimes you call a learner one on one, and one on one is specialized like I cannot be communicating with one person personally as if I'm addressing a huge group that's diverse, and then you get in touch with that person, you realize you can't relate to them, uhm I've had so many learners who are coming into the country for the first time, everything is new, everything is confusing, I'm also confused, I don't know what to do, uhm yeah you even meet parents, their parents come through and then there is no relation between the two of you, you're too different from one another. So yeah, that gets very difficult to work with like…	Communication
33. Interviewer	Okay, so here we heard what you were saying, these are some of the challenges you come across neh?	
34. T1	Yeah	
35. Interviewer	Are there any other challenges that you come across other than that you just said?	
36. T1	Uhm, other challenges, yoh maybe also again like the different cultures that they come from neh, uhm common trend now is the initiation thing. So, some learners will go into initiation and you have to handle in a way that you are neutral to all parties, there's kids who come from a background 'ye eleng gore' (that is) they believe initiation is a waste of time, why don't you just go to hospital, and then there are some people who are big on initiation and that learner will come back after two months, now you have to fill the gap to say now I have to support this person and it doesn't happen to all the cultures, you already know the trend hore (that) oh there's still Xhosas who are very deep in it, uhm there's still Ndebeles who are very deep in it and so on. But yeah, other factors are issues of respect and values, they are different, uhm you find	Challenges

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	uhm, in my language, in my culture, ehh, a person who, if I'm older and I'm addressing a young person, for them to show me that they are respecting me, you don't look at me in the eye, you understand?	
37. Interviewer	Okay, yeah	
38. T1	Then I can see that you're giving me some respect, but with other languages, cultures you find a learner, you're talking to them and then they're looking at you directly in the eye, speaking with to you with so much confidence and it seems as if it's disrespectful, but to them they are told, look at me when I'm talking to you, but in my culture you shy away, so there's different how people do things	Superdiversity
39. Interviewer	Okay	
40. T1	their values and yeah	
41. Interviewer	Okay, so having being in such classroom what methods have you developed for you personally to ehh develop an inclusive environment, inclusive teaching and learning.	
42. T1	Uhm, for me it would just, it's nothing big, It's the small things that count neh, definitely day one everyone needs to give me a background, where are you from, uhm your cultural background, which country are you from, which part of south Africa are you from, and then uhm, that thing of giving each other a chance, like every now and then I would, oh you said you're Shona, how do we greet in Shona? Ehh maybe I will be teaching them business studies and we're looking at, we do a lot of inclusivity, we do a lot of diversity, we do a lot of such things, so in such moments you just grab the opportunity, 'oh how do we say this in this language' and so on and then everyone learns from it and then yeah, uhm just basically learning learners on a one on one basis, you try	Teaching method
43. Interviewer	Okay	
44. T1	Yeah	
45. Interviewer	So, if you were to teach using this translanguaging method, what do you think or what methods do you think you would	

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	use or would be more suitable for you to be able to practice translanguaging in a classroom?	
46. T1	I think group discussions, group work ehh, in a sense 'ya hore' (that) uhm, you're not going to be forcing people to be confined to one language that you want to speak. Some of these languages, you can group them together, you put them in the group and them uhm they will be able to facilitate learning amongst themselves in their own language that they understand and then fortunately there will be one person who can also re-translate to the main idea if we have to, but if not, if I can relate, I'll be able to just level up with anyone. I think we'll start with group work at this point.	Teaching method
47. Interviewer	Okay, and then what resources are available to you for you to be able to promote this inclusive communication in the class?	
48. T1	Yoh, the resources can only be the parents and the teachers, they are always willing to help 'gore' (so that) yoh these learners said this to me and then I don't know what it meant and so on. So, the teachers are always here, there's teachers who are fortunate, they did different languages in their schools, some did Xhosa home language, they did Sepedi, they did whatever that would be a resource. The parents, the limited number of parents, not everyone because they all speak English	Resources
49. Interviewer	Okay	
50. T1	They don't even know their own languages	Challenge
51. Interviewer	Okay, and then what resources do you think or do you feel you need in order to promote an inclusive communication in a classroom?	
52. T1	Uhm, it would have to be maybe textbooks, uhm worksheets, anything that's written, written material, written material would help and uhm, a lot of diagrams, I think when I learn a different language, visualizing what they are saying helps. So, diagrams so illustrate what they are saying type of worksheets, yeah	Resources
53. Interviewer	Okay, and in your view, when we talk about translanguaging, what do you think would	

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	pose the most difficulty in terms of having to practice ehh translanguaging method in a classroom?	
54. T1	Parents, they have a belief that if the learners speak English, they've made it, they have high level of understanding and intelligence, they measure English as a level of intelligence. So, parents might not be willing, but they don't know what we are sitting with in the classroom, that will do like the number one challenge, and then uhm secondly, I think the fear from learners to have that huge transition, it's nice when we do it informally and then it's break and then mam quickly explains to me no one can see that I'm struggling to understand in another language	Challenges
55. Interviewer	And what do you think would be the most interesting thing, having to practice, ehh practising translanguaging in a classroom? Using all the multiple languages of the learners. What do you think would be the most beneficial or the most interesting thing?	
56. T1	I believe one, marks will have to improve, marks will improve, definitely improve because even parents will be able to help with the work. So, there will be growth in terms numbers and stuff. Two, uhm, learners will have a sense of belonging, learners will have a sense of belonging, uhm they won't treat each as others as foreigners, except you're too foreign from me and so on. They will embrace diversity and have a good understanding of what it means, and they can also like 'batlo applaya' (they will apply) the way that they solve problems culturally in different ways because like we don't do things the same, definitely	Benefits
57. Interviewer	And then is there any Training that you have received to help you to be able to teach in these super diversity classes?	
58. T1	Uhm, I remember we did multicultural, it was in varsity, I think maybe in my second year, multicultural classrooms, it was a module, module if I'm not mistaken, uhm	Support

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	yeah we did language proficiency, and so on but in the education work environment, never	
59. Interviewer	Okay, and lastly, what is your overall viewpoint as far as translanguaging is concerned?	
60. T1	Ehh, I think it's a great thing, ehh I just want people to understand life and in a way that they have an identity, they can reflect back, like life should reflect back your real self, who you are and yeah, people will blossom better, so yeah, I think it's a great thing.	Teacher attitude
61. Interviewer	Alright, ehh thank you so much mam neh, much appreciated	
62. T1	Thank you	

IDENTIFIED THEMES AND SUB-THEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers' experiences
	Teacher attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure

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Teacher interview 2A: School A

1	Interviewer	Thank you so much mam for joining me and taking your time neh, I hope I'm audible enough. So, before we can start with the questions, I just wanted you to tell me, what is your home language?	
2	T2	I beg your pardon?	
3	Interviewer	Your home language	
4	T2	English	
5	Interviewer	English? Okay, and what other languages can you speak other than English	
6	T2	Afrikaans	
7	Interviewer	Afrikaans only?	
8	T2	I can speak a bit of Setswana	
9	Interviewer	Tswana, a little bit of tswana?	
10	T2	Setswana	
11	Interviewer	Is it? That's interesting	
12	T2	Motswana, I lived in Botswana, Motswana	
13	Interviewer	Okay that's nice, and then your teaching experience? How long have you been teaching?	
14	T2	10 years, but I've done adult training, this is teaching this age group	Teaching experience
15	Interviewer	Okay, alright, so since you know a bit of tswana and Afrikaans and your language is English right? What do you understand about the term translanguaging	
16	T2	What do I understand about...?	
17	Interviewer	By the term translanguaging	
18	T2	Trans language...	
19	Interviewer	Yes mam	
20	T2	...is a combination of languages that people can get to hear and work with...	Conceptualisation
21	Interviewer	Yeah	
22	T2	So, so, so something that can, everybody can use	
23	Interviewer	Yes, definitely, okay. And based on your knowledge and experience, do you think trans language would promote civilised communication? Especially in a classroom, you think so?	
24	T2	I think so because	

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25	Interviewer	Is it?	
26	T2	Yeah	
27	Interviewer	So do you say you'd prefer, or you probably like to use the translanguaging method or just the normal teaching...	
28	T2	Just the method to help them understand, but I still think we should have English and Afrikaans as subjects...	
29	Interviewer	Okay...	
30	T2	But us as teachers...	
31	Interviewer	Mmhh	
32	T2	...don't speak African languages at home if we to do	
33	Interviewer	So, in your view, what do you think would be the benefit of using, if we were to use that translanguaging method frequently, what do you think would be more beneficial especially in the classroom?	
34	T2	Well, because when at home during school holidays, I don't speak English often and even coming back and giving them the instruction in English, sometimes they do not understand because they haven't …	Translanguaging
35	Interviewer	Yes, and in such cases do you think that or how do you think if trans language was to be used persistently, how do you think that it would affect learning across curriculum	
36	T2	How do I think it would affect?	
37	Interviewer	How do you think it would affect learning just across curriculum?	
38	T2	I think it would make, especially languages easier, definitely languages... or languages	Positive attitude
39	Interviewer	Okay, alright. And in your own view, ehhh what is your take or opinion in terms of using multiple languages in the classroom especially during teaching	
40	T2	Well, it is also difficult in English and Afrikaans in that you have to stay with the books on deck and we've got these 80... uhm, so they have to learn that vocabulary, but sometimes you are getting the learner that is just battling	Experiences

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	to click or understand so maybe showing in that language and explaining to them, they learn better... inaudible	
41 Interviewer	Okay, and are you not worried in terms of time consumption maybe?	
42 T2	Yes, I am worried in time thanks, but I am working with the grade 8's and 9's...	
43 Interviewer	I understand, I understand	
44 T2	You wanna win, you just gotta have the patience, or you gotta ask them to come back during break, or after school is what I do, this schoolgirl, she didn't do Afrikaans from grade 1 to seven neh...	Support
45 Interviewer	Is it?	
46 T2	...and she is now, she's learning Afrikaans and you don't pass first term and second term..., this term she passed? fifty something	Challenges
47 Interviewer	Wow, wow	
48 T2	Do you understand?	
49 Interviewer	Yes, definitely	
50 T2	She's not one of the kids... in the past, I'm helping her, but it can be done	
51 Interviewer	Yes, wow, that's nice	
52 T2	Yeah, wow	
53 Interviewer	Wow, yeah, I'm impressed, and also shocked	
54 T2	I am too	
55 Interviewer	And how do you think that inclusive communication can be enhanced in the classroom?	
56 T2	At school?	
57 Interviewer	Yeah	
58 T2	Do you know what I enjoyed? Is to see this project on the wall, that was in OBE, do you know what the OBE is?	
59 Interviewer	Yeah	
60 T2	And I enjoyed that, and they had to take English songs translated into Afrikaans and to take English stories of... translated into Afrikaans, but with pictures, and they did on the...	Translanguaging
61 Interviewer	Is it?	
62 T2	They did internet research and we	

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		would help them, and I found that they enjoyed that project, they enjoyed this term's project, they loved, so more on hands for them... and also I think we should do more of that	
63	Interviewer	Ohh wow, wow	
64	T2	Oh what do you mean wow?	
65	Interviewer	Yeah I'm fascinated	
66	T2	You can't believe that I'm saying this?	
67	Interviewer	Okay, and how does in your experience, how does teaching in this super diverse classroom affect your teaching capability?	
68	T2	Well look I come from lots of different schools, so I've come from mixed schools, well I've to just, well now... and I've been in different area... I did a tourist in... I've been at the Christian schools and then It's in... it's very diverse because of the areas that I come from, and I think the parents should get more involved, do you understand what I mean?	Teacher experiences
69	Interviewer	I understand	
70	T2	Parents should understand what the kids need to study and like also ... school in Afrikaans... I think parents should be more involved in their children's education, and choosing which schools their children go to, do you understand me?	
71	Interviewer	Yes, definitely I understand	
72	T2	Although at the moment it's very diverse, so I got to... Mamelodi, I've got different areas... in class they're all the same to me, they're all learners, I'm not worried about your background	
73	Interviewer	Wow, and so far any challenges that you face just considering the diversity, are there any challenges that you face?	
74	T2	Any?	
75	Interviewer	Any challenges	
76	T2	That you? That I face?	
77	Interviewer	That you face	
78	T2	Oh yeah, discipline, arrogance, aggressive	Challenges
79	Interviewer	What do you think is a factor that	

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	contributes to that? Is it because of their diverse? What do you think?	
80 T2	You've got a lot of...	
81 Interviewer	Okay...	
82 T2	Its... a background and you've a lot of children... that have been affected more since the covid, so their personal ground I'm seeing, but then remember we are dealing with grade 8's and 9's that are also going through a change of life hey	superdiversity
83 Interviewer	Yes, that stage	
84 T2	So, there's different reasons, yeah sometimes I scream, you can ask them, sometimes I scream, and then I won't talk to them for the rest of the period because now I have lost it, other times I can be more, it depends on by what time of the day is for me as well, so you try different methods all the time, there isn't one method you can use	Teaching methods
85 Interviewer	Okay....	
86 T2	And diverse methods is, but I what makes sense, we've tried detention, it doesn't really help	
87 Interviewer	Mmhh	
88 T2	You try bringing their marks down, do you know what I mean?	
89 Interviewer	Yeah	
90 T2	Its like doing the work... you rather be arrogant to what you did in class,	
91 Interviewer	Mmhh	
92 T2	So what discipline would you bring in?	
93 Interviewer	It's a huge challenge, I'm saying it's a huge one	
94 T2	It is a huge one	
95 Interviewer	But, yeah and, being in such environment, how do you ensure that you apply that inclusive communication, inclusive learning in your class?	
96 T2	It also depends on the days, on how full I am that have more time, but I prefer one on one, so I would stand here and give instructions or give my time for teaching, I would give him the answers on the board, I would tell them	Communication

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		what to do and then if I come up to you individually, one by one yeah and talk to me, it's easier for me to understand what they don't understand, so the one on one to me is important, and in a class of 33... you're not gonna reach everyone, so I got an open door policy even during break or after school, come to me	
97	Interviewer	And are there any resources at your disposal that assist you in terms of applying this inclusive education, this inclusive communication, ensuring that learners feel included as you teach them?	
98	T2	No, we don't have enough technology, I think if we had like a radio that are produced and can play some Afrikaans music for them, to get them in the mood for Afrikaans, that's why I was using the abcd...	Resources
99	Interviewer	I see,	
100	T2	To get them in the mood, if we had a projector yeah it would be easier to use than a black board,	Resources
101	Interviewer	Technology?	
102	T2	Uhm, technology would help us more and...	
103	Interviewer	Yeah...	
104	T2	Don't underestimate it	
105	Interviewer	Yeah, and uhm what, for you what poses most difficulty? Just teaching in super diverse classroom, most difficulty	
106	T2	For me the most difficulty is that I stand here all day teaching them and you realize by the time you get their homework back, some of them just don't do their homework but others try to do it and they totally miss the whole thing you taught them about and that to me is very disheartening, like where did I go wrong as a teacher you see, but you get other kids in the same class that are accepting it, so that I don't agree in putting children into A stream, B stream, C stream, you know, according to marks...	Teacher experiences

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107	Interviewer	Yeah, mmh	
108	T2	I don't agree with that, but you do get to slower learners, and you do get people, children and then you get children that surprise you and especially during this project, a lot of children have surprised me. One of my naughtiest boys...	Challenges
109	Interviewer	Is it?	
110	T2	Look at that yellow, one on the board there, the yellow one, he's one of my naughtiest boys	
111	Interviewer	Is it?	
112	T2	Look at his project	
113	Interviewer	And?	
114	T2	So that to me is... and you don't know what culture they come from and where they grew up, and then the parents won't speak English or Afrikaans properly	superdiversity
115	Interviewer	Oh I see	
116	T2	The other thing is, I remember us doing a speech on... which is your home language...	
117	Interviewer	Mmh	
118	T2	One girl came to me and she's got photo art full of art of different languages in one household,	
119	Interviewer	Yeah	
120	T2	What language should is to choose	
121	Interviewer	Mmhh	
122	T2	I said no I'm confused now, I don't know which language, which one do you feel more comfortable with?	
123	Interviewer	Yes	
124	T2	But so they are experiencing that in their own homes,	
125	Interviewer	Okay	
126	T2	There's no purity of their languages in	Challenges

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		their own homes...	
127	Interviewer	Wow, so besides the challenges what is the most part that you enjoy most and you like about teaching in a super diverse classroom?	
128	T2	... surprise me when you expect them not to be able to do it or you've given up on them and they come back and they do something to surprise you, we had a spelling bee the other day, where four grade ten's and eleven's and four grade eight's and nine's, we couldn't catch them out with spelling words	Benefits
129	Interviewer	Wow	
130	T2	So now we've got to give them another... that is going to be much difficult which is almost a home language label to catch them out to place 1,2,3,4 but you... in Afrikaans we had four children level, we couldn't catch them out	
131	Interviewer	Is it? Wow, and uhm, ehh, for the fact that you are teaching in an environment that is super diverse, you are telling me that you've got kids from this side, that side, that side, so is there any, some sort of training, kind of that you received in order to help you cope or teach in such super diversity classroom, none? okay	
132	T2	No that's what you as a teacher pick up yourself, that's one of your trainings as a teacher, you should adjust, your training standards not... your training techniques sometimes to the calibre of people you teach, so that you pickup any body language, you pickup a body language and that teaches is in you, if you're teaching someone	Support
133	Interviewer	Yes, wow, and just overall, what is your opinion, your viewpoint with regards to what we call translanguaging if we were to use it, maybe full time, say to apply translanguaging method in the classroom, what do you think? What's your point?	
134	T2	What's my opinion?	

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135	Interviewer	Yes	
136	T2	I think you dare to face it in person, obviously there must be a training session, and you must decide which languages you're going to use	Training
137	Interviewer	Mhh	
138	T2	so obviously you're gonna take... and as far as I know, this area is Sepedi isn't it? Isn't Sepedi?	
139	Interviewer	I'm not sure, might be a different language	
140	T2	Okay my son went to school in centurion	
141	Interviewer	Okay...	
142	T2	And they, he even... school there, they had Sepedi as their language, that's why I'm saying, so is Sepedi	
143	Interviewer	Mostly, okay	
144	T2	But you've got people coming from Limpopo, or Venda or whatever, so what language are you gonna choose?...	Superdiversity
145	Interviewer	Or even if you have a learner who comes from a foreign country as well, okay thank you so much mam neh, thank you for your time	
146	T2	Is that all? Have you learnt a lot?	
147	Interviewer	I learnt a lot, no it's great thank you so much, thank you so much mam	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers' experiences
	Teacher attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure (training)

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Teacher interview 3A: School A

1	Interviewer	Thank you mam so much for participating in my research,	
2	T3	You're welcome	
3	Interviewer	I'm gonna try not to waste too much of your time an get straight to the questions, so, the first question I just want to know, what is your home language?	
4	T3	Afrikaans	
5	Interviewer	Afrikaans? And what other languages can you speak?	
6	T3	Uhh, French, German, English	
7	Interviewer	Ohh wow, and your teaching experience?	
8	T3	In years?	
9	Interviewer	Yes	
10	T3	Uhm 35, 36 years	Teaching experience
11	Interviewer	Wow it's long time	
12	T3	Yeah, you see my age	
13	Interviewer	And in your opinion, what do you think translanguaging means?	
14	T3	What does language what?	
15	Interviewer	Translanguaging, what do you think the term means?	
16	T3	I think it means something like a language that people can understand, it might be a mix of certain languages	Conceptualisation
17	Interviewer	And based on your teaching experience, do you think if we were to you use what we call translanguaging technique, would you think it would promote a civilised communication?	
18	T3	Yes, definitely	
19	Interviewer	Ehh, in what way?	
20	T3	Uhm, I think it would be easier for the kids to understand, remember I'm talking out of perspective this as their second language, but it's their second language but sometimes, it's their third or fourth or fifth language, so they do not have the vocabulary, they do not speak it, sometimes because there's nobody at home to help them. So, it becomes a problem when they need to communicate in a language which they did not grew up with, and they've got nobody to go home to, to talk to... some they do, but most of them not. So, it becomes a problem.	Communication
21	Interviewer	So, what do you think, if we were to apply	

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	this translanguaging maybe in the classroom most of the time, what do you think would be the benefit?	
22 T3	The benefit be the kids would understand it better, you know my father used to work on the mines and they have a language like, almost like a trans language which they call “Fanagalo”, which was a mixture of a lot of African languages, everybody, even the white people working on the mines could understand it and it just made it easier to communicate. There were not that differences in, I don’t understand or	Translanguaging
23 Interviewer	Yes	
24 T3	Because I know from experience that the African kid will not, will pretend if you ask, do you understand, it is not for them to say, especially me being the adult and they being the kids. It is not for them to say I don’t understand, they’d rather say yes and not understand.	Challenge
25 Interviewer	Okay, and how do you think that translanguaging would affect learning just across curriculum?	
26 T3	It would be better because the idea would be, to be in the home language, but it can’t always happen because we need a lot of resources and lot of teachers. So, the second best thing to be this language that cuts across all the borders would just simplify things.	Teacher attitude
27 Interviewer	Okay, so I’ll just try to rephrase and say, how do you feel/think in terms of the use of multiple languages in the classroom?	
28 T3	Well, I do use multiple languages, I know some Sotho words, but of the time I use English and Afrikaans, you will see uhm for example, my lesson here, there is the lesson... I had to draw a map, so I’m writing down instructions of how do you give directions, there is the Afrikaans version, there is there is the English version.	Teaching method
29 Interviewer	Ohh wow	
30 T3	I’m always going that side and they copy this because this becomes their vocabulary.	
31 Interviewer	Yes	
32 T3	Because otherwise, instruction, and my	Teaching method

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		instruction, even there you can see the instruction is in English and in Afrikaans underneath, so that they can understand. If you ask a child something and they don't understand what they need to do, they can't answer it, and then they get low marks, not because they necessarily don't understand it or don't wanna do it or are lazy or not intelligent enough. Explain a simple thing that they do not understand, and if you don't understand, you can't.	
33	Interviewer	And uhm how do you think inclusive communication can be enhanced in a classroom?	
34	T3	Inclusive inc...?	
35	Interviewer	Communication	
36	T3	Communi..., communication can be enhanced in the classroom, I force them to speak Afrikaans even if it comes out wrong neh, because in the beginning it's wrong and in the beginning they don't want to, the easiest way I found is that when they ask to go to the bathroom or to get so water, I force them to speak in Afrikaans, I give them the phrase, a short phrase, I can tell them than ask, and I'm always saying how do we say it? And if they don't give me the phrase in Afrikaans, they don't get up, so they learn you know like this, this helps me.	Communication
37	Interviewer	Wow, wow, and in your experience, having taught for so long, how does teaching in a super diverse classroom affect your capabilities in terms of teaching?	
38	T3	I think it tests my capabilities but it betters my capabilities	
39	Interviewer	Is it?	
40	T3	Because I've been teaching in a multicultural classroom most of the time, so I'm getting used to the way certain groups think, the way certain groups behave, how I can approach them, how to discipline, it affects everything. I need to get into the head of the child.	Teacher experiences
41	Interviewer	So you get to understand them individually	
42	T3	I understand why they do certain things. In my culture there might do certain	

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	things and there might be like it, why? Why are you doing this? But then I start to accommodate certain things because I know it's the they work.	
43 Interviewer	Wow, and any challenges that you experienced teaching in such environments?	
44 T3	The fact that there is no... English is like the general language that we use, but even for them some, they don't understand English that much. I constantly to explain the English also. So if we had more of a general language, more understandable across the both...(inaudible) that would have made it easier.	Teaching method
45 Interviewer	Okay, which might be a challenging because we have learners from different backgrounds	
46 T3	Challenging the fact that because they come from different backgrounds because a child sitting in my class, I have a child sitting there at the corner, he's from a foster home that affects him in the sense that he pretends to be you know, very mature and very very lucky...(inaudible) but he pretends to be the man, where in fact he's failing. He's failing because he doesn't have, he doesn't like friends easily. He goes from this home to that home, so that social economic, some of the learners are hungry, some of the learners in winter they are not dressed warmly. So they, I will send them to the school, secondary clothing... go get a jersey or go get a jacket or something like that.	Challenges
47 Interviewer	Wow, and just generally, what are the contextual factors that affect communication in the classroom?	
48 T3	The attitude of the learners, and because of the language, first of all, this is Afrikaans you know, they have to do it. They have to pass it with 30 percent, if they don't, irrespective of what they do in their other subjects, you have to pass your home language, which in our case is English. They have to pass first additional language which is Afrikaans, then obviously they have to pass maths or	Learner and teacher Attitude

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		maths lit as well, but Afrikaans is they, they sometimes do well in their other subjects, even maths or maths lit... because they don't want to do it, they have to, they are forced to do it, they have no background. Some of them come here in grade eight and they haven't heard any Afrikaans before, in the primary school so, and now our curriculum is so full, so we don't have time, I don't have time to teach a child a language from scratch. I can just, and they always, even their reading ability is behind. It's like you measure it on a child's age ehh year, and then his reading ability, and then reading ability is low.	Challenges
49	Interviewer	Shu wow, you have number of challenges.	
50	T3	But we get past that.	
51	Interviewer	Yeah, and I see on the chalkboard that you ensure that you use both languages so that they can at least understand...	
52	T3	And I speak both languages, I keep on switching between the two	
53	Interviewer	So, besides that, ehh what other methods do you use in a classroom to develop that inclusive communication?	
54	T3	Uhm, I let them, there are some of the learners who are stronger in the language, I let them sometimes because sometimes I see again that, that African child think of, I would not say I don't understand, but if I direct one of the other not... efficient in Afrikaans language. That learner if I ask that learner to explain, they sometimes...	Teaching method
55	Interviewer	Okay, and personally what strategies have you developed just for you to be able to cope, to teach in such a diverse classroom	
56	T3	I need to remember that this is not their home language, that they didn't grew up with it, apart from the socio-economic problems that comes with them. Some of them, this is not their home language, this is not their home language, this language is foreign to them and they are forced to do it. So...	Superdiversity

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57	Interviewer	And, are there any available resources that help you in terms of promoting this inclusive communication or translanguaging per se?	
58	T3	Dictionaries,	Resources
59	Interviewer	Dictionaries?	
60	T3	Dictionaries	
61	Interviewer	So, these are dictionaries of different languages or?	
62	T3	No, Afrikaans and English	
63	Interviewer	Okay, for Afrikaans class	
64	T3	Yeah, for Afrikaans and English. We find that if we bring a dictionary in... for example, say Sotho and Afrikaans, some of them, because some of them are not so efficient in one language and I cannot keep all the eleven official languages dictionaries on my table, so English becomes the vernacular that we use	
65	Interviewer	And personally, what do you think are the resources that you need for you to effectively promote inclusive learning?	
66	T3	What I need is an interactive white board so that I can, there are so many instructional videos about how to do this or how to do this, and you know these kids, they need to look... (inaudible, 11:38), so if I can put up the video, it would be so much better.	Resources
67	Interviewer	Mmhh, and what poses the most difficulty when you are teaching in this ehh, super diverse classroom? What pose most difficulty?	
68	T3	Uhh, the overcrowding of the classroom, this classroom is smallish, I have thirty-four to thirty-five learners in a class, so it's overcrowded, that is why I put my tables like, I grouped it like that I can get more... and I can access the learner. And then of course ehh the curriculum is packed, there's a lots of self to do, we do not get children, children fall through the cracks, the, especially the brighter child or the quieter child. You don't get to that child, you deal with the uhh, delinquent child, the one that doesn't wanna sit still, the one that doesn't wanna listen. I don't even have time to check whether this child who doesn't wanna sit still is maybe... (inaudible), he needs medicine	Challenges

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	but has never been diagnosed, or is being abused at home, you know there's millions of factors that can affect this	
69 Interviewer	Yes, yes, and what do you like most about teaching in a class of different learners from different backgrounds, these super diverse learners?	
70 T3	The fact that I can actually teach a language that is not theirs and I get my results. If I can show you this..., because I came here, then I had the grade eleven's neh, and the grade twelve's, and then last term they moved me to the grade eight's, so it's the first time they saw me. They saw me around, but then I started teaching Afrikaans to the grade eight's and I had, have many learners who failed Afrikaans term one, term two. Term three? They are passing. I've got learners who've got distinctions and I'm talking about distinctions, eighty percent to ninety percent, and I'm not father Christmas, so I don't hand out marks. They complain, I yell at them, I scream at them and I bully them to get what I want. But now they have the results, now, now finally. It takes about six months, now it's finally coming together because now I can say remember when I said I'm shouting at you, I'm phoning your parents, I am sending you to the principal's office for...(inaudible), because x,y,z, you don't do this or you don't do that or whatever. Now it's coming together, now it clicks. And now, now I've got them. Because I just have to say, you wanna go back to term one and two where you failed Afrikaans? ..., yeah some of them are still difficult, but yeah, most of the time it shakes.	Benefits
71 Interviewer	Wow, that's nice mam, and is there any training that you had received just for you to be able to teach in a super diverse classroom?	
72 T3	No	
73 Interviewer	Nothing?	
74 T3	My training did not prepare me for that. Remember I've been a language, I've taught English as long. So, I've been a language all my life but our training at	Support

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	university or post-graduate degrees, it doesn't really, yes it talks about that kind of language, that kind of teaching, but it doesn't give you practical examples. It's theory, talked about why the professional what what what and then you come into the class and it's like...	
75 Interviewer	It's a different story?	
76 T3	it's like a warzone. It's like what is this?	
77 Interviewer	Yeah, it's a different story now.	
78 T3	And then and then you have to find your own method and it comes by trial and error. Yeah we sometimes make horrible mistakes, but in the end we find a method that works, and my method is not necessarily going to work for somebody else.	Strategy
79 Interviewer	Yes, definitely	
80 T3	I wish I can take that method thing..., but I can't because it works for me, it would not work for somebody else, and it will work for my specific group of learners. I cannot teach, treat a grade twelve learner the same way I treat a grade eight. It's two different concepts.	
81 Interviewer	Wow, and what is your overall viewpoint about the use of translanguaging in a classroom?	
82 T3	Like I said, it's going to make it so much easier, I think that uhm, the learners will like the idea of something that is available, because like I said English is not always, it's also not their home language. They prefer or they let you think that they prefer, their parents want them to have English as their home language, but ideally it would be that their home language is the language that they grew up with, whether it's Venda or Sotho or whatever. It doesn't really matter. That is the ideal because that is better for the child but they don't want to, the parents don't wanna do it and they also don't wanna do it because they see their home language as something that is below, something that they cannot communicate with and they may go for English home language, and English home language, yoh yoh yoh, it is not easy, it's really not easy, and then they come with Afrikaans	Translanguaging

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	which is first additional and they still don't have a clue so,	
83 Interviewer	It's a huge problem	
84 T3	Big one	
85 Interviewer	Wow. Mam thank you so much for your time, much	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers' experiences
	Teacher attitude
	Learner attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure

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Teacher Interview 4A: School A

1. Interviewer	Once again mam, thank you so much for agreeing to participate in my research, I am not going to waste time, I am going to get straight to the questions. The first one; what is your home language?	
2. **T4**	My home language is isizulu.	
3. Interviewer	And what other languages are you able to speak?	
4. **T4**	I am able to speak Sepedi	
5. Interviewer	And your teaching experience?	
6. **T4**	Uhm, 8 years teaching experience	Teaching experience
7. Interviewer	Uuhh in your own opinion what do you think translanguaging means?	
8. **T4**	Translanguaging I think is an, it is interchangeable or can be interchanged to the term code switching, you use different languages uhhm to explain one concept	Conceptualisation
9. Interviewer	Uhhm based on your knowledge or experience do you think that translanguaging promotes civilised communication in the classroom?	
10. T4	Uhm definitely it does, should I elaborate?	
11. Interviewer	Yes please	
12. T4	Uhm because of the uhm, the demographics, uhm and the type of children we'll be teaching in the classroom, they don't all come from the same different cultural background meaning they probably speak different languages.	Superdiversity
13. Interviewer	Okay. And what do you think would be benefits of using this method of translanguaging in the classroom?	
14. T4	The reality is that most children do not speak English... as the language we're teaching. So the benefits would be that ... language is deeply... so for the benefits translanguaging, would be that some concepts would be be easily explained or better understood if there was reference to child's home language spoken.	Translanguaging
15. Interviewer	Okay, so if I was to ask you to say how do you think that translanguaging directs affects learning across curriculum?	
16. T4	Uhm, it affects to the extent that, first of all, you can't... the language, uhm it's a custodian for learning, so you can't learn without language, especially in the 8th grade. So this means that it deeply affects because the understanding is reliant on the language and if the language is not understood to the depth of the content, then, there is definitely going to be a gap or misunderstanding.	Teacher experiences
17. Interviewer	Okay, and how do you feel about the use of multiple languages in the class during teaching then?	
18. T4	Uhm, I think it's a positive, uhm, practice but, they	Teacher attitude

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	shouldn't be dependent on translanguaging and it should also just be dependent on the subject. So for example, it wouldn't make complete sense when you're... to use translanguaging all the time but it would make better sense when trying to explain other concepts that exist in other languages, which would be understood by the child who does not speak English to that extent.	
19. Interviewer	Okay, and usually in a super-diverse classroom, sometimes there is an issue of languages or communication. In your own opinion, how do you think inclusive communication can be enhanced in the classroom?	
20. T4	Uhm, please repeat the question	
21. Interviewer	How do you think that inclusive communication can be enhanced in the classroom?	
22. T4	Okay. Inclusive communication could be enhanced in the classroom by uhm, stipulating diversity and just by the mere realization of the diversity in the classroom. So, firstly by realization and the acknowledgement and the validation of the different, uhm, children that exist in the classroom, then we can begin moving towards interrogating languages, uhm, in the context of leaning, so firstly just acknowledging. I don't know if I answered it to your satisfactory.	Communication
23. Interviewer	Definitely and how does teaching in a super-diverse classroom affect your teaching capabilities?	
24. T4	Uhm, I wouldn't say it affects my capabilities, but it definitely challenges my delivery of lessons , so this means that ... you have to be cognisant of the diversity and making sure that you are, uhm, as you're teaching, you use a method that, for example, ... you cannot reach that zone if you have not received... who that child is, and the child's understanding of languages, and you then, when you plan a lesson, you make sure that you are, again, including the different, uh, let's say, in... seconds, coming from the different languages to include them into what you're saying, so, just taking one word and using it in different languages , using translanguaging to express the same term.	Challenges
25. Interviewer	Okay, so, somewhere somehow, would you say you have challenges when you are teaching in a super-diversity classroom?	
26. T4	Definitely, definitely.	
27. Interviewer	Please share those challenges.	
28. T4	Okay, in the context where we're teaching children who are of my home language isizulu, then we'll be clear and cut and dry to explain the context just to say that uhm "lathi uzokhanya". But, if you have a child who is from Nigeria accent or is Sepedi, this means	Superdiversity

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	that the same cross effort that I will do to explain to the isiZulu child means that I must make the same effort to explain it in different languages... in the classroom. did I answer correctly?	
29. Interviewer	Yes, thank you. What do you think are the contextual factors that affect communication in the classroom?	
30. T4	I think, first of all, communication is deeply cultural, so the first challenge would again just be the acknowledgement of culture and embracing of the culture and validation of a culture, then we can start bridging the concept of getting to start to talking about the concept of communication between the different learners. I don't know if this is making complete sense.	Communication
31. Interviewer	Mhm, and are there any methods that you have developed for yourself to ensure that you promote inclusive teaching and learning in the classroom?	
32. T4	Definitely this means that whatever concepts that I'm teaching, uhm, even though they might be based on the English language, this means that, uhm, I'm also very dependent on the learners s well to give me directive and also teach in a sense, many languages to make sure that I am linking the correct term or correct concept that I am trying to teach. So one of the strategies is, number one, building a, not a very close relationship, but a close enough relationship, uhm, linguistically with the learners for me to be able to then understand, uhm, how to teach a concept successfully.	Translanguaging
33. Interviewer	Okay then, are there any resources at your disposal that you are going to use in order to ensure that you promote, eh, inclusive communication in the classroom?	
34. T4	No, and there are no resources especially in the subject, uhm, resources that promote diversity or are supportive of trans linguistic approaches.	Resources
35. Interviewer	And from your point of view, what resources do you think or feel you need in order to promote inclusive communication?	
36. T4	Uhm, I think resources are heavily based on language, so ... that are subject specific. So, ... for example,... for terms that will be scientifically based or even just a simple translator that can be stored on an app on a tablet for example.	Resources
37. Interviewer	Okay, and is there anything in particular that pose the most difficulty when teaching in super-diverse classroom?	
38. T4	Uhm, yes, some concepts, believe it or not, cannot be a phenomenon is that only exist, let's say exclusively in science or exclusively in a different language and don't exist in other language, so there has to be a lot	Challenges

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	of , you have to find words that are as closest to your concept for you to try and explain the concept as... as possible for someone who is not for a child who is not an English language speaker.	
39. Interviewer	So, more like it is difficult to find those proper words?	
40. I T4	Yes, words that weigh the same in different languages.	
41. Interviewer	Okay, and what do you like most about teaching in this super-diverse classroom?	
42. T4	Uhm, different influences and just the diversity itself, is culturally emerged, so for me as well, there is a lot of learning to do and uh it is gratified and satisfying to be in an environment where I'm not teaching people I ...	Superdiversity
43. Interviewer	And uhm, is there any training that you ever received to enable you to be able to, you know, teach in super-diversity class?	
44. T4	Besides workshop school you gave us, nothing.	
45. Interviewer	And overall, what is your point of view in terms of the use of multiple classes in the classroom or the use of translanguaging approach in the classroom?	
46. T4	Uhm, I think they are pros and cons. Pros are we are definitely sure that there is a deeper understanding of concept when we use translanguaging, uh, the cons are what I stated before that you find that there no exact language of confidence of a translated word.	Benefits
47. Interviewer	Alright, uhm, thank you so much mam, (ke a leboga) thank you	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers' experiences
	Teacher attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure

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Teacher Interview 5B: School B

1. Interviewer	Hey ma'am, thank you so much for participating in my research. I'm going to start with the basic questions that I think you also should be learning. What is your own language?	
2. T5	My home language is Ndebele.	
3. Interviewer	And what other languages are you able to speak?	
4. T5	I'm able to speak English of course, English and Shona.	
5. Interviewer	Okay, so you can speak many languages, isn't it?	
6.	Yes, if you check, of course Ndebele is a basic language. It's easier to learn.	
7. Interviewer	And how long have you been teaching?	
8. T5	14 years.	Teaching experience
9. Interviewer	Okay, and in your own opinion, what do you think, translanguaging means?	
10. T5	Well, I say that translanguaging means having the ability to use various languages and communicate with others. So I think it's a question of whether I can understand people so I can communicate in different types of languages.	Conceptualization
11. Interviewer	And do you think in your own opinion, if someone somehow talks about a language, something that is being used, do you think that promotes communication among people?	
12. T5	In some instances, I think it does, because if you allow people to use the language that they understand, then they are better able to express themselves. And if you try and force them to speak a particular language, I think one thing that I've noticed in South African society is the ability where one can speak Tswana, one can speak Zulu, and they perfectly understand the Javanese. So, yeah, I think it's really enhanced communication.	Communication
13. Interviewer	Okay, and in the classroom?	
14. T5	In the classroom, it can also help, but the problem with learners is that they can also leave some language, they can open up, you know, what can I say, it can lead to ideas of bullying, right? Especially maybe if a child speaks another language that others don't understand, or a child comes from one province and, you know, learners have got these	Translanguaging

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	stereotypes, or with our school, we've got learners from other countries as well. So it becomes a problem. They're going to say too much diversity in the school. It really becomes a problem, because how do you control who says what, using what language, when, and why? Especially if you don't know some of the languages. Especially if you don't know some of the languages, yes, and it really becomes a problem.	Superdiversity
15. Interviewer	So in terms of curriculum, if we were to use this translanguage method or use it in a different language, what do you think about it?	
16. T5	You know, I think it can have both, you know, positive and negative impacts. On the positive side, like I say, you know, sometimes when you explain something to learners using a language that they understand, you can see it actually getting better. So I've done it maybe when I'm doing e-jobs, and then I say an e-job is this, for example, and maybe I give this e-job, because, well, I know Zulu. And I ask someone who knows Zulu and they put it on and say, okay, can you translate to the others? And then, hey, well, she can translate. But at the same time, like I said, our school is really diverse. Maybe I've got a Nigerian child in my class, or I've got a Zimbabwean child in my class who's Shona, right? Then those kids are already better off, because they don't want to understand even the Zulu language. But the majority, perhaps the majority, so that's why I'm saying it has advantages. It also has disadvantages as well.	Translanguaging
17. Interviewer	And in your own opinion, how do you think you can, you know, apply this what we call inclusive communication, ensuring that all learners are able to communicate?	
18. T5	I think when we have, like, question and answer sessions, it helps with the communication, because you force learners to think, you force learners to get out of their shells and answer questions. And also, when you do group work, right? So group work is also a good way of enforcing that communication, because then if they are in smaller groups, they open up and they can talk to each other, and they can even use other languages besides English, because you have not opened up the whole class to say, this is an English classroom,	Teaching method

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	we are supposed to use English. But because they are in small groups, they can be able to explain to each other in whatever language that one understands. Translate for each other. Yes, they can translate for each other.	
19. Interviewer	And I heard you talking about the Zulu language, you are very diverse?	
20. T5	Yes, we are very diverse.	
21. Interviewer	So how do you address this diversity?	
22. T5	We try to speak to English. We try to speak to English. I think the principle of this course is that it's strictly English. But the thing is, well, sometimes you cannot run away from using any hearing aid. .And, well, I know I've told some of the other learners that, you have to be spoken in minutes, you must understand some of these languages. So I tell them, okay, I don't understand Zulu. Okay, I cannot speak, but I can understand a bit. Yes, I can understand a bit. As long as you are slow and not too fast, you understand. So it's quite a challenge. It's quite a challenge because, you know, it's one of those instances where you really cannot accommodate everyone. It's basically impossible. I think even in outside, even if you were to take out the foreign kids, you would realize that how hard is what a lot of diverse tribes, what literary and tribal suffragettes in outside, and that means even in the classroom as well. So you find that in a classroom, people speaking Kinyarwanda and Zulu speaking Kinyarwanda, one of them, they told them and so really it's difficult. That's why we end up just sticking to English, so that we can just accommodate everyone.	Strategy
23. Interviewer	So would you say that somehow it affects your teaching capabilities?	
24. T5	No, I wouldn't say it affects me because I think, well, because I teach English and, well, everyone is supposed to speak English, so it really doesn't affect me that much. Like I say, of course, here and there, you can tell that it's getting better in the neck. You can tell. But then you also realize, okay, you can try and improve. Like I say, I've done it at times when I say something in the neck and then ask someone to translate for the class and then, yeah, maybe	Teacher experience Challenges/Experience

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	98% will get it, and it's not 2% that will not get it. Then I'll just say, okay, let me just try again in English. Okay, and just to be specific, is there anything in particular that you feel, I don't know, but for me to teach English in a very super-diversity class, it's challenging for me.	
25. Interviewer	Is there any challenge that you feel you come across?	
26. T5	Yeah, I think the challenge is just the stretch that you want to explain something in the neck. The thing is, we teach learners English as their own language, but truly speaking, these kids are not… English is not their own language, right? And English also does not have a language like that. So it's to be expected that sometimes I also meet other people and I feel like, okay, I could have understood, I mean, I could have explained this better in vernac. And even I think when I was in Miami, when I was studying, you know, this teaching, we are allowed to use another language to explain a concept. But then because of the diversity in the school, it makes it very difficult for me to use another language. Because then it means I have to find a language that the learners understand. And unfortunately, maybe the numbers that the learners understand I don't know it. I don't know how to use that language. So that is quite challenging.	`Challenges/Experience
27. Interviewer	Yeah. And then, one more question. What are the contextual factors that you think affect communication in the classroom?	
28. T5	Maybe the size of classes. I would say the size of classes. If you get a class that is too big, you realize that there are a lot of learners that are left behind when it comes to this communication thing. It's easy for learners to hide behind others and end up talking. So it's very easy. If I've got a class of 36, I find myself maybe talking to only four or five, four or five of the messengers. Well, sometimes I do say, okay, everyone stand up. You're not going to sit down until you say something. You understand? They do, but then there's also time. Remember, I only have 27 minutes with me. So now, the bell will ring before I've even done anything. Because I'm trying to make sure that everyone participates, everyone says	Communication

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	something. So, yeah, that becomes a problem. Time constraints and the size of the classroom. So if you've got smaller classrooms, I remember during COVID, our learners were divided. So we would have maybe a class of 15 to 17, maybe maximum. It was quite nice to teach them because you could actually talk to individuals. You could communicate with one, go to this one, this one, because it was a small group. But with large groups, it's difficult.	Challenges/Experience
29. Interviewer	Okay, and since you said that the principal also always advises that you must stick to the English. So what processes have you followed in order to allow learners to express themselves in other languages?	
30. T5	But as a school, we don't really force it to say use English outside the classroom. So outside the classroom, they can use whatever language The learners themselves, the language policy is not really enforced on the learners to say you're supposed to speak English. As English teachers, we try and enforce it in our classes because we believe that, you know, the learner uses the language when they expose themselves to a language, that's how they get to develop their vocabulary. They want. So you find that at break time, or during change of classes, they can use whatever language they want. Even in other classes, they can actually use whatever language they want. So it depends with the teacher. It depends with the teacher.	Translanguaging
31. Interviewer	And are there new strategies that you developed just for you to be able to ensure that you cover all the classes? Are you able to accommodate all the areas where you're teaching? Considering there are differences?	
32. T5	Well, yes. I mean, if your teacher is supposed to try to make sure that I speak to English all the time.	
33. Interviewer	So basically, what makes for you sticking to the language?	
34. T5	Yeah, sticking to the language, learning and teaching, that works because it means no one will step out. Because with the grade 8, it's also a challenge. There are those learners that start in grade 8 and sometimes you wonder how they get to grade 8, because you don't really understand. Or maybe they are coming from the school where they were doing English far.	Challenges/Experience

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	So now, they are coming to you with the full knowledge. And we are using language throughout the lesson. So, yes, they are lost. But they eventually come up, but the first term is not always easy, because they are trying to do a class	
35. Interviewer	And do you have any resources that help you to promote this inclusive communication in the classroom? So what do you think would be needed in order for you to be able to promote inclusive communication so that all of us are able to understand the different languages? Especially if they can't really understand some things in the language.	
36. T5	Maybe if we could have maybe dictionaries that are in other languages. We do have a comprehensive dictionary, obviously, but if we could also maybe have dictionaries like for instance, one in English, I think it would help, so that even if I want to explain something, learners can adapt a dictionary and say, okay, she used this statement, she used this word, what does it mean? So maybe that would help.	Resources
37. Interviewer	And then what do you like most, or what do you enjoy most about teaching this type of things? The fact that you also get exposed to different ways of seeing things.	
38. T5	You know, when we are teaching, we don't always just stick to the lesson. Sometimes we digress and start talking about other things. It's part of the teaching thing. So that's where you get to know more about learners. Sometimes you even get to know more about the different cultures, the different ways of doing things. It does also open us up. Because sometimes I've got a tendency of saying, ah, my hand is itchy, I'm going to get money in my language, this is what we believe. Then somehow would say, oh, what's your language? Oh, my own language, this is also what we believe in. And then we realize, okay, we might speak different languages, but well, there are some beliefs that we share. So, yeah.	Benefits
39. Interviewer	Okay, and have you ever been trained to teach in a superdiversity classroom?	
40. T5	No.	
41. Interviewer	Okay, so, yeah. And then, in your own opinion, what do you think about the use of translanguaging in particular?	
42. T5	Okay, with the diverse school that ours, I think	Translanguaging

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	English works best for everyone. But, I think teachers should really not be confined to simply using English only. Because like I said, sometimes there are some things that you might explain better in your own language. So, I believe that people should be given that opportunity to express themselves in their language where they feel comfortable. Although, with English being a universal language, it really should still be put at the pedestal. But the thing is, I think like many say in the other class today, that with English as your home language, right, it's okay for kids to use English as their own language. Maybe it becomes an advantage for their education. But at the same time, you realise that it's also difficult because it's really not their own language. So, perhaps we could have home languages as their own home languages, and then English also as a first additional language. It's just like, well, you've been told about issues of staffing and whatever, but I think we should give our learners also a chance to have their own home languages, instead of just having English all the time.	Benefits Translanguaging
43. Interviewer	Alright, well, thank you so much.	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers' experiences
	Superdiversity
The linguistic diversity in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure

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Teacher Interview 6B: School B

1. Interviewer	Thank you so much for participating in my research. It is highly appreciated. I won't waste time. I've been here for some time. So I'll just start with the first question. What is your home language?	
2. T6	Xitsonga	
3. Interviewer	And what other languages do you speak?	
4. T6	I speak Xitsonga, I speak Bengali, I speak French, I speak English. I can speak Zulu, I can speak Sotho, Nwedu	
5. Interviewer	So basically you speak all the languages here…Okay, that's interesting. I just want to go back to the topic. I know we've already argued about it a little bit. I just want to get your own opinion about the term translanguaging. What do you understand about the term translanguaging? Translanguaging?	
6. T6	For me, translanguaging is just perhaps a broad explanation that confirms the process that maybe one can use to interpret or to explain certain concepts using different language. That is my general view of it.	Conceptualization
7. Interviewer	Do you think that if we were to use this translanguaging in the classroom, would we be able to promote communication?	
8. T6	So basically what you're saying is that in terms of socializing and everything, it works perfectly.	Positive attitude
9. Interviewer	But for you in the classroom, would it work for you? Don't you think it would make sense if you understood the meaning of this?	
10. T6	Maybe you would be able to interpret those letters considering that you don't understand the meaning. It becomes a challenge when now you have to explain a certain concept. For example, let me say I'm teaching a conjunction concept. It becomes an advantage to those that maybe can understand Tsonga, Pedi. And what about those that don't? What about Congolians? How do I explain that? It becomes an exclusion issue there for me. Because now having to explain that and try to put other languages can be fine because they understand it. But for those that don't understand it, it becomes an exclusion issue. I want to rephrase this question.	Translanguaging
11. Interviewer	In your own view, in simple terms, what do you think would be the advantages and disadvantages of translanguaging?	

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12. T6	I think there are advantages. One, there is an assumed advantage. There would be a better understanding of the concept. That is advantage number one. Number two, it can be, again, a sense of, in terms of comfortability or welcomeness or sense of belonging in a way. I mean, if you're in a space and someone speaks your language, automatically you just feel you are welcomed. So that can be an advantage. But if it's not an advantage, then it becomes a problem because now the subject, remember what we do, we prepare people for the global interaction, not for our wanting. Unfortunately. So if I have to teach you using translanguaging, then it becomes a problem because I'm preparing you for this space of maybe education, but what after that? I can explain, but I'm just trying to prepare you. Because now, yes, I have explained conjunctivity, but fine. Then after that? Then we are using the papers of education.	Benefits
13. Interviewer	Okay. So because what we want to show is that there's always that inclusivity. So how do you think inclusive communication can be enhanced?	
14. T6	I, for one, I feel there must be communication there. And I think uniform, which includes language and communication, should be a best bet. So if, for everyone to be included, for everyone to follow the same place, we should have community there to accommodate the various people. So uniformity and rules that will be able to enforce that. So if, for an example, you say, we speak English in this class, everyone must just have it. So basically, rules that will be uniform for everyone, even the person who's having everyone say the same thing. Okay.	Communication
15. Interviewer	And you indicated that you are a teacher. I assume you are teaching learners coming from different backgrounds.	
16. T6	Yes.	
17. Interviewer	So how do learners address this? It seems like a basic thing to ask. How do you ensure that all learners are accommodated?	
18. T6	It goes back to my previous point. Uniformity.	Teaching Method
19. Interviewer	Okay. And from your point of view as an English teacher, number one, English must be the	

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	common language?	
20. T6	English is common language.	
21. Interviewer	Okay. Are there any other challenges or are there any challenges that you experience teaching in such a small way as an English teacher?	
22. T6	Yeah, well, we think they're different because what? I would speak to communication, number one. Yeah, it becomes a problem then because now, this means I'm explaining everything from the point of contemporary communication and having the background of being an African person. It becomes a problem now because there are certain things that I would want to say that may be a problem with the child. Okay. Or that will convey such a message, that will be the next message. Stole message. Stole message that, you know, if I say this one, but you can't because now a Congo person doesn't know that. I have one, I have, I don't know if I'm right or fortunate, I have about five Congos or French-speaking people in my space. So how do I differentiate? How do I, whether, I mean, it becomes a problem. It's difficult for me. Because now here I can speak to a child and say, listen, there's this and that, and with which I can do that kind of thing. But I can't because now the message is communicated one way..	Communication Challenges/Experience
23. Interviewer	Okay. And how long have you been teaching?	
24. T6	It's three now	
25. Interviewer	Three years. Okay. So what do you think, in your opinion, would be what are the only contextual factors that you have faced?	
26. T6	I will stick to communication because that's the one thing, the contextual factors that I've faced. Okay. You know, I'm so much happy that you finally gave us this question because I have one, I have a background in communication.	Communication
27. Interviewer	Okay.	
28. T6	So I think the main factor, or any contextual factor, the background, the background of that subject, the background of that language, that contributes in the communication field in that space, plays an important role. Because we cannot run it, my background doesn't represent your background, and any person's background plays a role in understanding what is presented there. So I think background and the nature of	Teacher experiences

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	that subject, they conflict each other there.	
29. Interviewer	Okay. So it's very complicated. It's very.	
30. T6	Because now it's Tsonga believing in that, and now English believes in that. Put together for language and communication, it can be complicated. That is the problem.	
31. Interviewer	Okay. And then, are there any specific processes that are followed for learners to express themselves in another language? Because I assume you are always indicating you're an English teacher. Whenever learners want to say something, what are they supposed to say? Do they express themselves in another language?	
32. T6	I do allow them to express themselves in other languages, but I allow them while controlled. So I control this. I do give them that permission. So everyone is allowed to just express themselves in Zulu, which was an underserved position.	Translanguaging
33. Interviewer	So it doesn't come within challenges?	
34. T6	Not really. Because the fact that it's being controlled means I'm in a good position to either translate to the next person that I want to understand what is being said.	
35. Interviewer	Okay, and would you then say, okay, let me just ask this first. Have you ever been trained to teach a super diversity classroom?	
36. T6	Definitely.	
37. Interviewer	Okay and in your own view, are there any specific resources that you feel are needed to teach research in government?	
38. T6	I think we do need an easy access of scholars. Like your internet, your home, where you can at any time, should someone say something in French, and you're sitting there and the kids need a bunch of translational access, get a thorough explanation, get a thorough critique from that person. I think an access to internet and Google Scholar, thorough critique, of course. That would be good for us.	Resources
39. Interviewer	Okay. And is there anything in particular, specifically, that you feel always comes as a challenge when teaching in a class of different levels? Yeah.	
40. T6	I think I've mentioned previously, as an African person who teaches languages now, there is something that you wish you can now explain in terms of that. For something that is theory-based, for literature, there's storytelling there, there's drama, and for you to make sure that everyone understands the same page, I wish we had granted permission to explain Xitsonga for	Teacher experiences

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	further understanding, of which you can't, because now, at the end of the day, it becomes a disadvantage for us. Okay.	
41. Interviewer	And what do you enjoy most teaching in this class?	
42. T6	Teaching is one of the most interesting part, one of the most part that you enjoy. I think I've learned to… I've enjoyed the challenge that they impose on you as a teacher. I've got to learn, going back to my principles, what is right in Zonga Mani, what is right in Venda, what is approved in Xhosa, what is approved in Zulu. Morality and values and principles there. I've got to learn that. Nice.	Benefits
43. Interviewer	Thank you so much. My pleasure.	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers' experiences
	Teacher attitude
	Superdiversity
The linguistic diversity in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method

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Teacher Interview 7: School B

1. Interviewer	Mam thank you so much again for participating in my research. It's much appreciated. I'm not going to waste time. I just want to get straight to the questions. But before I start, I just want to check with you first. You said your home language is?	
2. T7	IsiXhosa.	
3. Interviewer	IsiXhosa, and what other languages are you able to speak? Ohkay, and before I get into details, I just want to hear your point of view in terms of understanding the term translanguaging.	
4. T7	Yeah I believe its using multi languages in the classroom, especially languages that your children understand, to help them understand concepts better. Yah so they can relate to what you are teaching them from their own language of comfort. That's what I think it is.	Conceptualization
5. Interviewer	Okay, so would you say that if we were to use translanguaging methods, it would promote inclusive communication in the classroom?	
6. T7	I don't think so, because of the super diversity that we have. I believe if South Africa was, did not have 11 languages.	Superdiversity
7. Interviewer	Okay. You want only one language? Okay, alright, having heard you say that, you do not believe that coming in as something positive. So, somewhere, somehow you're saying it won't be beneficial, if I understand what you're saying.	
8. T7	I think it would be exactly as it is. I think with English. It's a language that everyone uses, but there are still people who feel excluded.	Positive attitude
9. Interviewer	Ohkay	
10. T7	People who do not, who didn't study English or start with English as their primary language, they feel disadvantaged. But now, I think it's going to continue. Because now, with this translanguaging, you still can't cater for all the people. So there will still be people who are excluded in that. So I feel like we will still be neutral now, in terms of the language. But with this one, it's much better because it is a universal language. And people have background to the language. Unlike if I would teach in Xhosa and Zulu in my class. What about the Setswana speaking? Maybe I know a bit of Setsonga and Sotho. But what about the Tshivenda? What about the Pedi children? What about the Portuguese children? They are always wondering what we are talking about.	Translanguaging

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11. Interviewer	Ohkay, and I understand that you teach English right?	
12. T7	Yes.	
13. Interviewer	So, I don't know what to assume, but I just have an idea for you. Would you then say you would preferably use English as a language of teaching and learning? You wouldn't want to consider the use of another languages?	
14. T7	Huuhh, Like I said, dynamics are different. In a different country, where we can actually narrow it down, where there is another kind of language, definitely. But in our country, I think English becomes the easiest route. Because we all have a background to the language. It's what we hear on our radio, our television, our commercials. Everything is in English. So, it's easier for us to teach in English than any other language. But in countries that have two or three languages, I think it works. It could be any language from those primary languages. But with us, I think it's good too.	Teacher experiences
15. Interviewer	Is there a language that comes from foreign countries as well?	
16. T7	Yes, even our country. There are different official languages. And in different provinces, there is a dominant language. Or a dominant culture. So, what happens to the other people who are now living there because of the push and pull factors? So, I don't think it will work in our country. So, I believe English is the... I think this is easy.	Superdiversity
17. Interviewer	So, it's a fair language to use?	
18. T7	Let's say easy. I don’t wanna say fair because it opens another discussion. But let's say easy because already there are systems in place.	
19. Interviewer	You're also looking at the socio…, the economic status as well? Okay. But coming to the classroom, obviously you are teaching learners who are super-learners. What are the challenges that you come across?	
20. T7	Uhm as a language teacher, teaching at a whole language school, using English hasn't been a problem. We don't have a lot of barriers to learn when it comes to communication itself. The barriers come in when it comes to teaching the skills of English. But when it comes to clear communication, there's no challenge there. The challenge comes in with cultural differences, uhm religious differences. Now we have sexuality differences and gender differences. Things that we didn't have in the past. I think that for me that has been a challenge. And obviously how we	Communication Positive attitude

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	feeling about foreign people and whatnot. Now I am learning to actually think about things in a way that I've never seen it before. To say you can't afford to be discriminative as a teacher. You cannot afford to not like a certain group of people. You learn to accept people as they are. So the super-diversity for me, it has allowed me to be more open-minded and more accepting of people in general.	
21. Interviewer	And how do you address this diversity? Okay, let me just give you a practical example. Let's say you're teaching learners whom some don't understand what you're teaching. Obviously you're teaching learners using English. How do you ensure that all learners are covered? They are accommodated?	
22. T7	By obviously trying to... With English, you see it's a broad language. We have synonyms. So differentiation normally is in the form of communication. From formal English to more informal English. Using examples. Using yah, your music. Trying to make them understand things by integrating it with other concepts. That's normally how I would use differentiation	Communication
23. Interviewer	Ohkay	
24. T7	…to help them understand. And then how do I deal with super-diversity? It's by being neutral. Being neutral, you don't show them your point of view.	Teaching Method
25. Interviewer	Even if you have a different one?	
26. T7	Even if you have a different one. You don't personalize it. It's a matter of what are the facts? What are the facts? What are the values? What are the principles? That's what I teach.	Teacher experiences
27. Interviewer	Ohkay, and are there any resources at your disposal, uhh that assist in terms of promoting this inclusive classroom?	
28. T7	Inclusive communication classroom? I think with us in English, because we also... Our content is mostly inclusive. We learn about religion. Our books, the dramas that we read, our genres are different. They're from different periods. So we have things from Shakespearean era. So things are different today. The things they loved and wrote about were different. And with modern society as well. Modern poetry you know, we learn about apartheid, colonization, etc. So with all of that, we are able to teach.	Communication Resources
29. Interviewer	And from your personal level, are there any specific resources that you feel you need, In	

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	order for you to promote your inclusiveness in the classroom?	
30. T7	Yes, I think it's really more on issues that affect children. That affect society you know. So I think social media plays a great role in us understanding and educating. Uh, yah, educating us on the social norms you know. Also, reading... like izinto esithols ku sites (things we find on websites) and all of that you know, So our readings also help us with information. And maybe studying further you know. Uhm there's a lot I think, but yah. But my resources for me, personally, it's definitely reading. I read a lot on issues that are actually affects, Parenting and all of that, Psychology books.	Resources
31. Interviewer	And then just to go back to one of the questions I asked. Are there any specific challenges that you face in superdiversity classrooms?	
32. T7	Huu, I don't think they are in the language context. They are more on behavior. Behavior is a big one. Because I think there is a gap in us understanding the diversity. So I might understand it as a teacher, but another teacher maybe does not. So because we are not the same, and the way we see the world is not the same, it will differ. So that's why we have an issue of behavior.	Challenges/experience
33. Interviewer	Okay	
34. T7	So that's why I think, for me, I don't know if it's language that could help. But there is a gap.	
35. Interviewer	But do you ever have challenges where when you support one student, the other in case you don't get it?	
36. T7	I haven't had that in my class.	
37. Interviewer	Really?	
38. T7	And there's one thing you must know. They understand the students. It's always down to academics. Where the barriers are. But socially, I think children get along. With the diversity.	Teacher experiences
39. Interviewer	And what is the most important or what do you just like about teaching these kids? The fact that they are superdiverse, what do you enjoy most about it?	
40. T7	I enjoy the fact that I can learn from them. Every day there is learning happening in the classroom, be it academically, be it socially, Uhm, our values. We learn a lot, because as we learn, you come across a concept and you ask them " andithi, Kuthi wena" (neh, that you) at home, how do you make slippers? "wena" (you) from your country. So there's learning ongoing. So for me, I think it's	Benefits

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	the opportunity to learn from these children, learning about who they are. What, how they see the world, the opportunity to learn.	
41. Interviewer	And also their cultures and beliefs all such things?	
42. T7	Yeah, I think of “nathi” (us) as a staff. In our school, the diversity does not start in the classroom. It starts in our staff, Because we are diverse as well. In our school, we are different race, different ethnicity, different country, their nationality, and even sexuality, So we are diverse “nje” (just). So it makes it easier to actually deal with the children as well. Because I cannot…, there's no case where I can…discrimination “Konke”(all), I need to learn. And if you practice something, eventually, it becomes part of who you are.	Superdiversity
43. Interviewer	You are used to that?	
44. T7	Yeah, you're treating people good. So “angifanele ndijike ngoku, ndi treate people nge phobia, kumele sense into e right” (I am not supposed to do the opposite and treat people in a xenophobic way, we must do the right thing). So I think for me, it's the learning.	Teacher experiences
45. Interviewer	And is there anything that you have ever received to be able to teach in superdiversity classroom?	
46. T7	Threat?	
47. Interviewer	Training.	
48. T7	No. I just think it's in our... At school, inclusive education. I think, yeah, during my varsity times. But other than that, I haven't attended any training. No formal training. All of training would be just learning as you grow up. But no formal training, apart from my varsity studies.	Support
49. Interviewer	All right. Thank you so much. Much appreciated	
50. T7	Thank you.	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers’ experiences
	Teacher attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits

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	Teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure

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Teacher Interview 8A: School B

1. Interviewer	Alright mam, once again thank you so much for participating in my research. It is highly appreciated. So, before we begin with the questions, I just want to check with you first. What is your home language?	
2. T8	Shona, I am from Zimbabwe	
3. Interviewer	Oh, Shona, from Bulawayo?	
4. T8	No, from Masvingo town	
5. Interviewer	Okay and what other languages are you able to speak?	
6. T8	I speak Shona. I speak some bits of Ndebele.	
7. Interviewer	Okay.	
8. T8	And I also acquired a lot of Setswana.	
9. Interviewer	Tswana, Okay. And I'll just get to the questions. I think we're already discussing, you know, the Topic on the other side. So, before getting to the details, I just want to get your understanding of translanguage. What do you mean by translanguage?	
10. T8	From what I understood, it is incorporating other languages in a lesson. That was supposed to be, that meant to be Taught in English.	Conceptualization
11. Interviewer	Okay and do you think the use of these different languages, do you think that would promote more inclusive communication in the classroom?	
12. T8	I want to take it, if you allow me, I want to take it from the Zimbabwean perspective and the South African perspective. Because, yes, I'm a very qualified teacher and I've been teaching for 20 years.	Teacher experience
13. Interviewer	Wow.	
14. T8	So, I taught five years in total, 15 years. So, the Zim perspective is this. It's easier to get a classroom that speaks the same language. So, you can then easily trans... Oh, is this called translanguage?	
15. Interviewer	Translanguage, yes.	
16. T8	You can easily do that because you know the group of learners sitting in front of you speaks exactly the same language you want to use. So, if you're in that part of Zimbabwe, you can do that. If you're in that part of Zimbabwe, you can do that. But with my experience in "Mzanzi"(referring to South Africa) now, I have two things to say. First one, I really love it. I teach English, but since I have acquired some expressions through learning, I don't know the difference, but I can speak those languages. I've learnt a subject and I talk to the learners in their	Teacher attitude

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	own language. It makes them very happy. It, it helps the teacher and the learners support each other. That's one thing I picked up. And then even for content, there have been times when, like for English, I teach English, like I want to explain why they feel, like most of them will say, this is, in their essay, the matter of which I was saying. And then I want to explain to them that, no, it's wrong. And the source of this problem is that in our home language, we say “mama kapita”.	
17. Interviewer	Okay	
18. T8	And I've seen it has also helped make them understand when their mistakes occur. But my main point is, it cannot be 100% the other language, if they are going to be assessed in another language. So I don't know if I'm making sense.	Teacher attitude
19. Interviewer	Yes, I understand you, I understand you. What you're saying is, even if you were to use different languages, in order for them to comprehend the concept, it will become a problem when one needs to be assessed in a specific language. That's what you're saying.	
20. T8	But I strongly feel teachers can, I know quite a lot, even in our school, they say switch to English. But I feel teachers can use vernacular to make the learners understand, but at the same time also do justice to the language of examination. It can be doable.	Translanguaging
21. Interviewer	Okay, so since you're saying that teachers should be allowed a little bit of vernacular, just to accommodate the learners, does this mean it applies in your class when you're teaching?	
22. T8	In my class? You are sending me out, but in my class? No, no, no. The problem that I've seen is that in this globalised institution, in a class that is Nigerian, Zimbabwean, Congolese, you get what I'm saying? So I've noticed that if we've had complaints in this school about the use of vernacular, most of it is coming from...	
23. Interviewer	Foreign cultures?	
24. T8	Yes. So I can easily go to Zan, “bana baka, didimalang” (My children, keep quiet), they will understand me. But then, if they are, these are foreign nations.	Translanguaging
25. Interviewer	It’s a problem?	
26. T8	But can I say my take on that one? Sure. So, from a foreign national, I have told them, should I be in South African, You have to be able to speak a South African language.	

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27. Interviewer	They say, when you're in Rome, you do this?	
28. T8	Yeah, definitely. Because if you can't, you will also start to fit in elsewhere.	
29. Interviewer	Yes, okay. I understand. And just going back a little bit, from what you're saying, would you say that translanguage promote more social communication?	
30. T8	Definitely so, definitely so. Uhm, If I'm to talk from my experience, I always talk from my experience actually, if, if I will fit in easily, wherever I go. It's only after maybe you communicate with me in Vernac, that you will get us to know. This person can talk to me in Vernac, but this is not a normal language. But already there's that thing “Kuthi” (that) you have already fallen in love with it. So I've noticed that even in the classroom, the learners take to, to, to warm up to a teacher. Let's say it's an African-speaking teacher who is now saying one word or two words in Vernac. There is social…It improves the social relationships.	Communication
31. Interviewer	Okay, that's communication.	
32. T8	Yes.	
33. Interviewer	So I assume what you are saying is also that it would be beneficial to apply this translanguaging?	
34. T8	For me, definitely so. What I just wanted, please let me make it clear. I don't want to overwrite the fact that these learners are assessed in English. I think, yes, I get what I want to say now. The examination paper should still be in English.	Teacher experiences
35. Interviewer	Ohkay	
36. T8	What happens in the classroom, haai, if the teacher decides to teach the whole lesson in Vernac, and the learners get the concepts, and the teacher will show that the learners will be able to use the content they have acquired via Vernac to answer any of these questions later on. For me, it's fine.	Translanguaging
37. Interviewer	Ohkay, and teaching in the super-diversity classrooms, how does that affect you? How does it affect your teaching capabilities? I don't think it's limiting.	
38. T8	I think, for me, it has improved. It keeps you on your toes. It keeps you on your toes. It, it, when it comes to cultures, you should see me fighting with my learners over things that are difficult. I think it's obvious it's supposed to be done like this, or obvious it's not supposed to be done like this. Next thing you present it, because that's what I know. Next thing you see, there's one	Benefits

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	learner who's saying, no, in my culture, we don't. In some ways, in my culture, we don't. So I've got a classroom where this thing of diversity has helped my learners understand life better. Cause, I honestly feel after they leave that classroom of mine, they can be able to fit in another world, because they have already appreciated that it is not about me only. Even the issue of, I don't know if it's part of diversity, even the issue of slow learners, not slow, slow, slow, but you know they don't get it at the same time. So you find that there are those ones who explain they get it one time, and then there are those ones who are slow. And of those slow ones, there are also those ones who really voice out that they think that they didn't understand. So you find that when you want to attend to this one, there are some learners who become impatient, and there are also those ones who ask very silly questions, and you can tell the learners, that's the diversity we're talking about. But it has sharpened my teaching. In fact, at the end of the day, I have to make sure all of them are catered.	Teacher experiences
39. Interviewer	Now I understand what you mean when you say it keeps you on your toes.	
40. T8	Yes, yes, Because the truth is, you will be irritated by the person as a teacher. But then you have to remember, you take care of yourself. Yes. So that this one won't go home and say the teacher is always going with the intelligent ones. And you also have to make sure that the intelligent ones will not think this one is derailing their lesson.	Challenge/experience
41. Interviewer	You always need to strike a balance.	
42. T8	Definitely	
43. Interviewer	And, is there any specific challenge that you feel, or is this a challenge for you, teaching such environment of learners coming from different backgrounds?	
44. T8	My challenge, I don't know if it's a challenge or an issue, is that the parents are not living with their children. Maybe English is right now. They don't do anything to them.	
45. Interviewer	Okay	
46. T8	I'm exaggerating, I know. But they don't do anything to grow their children. They're just waiting for school to come. Next thing, they don't dump in our hands learners who don't really know. Most of my time in my classes, I'm doing the mother's job. I don't know how I can	Challenge/experience

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	put it. I'm doing a parent's job. Most unfortunately, I'm very old. And I'm so particular about discipline, I'm so particular about order.	
47. Interviewer	Okay	
48. T8	So I don't know if you understand the concept that I'm teaching. But your morals are not what I want. I'll hit on your morals. I'll hit on your seriously. So I've noticed most of the times, as teachers, we are not doing the parental job. Yes, we offer it in the loco-parentis. But I feel the parents are letting us down. What's even worse is that they team up with their children to fight against school. I don't know if that works. Like you call a parent to complain about the child. The child, the parent takes the child's side.	Teaching Method
49. Interviewer	Okay.	
50. T8	Yeah. Mh it's a serious problem, so basically, one of the key issues that most of the time we have to deal with is the issues of morals and values. Discipline. Discipline.	
51. Interviewer	Ohkay, uuhhm, Let me come back to the class again. When we look at the issue of communication, do you feel that as a teacher, I think your learners are always needed in terms of participation there? Are they free to participate? Are there any contextual factors that you think will be there that will affect that communication in the classroom?	
52. T8	In my classes communication is key, I tell the learners, I don't teach that learners. That's why I think I'm lying to them. It's my statement, they know that. So it's not in the course. I allow my learners to communicate.	Translanguaging
53. Interviewer	Okay.	
54. T8	The contextuals, I really don't know. That one I think I'm more for communication. So I have this ability to make even those ones who don't like talking to talk. They call it a taboo. It's a taboo to be quiet in this class.	Communication
55. Interviewer	Okay.	
56. T8	But at least I know I can be pure.	
57. Interviewer	Okay.	
58. T8	But I know when I take them at the beginning of the year, quite a number of them are not that comfortable because out there, when I say out there, I mean in other classrooms, there are some teachers who prefer quiet.	Challenge/experience
59. Interviewer	Okay. And as you are saying it, you want your learners to actively participate, right?	
60. T8	Definitely so.	
61. Interviewer	So are they always allowed to use their	

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	languages to express themselves in other languages, except English?	
62. T8	I do. I do. If I realize that there's so many things that you can tell, it's not coming out, you will know. I allow them to do that.	Teaching Method
63. Interviewer	And then as you indicated earlier, I think I asked you a question about how does that affect your capabilities in teaching in such a way... Are there any strategies in particular that you feel you use or should use in order to show that you are able to present what I'm asking you to present in a way that all learners are familiar with?	
64. T8	I don't think, sorry, I don't think, if I think of myself, I don't think I have problems there. I don't think I have problems because it's one thing that I'm used to make sure that the learners express themselves in whatever way they can. And give them that opportunity. But my main worry is that they say, at the end of the day, because I teach 8, 11 and 12, so at the end of the day, I'm teaching the four for the exam. Even with grade eight, I know.	Support
65. Interviewer	Ohkay	
66. T8	So, yes, I want them to use the other language, but I don't want them to write in the other language.	
67. Interviewer	So meaning whatever they do, they must not forget that everything they do is in English?	
68. T8	Exactly	
69. Interviewer	Okay. And then are there any resources in particular that you feel would be of value when you go and teach in a superdiversity classroom?	
70. T8	I think maybe what we can just improve because our school is really young, almost of the fifth year, maybe just improve on the technology, go with the technology. I hear they are, because we are all using projectors. You can use, you can use a video there. You must use Wi-Fi and all that. So in case maybe there are those who are not doing that, can I not think from this school's point of view?	Resources
71. Interviewer	Okay, its fine	
72. T8	Yes, Yes, I think for those who are not doing, children should be out now. And I think the, what do you call this thing? What do you call that?	
73. Interviewer	Smart board?	
74. T8	Yeah, they are taking smart boards back in. And also, the projectors. I think all schools should go there. Because if we are to ask why our learners pass, after I taught a poem, I explained to them	Teaching Method

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	in my own words, they understand it from my explanation, but after that explanation, I can play audio, I can play a video of the same poem, which then helps fill in the gaps that they would not have filled. Or if I am, after we read the novel, let's see what we do, what we are doing with it, we do it but with it one, then, you know, when they are reading it, yes, it's very abstract. It's very abstract. Next thing, you put the video, they see the wishes, they see the dreams.	
75. Interviewer	And they are more interested in the materials?	
76. T8	Exactly, that's what I wanted to say. And the children have to do that. They have all the materials.	
77. Interviewer	Yes, And, what would you like them most, teaching in superdiversity classroom?	
78. T8	If everything, it has made me grow, holistically speaking, of course physically, yes, but holistically speaking, no matter how much people might have said I have a beautiful personality, some 15, 20 years ago, if they are to see me now, I think what I am comes from everything exposed to diversity. I don't think if I had been teaching at all, I would be this great of a teacher. They call me the great.	Benefits
79. Interviewer	Wow.	
80. T8	I don't think. And I think my greatness comes from my ability to handle. Because they know I'm, but if you don't mention it, you don't see it with the way I interact with them. And when I interact with them, it doesn't matter whether you are solo, it's, so I really think from a personal point of view, that's what your greatness is. And maybe social skills also. That's why I said holistically speaking.	Teacher experiences
81. Interviewer	I understand. Yeah. And then, is there any training that you have received that, for you to be able to teach you at a superdiversity classroom?	
82. T8	Anything I have?	
83. Interviewer	Training, training?	
84. T8	No, never.	
85. Interviewer	So you never received any training?	
86. T8	No, We were just going to the debate.	
87. Interviewer	Okay. And then I'll go back to this question I asked before, but I want us to conclude with this question. So in your own opinion, what is your take in terms of the different languages or the English home language only?	
88. T8	It can be. Yes, I love metaphors. When you're cooking your stew, you put spices. And you are	Translanguaging

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	having this. You, but your spices should never be more than the meat. The spices should have gone with the metaphor. The spices, they are meant to improve. But at the end of the day, when we eat, we must know we're eating it.	
89. Interviewer	Okay. Thank you so much, mam. Much appreciated.	

IDENTIFIED THEMES AND SUBTHEMES

Themes	Subthemes
The conceptualisation and experiences of translanguaging	Teachers' experiences
	Teacher attitude
	Superdiversity
The use of multiple languages in the classroom	Resources
	The impact of translanguaging on communication
Benefits of translanguaging	Translanguaging benefits
	Teaching and learning method
Strategies used by teachers to promote inclusive communication	Support structure (training)

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Appendix I: Lesson Observation, Teacher 2

Teacher 2 Lesson Observation : School A

1. **Teacher:** Put your eye drops in your eyes (set jou oogdruppels in jou oe). I'm going to teach you (ek gaan jou leer). Hurry up (maak gou).

2. I can read (ek kan lees). Okay, Jessie, put your eye drops in your eyes (okay, Jessie, set jou oogdruppels in jou oe). Jessie, sit calmly (Jessie, sit rustig).

3. A teenager (‘n tiener), sit calmly (sit rustig). Put your cards in your pocket (sit jou kartjies in jou sak). Put your pen in your pocket (sit jou pen in jou sak).

4. Take out your notebook (haal jou aantekening boek uit). Jessie and Amy (Jessie and amy), lay on your bed (le op jou bed). Right here (net hier), don't spill it on yourselves (moenie dit op jouself mors nie).

5. Okay, translate (vertaal). The room is where it's taking place (die kamer is waar dit plaasvind). They act (hulle treep op).

6. Jessie, sit calmly (sit rustig). It's in a room (dit is in ‘n kamer). A teenager (‘n tiener), calmer (kalmer).

7. A teenager (‘n tiener, room (kamer). Right (reg)? Where there's an orchestra (waar daar ‘n orkes is). An orchestra (‘n Orkes).

8. A teenager (‘n tiener), notebooks (aantekening boek), magazines (tydskrif) and books (en boeke). Lay on your bed (le op jou bed).

9. Girls (meisies), attention (aandag). Yes (ja), don't spill anything outside (moenie enige buite mors). Translate.

10. Okay, Jessie is on her dad's side (okay, Jessie is by se pa se kant). She's telling him what to do (sy vertel hom wat om te doen). Amy is on her dad's side (Amy, by se pa se kant).

11. She's telling him what to do (sy vertel hom om wat te doen). So, Jessie is wearing jeans (So, Jessie dra sy jeans). She has jeans and a t-shirt (sy het jeans en t-hemp).

12. And her head is kind of up (en sy kop is op). Amy has a mini skirt on (Amy het a kortromp aan. And her head is loose (en sy kop net los).

13. Right (reg). Adapters (adapters). Let's start (laat ons begin).

14. Jessie, tied up (Jessie vas op). This is also my father's side (die is ook my pa se kant). It is really my father's side (dit is rerig my pa se kant).

15. Amy, what's in your mouth? (Amy, wat is dit in jou mond?) What does your mother say? (wat het jou ma gese?) Are you allowed to write? Jessie. Say what you see. She said, I can... No way.

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16. What does no way mean?

17. **Learners:** Invite. (use of different languages)

18. There you go (daar gaan jy). Invite a few friends over (raai jou oor jou vriende). Put that cool drink away now (set dadelik daai koeldrank weg)). Right. Amy, fantastic (fantasties). Can we make a list of who we all invited? (kan ons ‘n lies van ons het geraai maak?) Fabulous (pragtig). Jess, I think my mom did it (ek dink ma het dit gedoen.

19. I can invite a lot of people (ek kan baie mens nooi). Just a few people (maar raai net ‘n paar mense). I can invite three or four moms (ek kan drie of vier mense nooi).

20. Fabulous (pratig). Let's start making a list (laat ons begin om ‘n lies te maak). That's Amy (se Amy).

21. Wait (wag), wait (wag). She doesn't think her mother meant that (sy dink nie, dis wat ma bedoel). Her mother meant that she can have a few people around (sy ma bedoel dat, sy maar sy kan ‘n paar mense nooi).

22. A few friends. Three to four (min vriende, drier of vier). And then Omar alone (en dan, Omar aleen).

23. Guys, look at me (kyk aan my, mense). Don't watch my time (moenie my tyd k nie). Okay. (minimal learner participation)

24. Amy says... No, I can't do that (nee, ek kan dit doen nie). That's for a party (dit is vir die party). I can do that (ek kan dit doen).

25. It's for a school event (dit is van die skool). And it's not ideal (en dit is nie ideal nie). You can just as well take (jy kan maar dit vat)... Cake to class (die koek by die klas).

26. And then you can do that in grade seven or something like that (. Because that's for large certificates. Okay.en jy kan dit in grad sewe doen of iets van daai soort)

27. She said (se sy)... If you're in a school event (as jy is in die sskool)... You have to have a party (jy moes ‘n party he). With drinks, music and everything (met drankies, musiek en elke dinge).

28. And a theme (en ‘n teme). What is everything? Okay (wat is eke dinge? Okay). What are you talking about now? (van wat praat jy)

29. Alice. What is everything? (wat is alles?) When you say you can do everything (as jy se alles).

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30. What does it mean? (entlik, wat bedoel jy?) It's important (is dit belangrik?).

31. That's what I need to hear (dit is wat ek wou hoor). Okay. Everything you're not supposed to do. (elke ding ek wil nie doen nie)

32. Right (reg). Then Jesse says to her (dan se Jesse aan haar)... What Alice? (wat Alice?) And he says (hy se)... What Alice? (wat Alice?) Oh, you know, it's a nice theme (oh!, dit is ‘n lekker teme). Drink (drink). Alcohol comes in (alkohol dit kom in).

33. What happens when alcohol comes in? (wat makeer as alkohol in kom?) You're okay (jy’s oay). But what do you have to do? (maar, wat moet ek doen?) Nothing would happen (niks sal gebeur). You start smoking (jy begin rook).

34. You start getting provocative (jy begin om fliks te wees). What's provocative? (wat bedoel jy?) You start (jy begin…)... Yeah. Switching and that goes on (Skakel net, en dit gaan aan).

35. Right (Reg). What did that lead to? Okay (waar kry ons dit?). Do I need to say it? You know (moet ek bly? Weet jy).

36. Yes. Amy says to her (Ja! Se Amy aan sy)... I cannot carry on. Can you shut up? (ek kan nie so aan gaan nie, kan jy jou mond toe sluit?) Can you shut up? Jesse says (kan jy jou mond toe sluit, vra Jessie... I've been doing well in my law (ek het so baie mooi gedoen by myself).

37. I don't know really my mother. Amy says (ek ken nie meer my ma nie, se Amy)... You can just go to school and come to your law (Jy kan nie by die skool kom met jou eie reel). It makes no difference if you're a law or not (dit maak nie sak nie, reel of nie).

38. The children in school are the law for you if you don't even want your own mother to be a part of it. Jesse... She says (skool kinders is die reel genoeg vir jou, jy soek nie jou ma om die part van dat te wees)

39. We have to be together for a year (ons moet die hele jaar saam wees). I'd rather do it after half a year (miskien ek kan dit en half ‘n jaar doen). It can't be the other way around (dit kan nie ander wees nie).

40. I think in any case, Sarah will go on the same day if you have a party ek dink in enige sak, Sarah wil ook gaan die selde dag as jy ‘n party he). What's that? Sarah's going to hold a party on the same day. (wat nou? Sarah wil sy party die selde dag hou). You live for a year or so (Jy lewe net ‘n jaar of so).

41. You have a birthday together (Julle moes a party die selde dag saam hou. I can't leave her now half a year or so (ek kan nie nou los, die half jaar of so).

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I'm going to her birthday (ek kan maar by sy verjaarsdag party gaan).

42. What did you say? Crying wat het jy gese?) sy huil.

43. Jess, I'm so sorry (Jess, ek is jammer). I made a mistake (ek het ‘n vout gemaak). So she said (so se sy).

44. I heard about Sarah's party (ek het me Sarah se party gehoor). I heard about Sarah's party (ek het met Sarah se party). Amy, it was awful (dit was ‘n flop).

45. What awful? (wat, ‘n flop)

46. It was awful (dit was ‘n flop). It was a group of Sarah's old brother and sister friends (dit was ‘n groep van Sarah, sy broers en suster vriend). It was a group (dit was ‘n groep)... Would you stop talking to me? (hou op, stop o, saam met my praat) Miss Muppet (Mv Muppet)!

47. It's you (dit is jy). Yes, you (ja, jy). Do you want to come sit here and I'll help you with the coffee (wil jy kom sit hier en help al met koffie).

48. That is how many times I've had to tell you to shut up (maar, hoeveel keur moet ek vir jou se hou op). Next one (volgende een), the mirrors (die spiele). It's about coming to the painting (dit lyk dit kom neer die verf).

49. Okay, you can get your concentration back again (okay, jy kan jou terug kry). (minimal participation)

50. So we're back (ons is terug nou), and she was crying (en sy het gehuil), and she said the party was awful and horrible (en sy het gese die party was nie lekker en dit was ‘n flop), and she said because Sarah's brother and sister invited their friends (want Sarah se broers en susters het hulle maats genooi), it was sick (dit was siek), it was horrible (dit was nie reg nie reg nie). It meant 20 years for Salisbury (dit het 20 jare vir Salisbury gebedoel).

51. And Sarah's mother was in Darnley (Sarah se Ma was in Darnley). And the drunk and the out-of-stance had grew up and all. There comes Alice in (en die dronk en of pad het groot gewees en al).

52. So the parents weren't there (die ouers was nie daar nie). The brother and sister invited their older friends (broer en suster het hulle ou maats genooi). There was a lot of drinking (ons het baie gedrink).

53. The music was so loud. End Alice (die musiek was hoog en daar was baie raas, eiende Alice). She's not trying to end Alice because Alice means naughty business going on (sy prober nie om Alice te end, Alice bedoel stoute/snakste besigheid is aan die gang).

54. Okay? Jay says, So she said (so se sy, For my birthday (vir my verjaarsdag, my papa, my pa, my father, made a lekker braai (nie barbeque). Okay, lekker

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braai (nice barbeque) is a very nice South African word, hey (is ,n lekker Sui Afrika se woord)? Braai is barbeque in English, but we all know (maar ons al ken braai) braai, okay? And we all know lekker.

55. And what's a naapvraag? Dessert. Dessert! Well done! Oh, yeah, well done! Thank you, she's good. Yes. And they all wanted to know, What's geskinsperveisa? What's geskinsperveisa? Try it again. What's geskinsperveisa? Default. Default.

56. Okay. Okay. What is Voldemort's upcoming act now? And I'm teaching you for so long, and now he's coming out.

57. Okay. Okay, big boy (groot seuntjie). Okay.

58. So she had three friends that came (sy het drie maats wat gekom het), they watched a movie (hulle kyk ‘n fliek/prent), they listened to music (hulle luister aan musiek), and they played games together (hulle het saam speeltjies gespeel). Okay, so it was a nice birthday (okay, dit was ‘n lekker verjaarsdag). With the braai (met braai), with the special dessert that her mom made (met spesiaal naapvraag wat sy ma gedoen het), with the gift voucher of a book (met baie geskunk, it turned out to be a nice home birthday dit het in ‘n lekker huis party uit gekom).

59. Then Amy says, I didn't think yesterday I'd present for Britney (Amy se, sy het nie gedink sys al vir Britney gister ‘n presentjie gebring). I thought after. There comes that word, after (Ek het agter gedink, daar kom daai woord, agter.

60. I didn't even bring you a present, I'll feel terrible. She threw her friend over. Jessie said, this okay. (en ook jou, ek het niks vir jou gebring, ek voel nous leg)
61. What did Jessie do (wat het Jessie gedoen)? Goodness of her heart (goed aan sy hart), she said, it doesn't matter, my friend (dit maak nie sak nie my vriend, se sy). How many is going to eat a piece of the Jastrapkoek? (hoeveel gaan ‘n stukkie van jastrapkoekie gaan eet) Hey, at the back there (hey, julle daar agter). See this one and the other two, what's for Jastrapkoek? (sien julle drie, wat is a jastrapkoek?) Oh, there you go (Oh!! Daar gaan julle).

62. Thank you (dankie julle). Jastrapkoek and ice cream (en roomys). There's your story (daar is julle storie).

63. Okay. So now, the question you had to answer, I left you to read your story on your own. Obviously, I didn't like that after. (nou het ek vrae wat julle moet aantwoord, ek het julle gelos om die storie te lees, maar

64. Come here. Come sit in front. Come sit in front. (Challenges/experience) (kom hier, kom voor sit, kom voor sit)

65. Bring your book in your bag. Come sit in front. You. (bring al jou boeke en jou sak, kom voor sit, jy)

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66. Now. Mark, go. Hurry up (nou Mark gaan, maak gou).

67. You are holding up the rest of the shots (jy hou al die res van die skiet). That's enough. I need you to leave the back there talking. (dis genoeg, ek soek jou om al die praat daar agter te hou)

68. Hey, I'm going to check your books (Challenges/experiences)

69. (ek julle boeke nou kyk, hey). Because you and me, it demerits again, eh? Why? Why not? I won't. Oh, why? If you haven't done that for you.

70. Okay, listen to me nicely now. Shut up. You've got the options on the board, number one.

71. Of the questions here. Now, the difficult part is going to come in at number two. I want you to write these topics down.

72. It's about the birthday party (dis moes met ‘n verjaarsdag party). It's an SBA. It's your assessment we're going to start tomorrow.

73. Monday, you're going to have to give it in for marks (maandag gaan julle dit bring vir marke. Planning (beplanning), shush (hou op). Planning (beplanning.

74. Planning (beplannin). First draft (eerste draf), second draft (twede draf). It's first, a vriendskappelike (friendship) brief (letter).

75. I gave you the layout of what a friendly letter was. And I gave it to you in first term. Then a dagboek inschrijving.

76. Wat is een dagboek? A diary. A diary. Okay.

77. The first one, your first topic is. Amy helped you dress up for your birthday. So, Amy didn't attend Jesse's party. (die eerste een, julle eerste topiek is). (Amy het jou gehelp om vir jou verjaarsdag gedra). (Amy het nie by Jessie se party gekom).

78. She didn't buy a present either (sy het nie ‘n geskunk gekoop nie). Okay. Now she's going to write an apology letter to her friend to say, I'm terribly sorry. (nou sy gaan ‘n verskooning brief aan Jessie skryf om ‘n verskooning te vra, ek is baie jammer)

79. Would you forgive me as a friend? (sal jy soos ‘n jammer voel And I will buy you a present (en ek sal vir jou ‘n geskunk koop. Okay. That's in your friendly letter (Okay, dit is wat in jou vrien se brief is).

80. You do not count 80 to 100 words with your address, or whatever (jy tel nie jou woorde met jou adres). At the end. It's your introduction and your paragraph. (aan die einde, dit is jou introduksie en jou paragraaf)

81. Okay. That's the first one. The second one is your dagboek. (Okay, dit is jou eerste een, die twede is jou diary)

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82. Also 80 to 100. At least three paragraphs. Where it's, Amy, Jesse and Sarah had a fiasco for Tokyo. (Ook 80 tot 100 woorde, net drie paragrawe). Amy, Jessie en Sarah het a fiasco vir Tokyo)

83. So, they decided they're going to hold their own party now. Because it was a mess up of both parties. Although I think Jesse's party did well. (sy besluit hulle gaan hulle eie party he, want daar was ‘n mooilikheid by hulle party), toe dink ek Jessie goed gedoen)

84. So, you can either be Amy, Jesse or Sarah writing this dagboek (so as jy dit skryf, jy ka kies om Jessie, Amy of Sarah te wees). The diary (die dagboek). Okay.

85. And then you're going to plan a birthday party yourself. Where it be, and I'm giving you ideas. I'm not saying you must use this. (dan gaan jy ‘n verjaarsdag party plan, waar dit gaan gebeur, ek gee julle ‘n idee). (ek bedoel nie om dit te gebruik)

86. Whether it be the three of you going to Gold Reef City. Or going to Sun City for the day. Or going to the zoo for the day. (mieskien dit kan drie van julle wees in Gold Reef City of by Sun city gegaan vir ‘n dag, of by die dieretuin vir ‘n dag)

87. Or if you're going to have a picnic party or another party. Where you're going to have a theme. (of as julle gaan ‘n pikniek of die volgende party he, waar julle en a tieme van die dag)

88. The theme could be Halloween, it can be Divas or it can be whatever you want it to be. (die tieme ka Halloween, divas of wat so julle soek)

89. You have to do both (julle moet dit saam doen)

90. Both (saam), if you do the planning and the first draft in your book by Monday (as julle doen julle beplanning en eerste drof op Maandag).

91. You will only run the final over for the test. Wrong. I'll see how I feel when I want to give it to you in your books. (julle sal net die finaal drof oor die toets hardloop). (Verkeerd, ek sal sien hoe voel wanneer gee ek julle boeke terug)
92. I'll see what's done (ek sal sien wat is gedoen). But it's supposed to be a test (maar dit moes ‘n toets wees). What do you do with the test? (wat maak julle met ‘n toets?) What happens when you write a transactional as a test? And we give you a topic. (wat sal gebreur as julle ‘n transisie toets skryf? en ons gee julle ‘n topiek)

93. Should I say to you write an option and I give you the topic. What do we do? Most. Exactly. (Moet ek se aan julle skryf ‘n opsie en gee julle topiek, wat doen ons, rerug)

94. I'm spoon feeding you now. Right. So go and do the topic over the weekend.

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95. And tomorrow you can start with it in class (more in die klas ons gaan met dit begin) . And then over the weekend and Monday we're going to start writing it down (oor die naweek en op maandag ons begin om dit te skryf). What's wrong with Saturday and Sunday? No, it's not up for discussion. (wat is vout met saterdag en sondag, ons gaan nie oor dat oraat nie)

96. It's part of your term (dit is in julle term). You've already done your wonderland (julle het julle wonderland gedoen). You're going to do this test and then you're going to do the final test. (julle gaan dit in toets maak en hulle gaan in jou finale toets wees)

97. You don't get this one out of 10. You don't get eight out of 10 or nine out of 10. You're going to see trouble in your case. (jy kry niet ooe 10, jy kry nie 8 of 1o of nege of 10, jy gaan in die mooilikheid wees, ek sal op jou sak wees).

98. I've already given you quite good marks for your speech (ek het julle goeie marke gegee). You get this mark up high as well (kry die marke hoog ook). That gives you a good average going into your test (dit gee jou ‘n goeie kans en jou toets voor).

99. Which you all miss waarin julle gaan dit mis). But we are going to start doing a revision on the test closer to the time maar ons gaan dit oor lees naby juller toets. That language you wrote, know it. (daai taal wat jy geskryf het, ken dit met hart)

Lesson Observation Summary

- Teacher reads story in Afrikaans and translate in English
- Learners answer few translative questions (From Afrikaans to English)
- Minimal learner participation, some are playful
- No use of other languages to enhance understanding

IDENTIFIED THEMES FOLLOWED BY SUB-THEMES

1. The conceptualization and experiences of translanguaging

- **Translanguaging conceptualization (misunderstanding and misinterpretation of translanguaging during the lesson**
- **Teacher experiences (learner discipline challenges, minimal participation)**
- **Learner experiences (learners taught in one language and another one used for interpretation**

2. Strategies used by teacher

- **Interpreting Afrikaans words in English**

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- **Seating naughty learners in front**
- **Asking follow up question to increase learner participation**

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