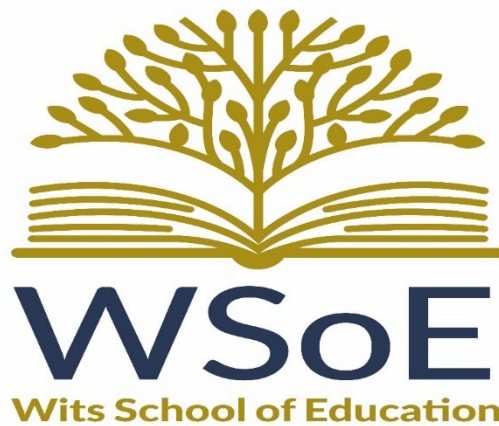


**INVESTIGATING THE USE OF TRANSLANGUAGING IN READING LITERACY
AMONG MULTILINGUAL FIRST-YEAR TOURISM STUDENTS AT A
UNIVERSITY OF TECHNOLOGY IN SOUTH AFRICA**

AKULINA CHIHOB



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AMONG MULTILINGUAL FIRST-YEAR TOURISM STUDENTS AT A
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By

AKULINA CHIHOBBO

Submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy in

Applied Language and Literacy Education

School of Education

Faculty of Humanities

UNIVERSITY OF WITWATERSRAND,

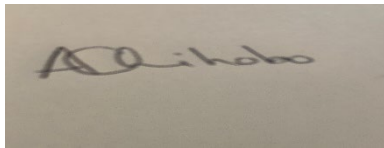
Johannesburg, South Africa

Supervisor:

Professor Leketi Makalela

DECLARATION

I, AKULINA CHIHOBBO, declare that this thesis is my own unaided work. It is being submitted for the degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination at any other University.

A rectangular box containing a handwritten signature in dark ink. The signature appears to be 'Akulina Chihobo' written in a cursive, slightly stylized script.

Akulina Chihobo

DATE

25 June 2024

DEDICATION

I dedicate this work to my husband and friend (Allen Chihobo) for his love and support throughout this academic journey. Allen has been there for me in every possible way, especially when I felt overwhelmed. He is my biggest supporter, always encouraging me to keep going.

Another immense dedication also goes to my lovely children, Ishevakudzwe Allen, Tonderayi Peter, and Nziradzashe Karis Chihobo, for their moral and emotional support, especially when I needed it the most. To them, quitting was not an option, as they never entertained that idea.

To my mother, Memory Murasiranwa, thank you, mhamha, for giving me a lifeline and raising a girl like me with so much tenacity. You made it possible for me to get the best inheritance from nothing. I know it was tough, but single-handedly, you pulled through. Hats off to you, Memo and my siblings, Christopher and Jean, who always say, “You have set a big pace for us, Sisi”.

As Psalms (137 verse 5) says, ‘If I forget you, my Lord, may my right hand forget my skill’. I also dedicate this work to the Lord Almighty for opening this opportunity for me, starting this journey and keeping me strong throughout the journey. It was not an easy journey, but your right hand sustained me; you hedged me in, my Father. For this, I say take all the glory.

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I would not have achieved this far had I walked this journey alone.

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To the family that adopted the adult me, the Chihobos, thank you very much for your unwavering support. Your prayers and encouragement gave me the energy to go on. Thank you very much.

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TO GOD BE THE GLORY!!!

ABSTRACT

The study aimed to investigate the efficacy of translanguaging in the reading literacy of multilingual tourism students at one of South Africa's technology universities. To fulfil this aim, 30 multilingual participants from a tourism course participated in this study. This study was centred on translanguaging practices in a multilingual classroom in Gauteng province in South Africa and was based on three frameworks: heteroglossia, Ubuntu translanguaging and new literacy studies. The study used quantitative and qualitative data analysis. The study revealed that students demonstrated enhanced comprehension levels in recall, reorganization, inference, evaluation, and application when translanguaging practices were integrated into their reading. This finding suggests that the translanguaging intervention had a positive effect on the reading literacy of the participants. Translanguaging not only helped to enhance the reading literacy of participants but also promoted positive identity construction among the students. This study meant that translanguaging is an all-rounder pedagogy that offers cognitive benefits and transforms both the learning space and the individual. It is argued that translanguaging is better for helping students with reading literacy in higher education. Therefore, this study recommends that lecturers in higher education should practice translanguaging in their classrooms to solve the students' reading woes and help build their identities. There is a need to expand the translanguaging and reading literacy field to more technical subjects like engineering and information technology in higher education.

KEYWORDS

Translanguaging, Reading Literacy, Multilingual, Literacy, Identity, Pedagogy, Higher Education

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF STUDY

1.1 Introduction

This study aims to investigate the efficacy of translanguaging in the reading literacy of multilingual first year tourism students at a university of technology in South Africa. This study is noteworthy because it tackles how translanguaging, especially in a specialized field of study like tourism, might benefit multilingual students by enhancing their reading skills. This chapter is organized as follows: firstly, the researcher presents the background of the study, thereby establishing the context and significance of the research. Secondly, this chapter presents the research problem, aim, objectives, hypotheses and questions. By outlining these components, the researcher clarifies the focus and purpose of the study. Thirdly, the researcher describes the rationale and significance of the study, followed by the definition of terms and chapter layout. Lastly, the researcher highlights this chapter's main arguments and findings and the content covered in chapter two.

1.2 Background of the study

Reading literacy skills are deemed essential and beneficial in contemporary knowledge driven societies and economies (UNESCO education for all Global Monitoring Report, 2021). Reading literacy levels for the world population have risen drastically, however the poorest countries in the world where basic education is likely to be a constraint for development still have very large segments of the population who cannot read (Roser, & Ortiz-Ospina, 2024). This global perspective on reading shows that reading is a key skill and a measure of a population's education. Reading opens doors to learning and is perceived to be the most important of the four language skills, including writing, listening, and speaking skills, especially for first-year university students (Harmer, 2007: 265). Literacy enriches students' understanding of the subject content area and increases their overall literacy abilities (Gee, 2014: 9). Thus, reading is an essential tool that students should acquire for effective learning. The assertion has found support from a growing body of research that has shown that reading is critical to academic success (Leah & Fitzpatrick, 2017; Whitten, Labby & Sullivan, 2016; Zimmerman, Howie & du Toit, 2009), implying that an individual with well-developed reading skills is more likely to excel in other areas of the academic learning domains. On the contrary, poor reading skills may lead to poor academic performance, adversely affecting students'

overall literacy development (Bharuthram, 2012: 205). Reading is, therefore, undoubtedly a skill that all university students should acquire for epistemic access and academic success.

Reading with comprehension at university demands that students interact or engage with academic texts at a level where they can interpret, analyze, critically evaluate and construct meaning out of the read text (Ntereke & Ramoroka, 2017: 2). This implies that first-year university students must possess this much-required skill to succeed in other subject areas as well as in their overall academic domain. As stated by Bharuthram (2012: 205), in particular, when students enter the first year of university learning, they are exposed to several texts that require independent reading. At this level of education, learners must possess reading literacy abilities that allow them to apply and synthesize information from the various academic texts they read. Reading at this level now goes beyond decoding, requiring students to comprehend and interact with every text they come across effectively.

However, research in South Africa has clearly shown that many first-year university students struggle with reading academic texts at a higher level (Andrianatos, 2019; Bharuthram, 2017; Govender & Naidu, 2006; Nel, Dreyer & Kopper, 2004; Pretorius, 2002; 2003; Zulu, 2005). Andrianatos (2019), for example, found that inadequate reading ability is one reason for high undergraduate attrition rates in South Africa. Pretorius (2000) investigated the reading profiles of first-year Sociology and Psychology students at the University of South Africa and found that many students struggled to read with adequate comprehension. Nel, Dreyer and Kopper (2004) investigated the reading profiles of first-year students at the University of Potchefstroom, and the findings indicated that the reading competence levels of learners were diverse and that many students experienced difficulties across various aspects of the reading (i.e. fluency, reading comprehension and vocabulary) processes. Generally, these scholars concur that when students enrol at universities, they are equipped with lower-order thinking skills necessary for high school but lack the required competence in application skills crucial for their success at the university.

This situation is, however, not unique to South Africa; it is also prevalent in other countries (Clapham, 1996; Falk-Ross, 2002; Ntereke & Ramoroka, 2017). For instance, Ntereke and Ramaroka (2017) investigated the reading literacy abilities of 51 first-year Communication and Academic Literacy undergraduate students at the University of Botswana, and the findings revealed that there was a wide variation in the reading competency levels of the students and a

significant number of students were inadequately prepared for university reading. Falk-Ross (2002) indicated that several first-year students in United States universities were also commencing their university studies with inadequately developed reading comprehension abilities.

Eriksson (2023), explicitly states that for students entering university, reading comprehension alone is not sufficient because students also need to have the skills required to be able to engage critically with the texts on their reading lists, demonstrate their critical thinking in assignments, and construct arguments based on their readings in essays (2023:9). In his study which he carried out with first year students from 3 Swedish universities on reading academic texts in English, he made the following findings; most students came less prepared for the reading demands at university, students found academic texts required more concentration and made them tired in the process of reading. Another finding was that the students found the vocabulary too difficult making it further challenging to understand the academic texts.

A study by Pereszlényi, (2023) to explore the tutor perceptions on first-year English majors reading habits at a university in Hungary found out that in their reading of academic texts, students lacked background knowledge of the texts, they lacked motivation and interest, students do not understand the meaning of the text and that the texts required deep reading in order to understand them. From these findings, the scholar concluded that students have certain academic reading demands that they have to meet when they enter tertiary education. Another study by Singh, Chu, Bee, Lourdunathan, Keat, & Rahmat, (2023) with students from a Malaysian university also echoed the same findings as other scholars. In this study, first year students participated in this study and the findings showed that when reading academic texts, students feel unsure of themselves, students feel stressed when reading texts in English. Another finding was that students tried to translate every word into their indigenous languages as they read and the last finding was that students failed to recognize the total meaning of the text. These findings from several countries, including the United States, imply that many students pass through the basic education system up to the university level without properly developed reading comprehension skills. According to Bharuthram (2012: 208), this inadequacy in reading comprehension strategies has resulted in high university dropout rates due to student under-preparedness.

For instance, in 2005, the South Africa Department of Education reported that 30% of the students enrolled for higher education dropped out in the first year, whilst there was also 20% dropout in the second and third years, with only 22% of those students graduating within the stipulated three year course duration (South Africa Department of Education, 2005). Although reading support is often provided at the university level as a generic reading course to improve their reading skills and achieve academic literacy (Andrianatos, 2019: 2), this may not adequately develop students' reading abilities. It is important to note that many students' reading problems may be rooted in a lack of adequate language proficiency, accentuating the need for interventions and improvements within the education system to address the high dropout rates and low graduation rates, ultimately aiming to enhance student success and the overall effectiveness of higher education in South Africa.

According to Bharuthram (2012: 209), many university students lack proficiency in English, which is the medium of instruction, resulting in limited reading ability, leading to many students struggling to cope academically. Some studies have highlighted that the language knowledge levels of most university students remain inadequate, mainly when the medium of instruction is a second language (Evans & Morrison, 2011; Weideman, 2006). Although South African government policies promote the use of all official languages in higher education systems to facilitate conceptual access to social inclusion as well as create space for multilingual education (Madiba, 2013: 394; Stroud & Kerfoot, 2013: 396), the implementation of such policies has not yet fully materialized, and this has been a significant setback for most students in South Africa coming from a multilingual background.

According to Prinsloo and Heugh's (2013, 2) study, most students who face reading challenges come from multilingual backgrounds, suggesting universities must consider students' linguistic diversity and implement appropriate curricula to support reading development. South Africa is a multilingual society with 11 official languages: Sotho, Tswana, Zulu, Xhosa, Sepedi, Swati, Ndebele, Venda, Tsonga, English and Afrikaans (Makaure & Wilsenach, 2023; Makaure, 2016). As such, South Africa is a rich and complex linguistic society with diverse linguistic repertoires. In the argument by Makalela (2005, 17), in South Africa, the notion of a mother tongue does not fully exist as most young children grow up in a potpourri of dynamically linked languages in the first six years of their lives. The argument by Makalela (2005) suggests that most students in the classroom are more likely to be bilingual (i.e., with competence in two languages) or multilingual (with competence in more than two languages).

Linguistic diversity has presented South Africa with an education challenge. Currently, South Africa is struggling to provide an effective and equitable education for these students, with many debates centred on the language(s) of instruction (Charamba & Zano, 2019: 1).

Although South African education policies acknowledge an additive approach (i.e., an approach which incorporates the utilization of students' home language while giving access to an additional language in schools) to multilingualism (Howie, Venter, Van Staden, Zimmerman, Long, Du Toit, Sherman & Archer, 2006: 8), languages are treated in isolation and as autonomous sets of skills that are taught and learned linearly and sequentially to avoid one language from being contaminated by the other (Makalela, 2016: 1). Classroom literacy practices in South Africa, are mostly monolingually aligned, which puts multilingual students at risk of academic failures. Some studies have highlighted that inadequate knowledge of the language of instruction is one of the major causes of poor academic performance among learners whose home language differs from the medium of instruction (Makalela, 2015; Van Laere, Aesaert & van Braak, 2014). According to these scholars, most higher learning institutions have adopted the monolingual approach, which uses one language for teaching and learning, a system that dominates most universities worldwide. Furthermore, a cognitive approach to teaching and learning that focuses on acquiring and using cognitive skills exacerbates reading literacy in higher-learning students. In other words, emphasizing these skills in reading literacy may make it even more difficult to address students' reading challenges from diverse linguistic backgrounds.

Similarly, this monolingual approach is linear, which means it is fixed and structured in hierarchies, suggesting that readers cannot go to the next level of thinking unless they master the lower level (Garcia, 2009: 7). The psychological way of thinking does not allow students to make use of their linguistic diversity to look for other ways to make meaning, which is a rich resource inherent in their languages. As a result, multilingual students who are not proficient enough in the language of learning and teaching (LoLT) suffer double challenges (Cook, 2007: 237). Firstly, the LoLT used may be difficult to understand, and secondly, the reading literacy instruction method is purely cognitive, challenging epistemic access. When this happens, multilingual students are constantly under intervention programs, which are also monolingual in approach, and this causes these students to lose their confidence and positive self. According to Richards (2022), a positive self is a mindset characterized by optimism, confidence, self-worth, and a constructive self-image. It involves acknowledging strengths,

believing in abilities, and maintaining healthy self-esteem. A student with a positive self is more resilient, effective in coping with learning challenges, and confident in pursuing academic goals. The monolingual approach fails to support the positive self of students from diverse linguistic backgrounds as the approach posits that students who lack the necessary cognitive reading skills are 'deficient' and should have intervention programs to help them master the skills.

Research has also concluded that the overarching monolingualism approaches in language teaching are undesirable, unrealistic and untenable (Barros, Domke, Symons & Ponzio, 2020; Herdina & Jessner, 2002; Levine, 2011). However, as the pressure to move out of 'linguistic boxes' deepens, language classrooms in the twenty-first century are pressing to move from monolingualism towards translanguaging, encouraging flexible concurrent language use rather than keeping the students' linguistic knowledge and repertoires separate or treating home languages as non-existent or just purely negative influences (Garcia, 2011: 5). A significant number of studies has contributed to liberating multilingual students from the narrow constraints of monolingual norms (Barros et al., 2020; Darwin, 2020; Vogel & Garcia, 2017). At the same time, these studies have advanced theoretical evidence that students' linguistic resources have tremendous pedagogical, psychological and cognitive functions in language classrooms (Turnbul & Arnett, 2002: 204). Although valuable research on improving the reading literacy of multilingual students has been conducted, there is a lack of research regarding the use of translanguaging as a pedagogy and practice in reading literacy in South Africa. As such, the work on translanguaging has not given academics and policymakers all the answers to reading challenges faced by university students. This study contributes to this knowledge gap by investigating the impact of translanguaging on the reading literacy of university students, enhancing their understanding of how to improve their reading comprehension levels.

Translanguaging refers to using one's entire linguistic repertoire to gain knowledge, make sense, articulate one's thoughts and communicate effectively in a transformative way (Wei, 2011:1222). This strategy involves using at least two more languages in a functionally integrated manner to mediate cognitive, social and affective processes in the learning process (Lewis, Jones & Baker, 2012: 642). Translanguaging not only involves students drawing from all the languages in their repertoire to communicate, but it also involves shuttling between the languages brought by the other to co-construct meaning, promoting collaborative learning and

dialogue (Garcia & Wei, 2014; Canagarajah, 2011:2). The implication is that the students' languages can be used as resources to enhance understanding and communication.

This socio-cultural approach transcends the above language, allowing students to use other semiotic modes to make meaning. In this manner, languages are viewed as one entity with no boundaries but fluid to allow students to shuttle between them and make sense of the world (Makalela, 2015:27). This approach is all-embracing; it co-opts the languages of the other and collaboratively uses them to make meaning (Garcia, 2009:16). This shows the nature of translanguaging drawn from the African philosophy of Ubuntu, which posits that languages are interdependent on the other. No language is complete on its own, but it is complete in the other commonly associated with the mantra, 'I am because we are'. Given the above, Canagarajah (2011: 3) reinforces that translanguaging enables students to bring various linguistic repertoires into the classroom to grow and thrive academically. According to Garcia and Kleifgen, (2019), translanguaging transforms learners from being positioned as inferior learners to being recognized as having valuable language and literacy practices and ways of knowing that extend beyond classroom practices. Thus, translanguaging restores the dignity of multilingual students and builds their positive self-confidence, which monolingual practices often undermine. According to Makalela (2015: 206), learners develop a deeper understanding of the subject matter when using multiple languages to access the same content. Makalela (2015) suggests that translanguaging practices in education can enhance students' comprehension and engagement with the reading material.

Similarly, in highlighting the advantages of translanguaging, Baker (2011: 17) states that the approach promotes a deeper understanding of the subject matter, facilitating home-school links and cooperation and developing weaker languages. The argument by Baker (2011) highlights the potential of translanguaging not only to enhance academic learning but also to strengthen the connections between home and school environments, as well as support the development of all languages spoken by the students. In addition, case studies carried out by Garcia and Kleifgen (2019) on translanguaging show that it is through translanguaging that multilingual students can engage in literacy in ways that deepen their understanding of texts, generate more diverse texts, develop students' confidence in performing literacies and foster their critical metalinguistic awareness. In other words, translanguaging goes beyond the comprehension of texts to developing the confidence and trust of multilingual students, confirming its humane nature of building positive self in students.

Several scholars promote the use of translanguaging as an effective way of connecting students' LoLT and other languages within their linguistic repertoires (Canagarajah, 2011; Garcia, 2011; Garcia & Wei, 2014; Garcia & Kleifgen, 2019; Wiley & Garcia, 2016; Makalela, 2016). Undoubtedly, this approach may be beneficial to a multilingual context like South Africa, which has a linguistic diversity that is both rich and complex. By allowing students to draw from all the languages they know to access and engage with academic content, translanguaging acknowledges and values the linguistic resources that students bring to the classroom. The approach promotes a deeper understanding of the subject matter and fosters a sense of inclusivity and respect for students' linguistic and cultural backgrounds, ultimately enhancing the overall learning experience. Several studies in South Africa also reiterate that translanguaging is an effective way of acquiring content knowledge in various subject areas (Charamba and Zano, 2019; Childs, 2016; Kepe & Linake, 2019; Krause and Prinsloo, 2016).

However, despite several scholars finding translanguaging to be invaluable in reading literacy (Charamba & Zano, 2019; Childs, 2016; Kepe & Linake, 2019; Krause & Prinsloo, 2016; Makalela, 2016), translanguaging is an approach that has not been received well in higher learning institutions across the globe. According to Makalela (2005), higher learning institutions neglect translanguaging because the concept is new and not yet being used to transform the traditional orientation in universities, and much debate around it is still ongoing in recent research. In other words, academics and policymakers haven't developed models and policies to promote its adoption in literacy development on a large scale. For example, some studies in South Africa have indicated that universities of technology have not conducted much research on adopting translanguaging practices (Andrianatos, 2019; Bharuthram, 2017). Universities of technology aim to channel students towards the world of work and offer a curriculum that differs from traditional universities (Matiki, 2014).

On the other hand, some studies have indicated that translanguaging practices have been met with a lot of resistance, particularly from individuals (i.e. teachers) with a monolingual orientation (Heugh, 2015; Probyn, 2015) who regard other languages outside the LoLT benchmark, as threats to the classroom environment. This resistance can hinder the implementation of translanguaging despite its potential benefits in literacy development. Understanding the challenges of implementing the approach is crucial for developing strategies to promote the effective adoption of translanguaging in education. On the other hand, teacher

training programs may need to sensitize teachers to translanguaging techniques to embrace this practice in the classroom.

It is, therefore, against this background that this study seeks to investigate the use of translanguaging on the reading literacy of multilingual students in a university of technology with a special focus on a socio-cultural instructional or pedagogical approach to reading literacy. Embracing the translanguaging approach might be key in solving the challenges brought by language issues in a multilingual South Africa. There is a need to create a conducive environment where all the languages a student brings can co-habit effectively in a classroom environment to facilitate adequate learning and literacy development. The findings of this study will be insightful to inform literacy instructional practices and teaching pedagogies within the South African context. As Makalela (2016: 11) argued, South Africa needs to take advantage of its diverse linguistic resources and harness these rich resources to its cultural advantage. Makalela (2016) suggests that embracing and promoting linguistic diversity can benefit South Africa, both culturally and academically. By recognizing and utilizing the various languages spoken in the country, South Africa can foster greater inclusivity, understanding, and cooperation among its diverse population while also enhancing educational outcomes and cultural richness.

1.3 Problem Statement

Global research has shown that reading with comprehension is core for academic success in higher learning institutions. As noted by scholars like Ardiana (2015), Dokchandra (2010) and Noor (2011), it is, therefore, essential that students understand what they read because it is through reading that students can access knowledge to learn. Yet, from the vast global attention that the reading phenomenon has received in research, it has been shown that first-year university students struggle with reading, specifically with the application of content read in academic texts. Researchers attributed such reading difficulties to the widespread adoption of a cognitive approach emphasizing cognitive skills (Barros et al., 2020; Herdina & Jessner, 2002; Levine, 2011). The cognitive approach emphasizes the acquisition and use of reading cognitive skills, and university students are required to attain these skills for epistemic access and academic success (Atai, Hashemi & Nejadghanbar, 2018); Kung, 2019; Gilakjani, 2016). To affirm this position of focusing on the acquisition of cognitive skills in reading literacy, Kendeou, Van Den Broek and Helder (2014) state that reading comprehension depends on the execution and integration of many cognitive (i.e., phonological, orthographic, semantic)

processes and one must be able to access and integrate these various processes to develop an understanding of the meaning behind a sentence. Skills reflect the ‘pure’ cognitive nature of reading, and if the instruction is also strictly cognitive, the results might be detrimental to multilingual students.

According to Seidenberg and McClelland (1989: 255), reading in this perspective is linear, sequential and structural, following a systematic pattern which starts with decoding, reading fluency, and vocabulary knowledge, moving to higher levels of inference-making and executive functions. The argument suggests that attaining reading skills is structural, implying that mastery of reading skills happens in a sequential pattern (i.e. one after the other), posing a challenge to multilingual students who are multitaskers and can create meaning in a sentence with multiple methodical ways. This monolingual way of teaching led to the use of a language instructional approach in the classroom while disregarding the use of other languages of the students for fear of ‘contaminating’ the target language.

Scholars like Herdina and Jessner (2002: 5) have criticized the monolingual approach for being problematic to students from multiple linguistic backgrounds who find reading and applying content from academic texts in various situations challenging. This is because their multiple languages embed numerous ways of knowing, different from the monolingual way of interpreting reading literacy. The various languages these students possess are not ‘boxed’ in their minds but are interdependent, functioning as one united entity, allowing them to multi-task and be multimodal in their meaning-making, which is a disruption of the cognitive skills approach to reading. The nature of higher learning being monolingual makes multilingual students feel trapped in a monolingual pedagogy that confines them to rigid ways of meaning-making they are not familiar with. As a result, students fail to access knowledge from texts, thus leaving them disproportionately disadvantaged (Makalela, 2015; Levine, 2011), suggesting that the current approach to teaching reading may not effectively cater to the needs of multilingual students.

Similarly, Childs (2016: 34) critiqued the monolingual approach to reading for dehumanizing as multilingual students are always regarded as deficient or inferior and continually put on intervention programs to conform to the cognitive levels required. According to Garcia and Kleifgen (2019), because of their monolingual nature, these programs have not helped students improve reading literacy as intended but have stripped multilingual

students of their identity and confidence. As a result of these constraints placed upon multilingual students, current research seeks to promote reading innovations by integrating more than one language to develop sound academic literacy through translanguaging strategies. Translanguaging is a socio-cultural approach that offers space and allows learners to actively engage their languages to understand the meaning embedded in a text (Moll, Amanti, Neff & Gonzalez, 1992).

In response, researchers globally and locally have conducted several studies to determine the efficacy of translanguaging on reading literacy at all levels of learning (Bin-Tahir, 2017; Song & Cho, 2018; Garcia & Kleifgen, 2019; Makalela, 2016). The findings have shown that translanguaging improves students' reading ability, enhances learning and improves creativity and criticality. Although valuable research has been conducted regarding the use of translanguaging in academic literacy in South Africa (Charamba & Zano, 2019; Childs, 2016; Kepe & Linake, 2019; Krause & Prinsloo, 2016; Madiba, 2014; Makalela, 2013, 2014, 2015; Van der Walt, Mabule & De Beer, 2001), existing data about the use of translanguaging in reading literacy is still very limited. Most of these studies have focused on other subjects, such as poetry, English, Chemistry, Biology, Physical Sciences and Mathematics. For instance, Van der Walt et al. (2001) investigated the use of translanguaging and found that translanguaging was beneficial in improving students' understanding of subject material in Mathematics, Biology and Physical Science while simultaneously improving learning and development of technical terms that can provide a bridge to the first language, and aid learning.

Similarly, Childs (2016) investigated translanguaging in classroom poetry practices and found that translanguaging techniques helped improve students' understanding of complex subject material. On the other hand, Makalela's (2013, 2014, 2015) studies have focused on reading literacy. For instance, Makalela (2015) assessed the effects of translanguaging on reading comprehension in 24 university students and 60 Grade 6 primary school learners and found that translanguaging techniques provided social and cognitive advantages for learners. As such, the work on translanguaging has not given academics and policymakers all the answers to reading challenges faced by university students, as much of the focus has been on traditional higher education institutions. Consequently, with the work-oriented curriculum, translanguaging in higher education's technical and vocational streams remains relatively understudied.

Against this background, this study seeks to open up the opportunities brought about by translanguaging, a socio-cultural pedagogy, to enhance academic reading development. The study focuses on pedagogical approaches to reading literacy that will lead to higher levels of comprehension in academic reading in a way that embraces multilingualism. The study fills the void and expands reading literacy and translanguaging knowledge, which is still in its infancy.

1.4 Aim of the Study

This study aims to investigate the efficacy of translanguaging in the reading literacy of multilingual tourism students at a university of technology in South Africa.

1.2 Objectives of the Study

The following objectives underpin the study:

- To establish the prevalence and nature of translanguaging at the university;
- To assess the levels of comprehension of students before and after the translanguaging intervention;
- To explore how translanguaging practices promote identity construction among multilingual students and
- To evaluate the students' perceptions of using multiple languages to access knowledge.

1.3 Hypothesis of the study

The following hypotheses frame the current study:

- **Null Hypothesis (H0):** Translanguaging will not effect change in the reading performance of students
- **Alternative Hypothesis (H1):** Translanguaging will effect change in students' reading performance.

1.7 Research Questions

- What is the prevalence and nature of translanguaging among students in the university?
- What comprehension levels do multilingual students possess before and after a translanguaging intervention?
- How do translanguaging practices promote identity construction among multilingual students?

- What are the students' perceptions of using multiple languages to access knowledge in the classroom?

1.8 Rationale

The researcher conducted this study to understand how to improve the reading comprehension levels of university students at a university of technology. In other words, the researcher's intellectual curiosity and professional desire contributed to the inception of this study. In the years the researcher has taught university students, particularly first-year students, she has realized that many students had difficulties understanding and applying content from academic texts in the Applied Communication Skills course. The ultimate goal of this course is to promote ways of communicating in multilingual and multicultural environments at personal and workplace levels, apart from improving oral and written skills. The module includes sections where students read comprehension passages and provide answers to related questions to enhance and refine students' comprehension skills. In this part, the researcher found that students did well on questions that required them to identify the answers from the text but found it challenging to deal with questions that required them to apply to learnt knowledge. In other words, students preferred questions that quickly refer to the text for answers (surface level) to questions that required them to justify, motivate, evaluate or apply the knowledge they got from the text (deeper level).

Adding to the challenges of comprehension skills is the nature of the curriculum designed by the institution. Typically, students enrol for an entire year on a full-time contact session schedule. In their second year, students go out to experiential training for another full year to have work experience before they return to the university for their final year. In this context, the researcher realized the need for students, especially first-year tourism students, to acquire reading skills that will help them apply content from academic texts to carry out synoptic reading, which is crucial to academic success and application. Although the researcher wanted to introduce translanguaging across disciplines, the desire was not feasible; hence, the researcher decided to select tourism. Since tourism is one of the modules taught by the researcher, the study's findings would enable her to reflect on teaching methods and ways to improve reading literacy instruction and beyond.

1.9 Significance of the study

The study aims to investigate the use of translanguaging in reading literacy among multilingual students at a university of technology in South Africa. This study will become one of the few studies conducted using translanguaging to investigate the reading literacy of multilingual students in a university of technology in a South African context. This validates the significance of this study, adding to the few studies carried out in South Africa on reading comprehension.

Reading comprehension at the university level is crucial, and students must master their reading content to succeed. Several studies have revealed that most students operate at a significantly lower reading skill level in their first year at the university, which results in poor performance in their studies, frustration, and dropouts. According to Hermida (2009: 20), most first-year students lack academic reading skills because university-level reading significantly differs from High School. Findings by Hermida (2009) affirm that most students employ non-university strategies to read academic texts, which results in students taking a surface approach to reading. This study will significantly contribute to issues around language classroom pedagogy in higher education to retain students and promote success and not just access.

This study will further benefit South African language and content teachers at technology universities who are battling with students' reading literacy challenges in understanding content knowledge. In addition, this study will add to the existing translanguaging and reading literacy knowledge, which will help open new paths for students' home languages in tertiary-level academic spaces. Furthermore, as put forward by Kiramba (2016), the findings of this study will facilitate the change of perception of many academics who have always felt that students' languages have no place in academic spheres at the tertiary level because they 'interfere' with the target language. Makalela (2015: 1) states, "Schools have always created situations where one language was pitted against another while teachers have, invariably, adopted a protective approach to guard against cross-contamination between languages". The observation by Makalela (2015) underscores the need to re-evaluate language policies and teaching approaches within educational settings. Therefore, this study is justified in this context, as it seeks to address the historical language dynamics within the South African contexts, as highlighted by Makalela (2015). By exploring the effectiveness of translanguaging in improving reading comprehension skills among university students, the study intends to challenge the existing language hierarchies that have disadvantaged multilingual students.

1.10 Original contributions

Besides adding to the growing body of literature on translanguage and reading literacy, this study paves the way for translanguage in universities of technology classrooms with a curriculum that requires students to master content fully to be effective in the workplace. The study also changes the narratives in higher education corridors that host multilingual students as their majority population and prompts the powers that be to relook into the dialogues around multilingualism, not just on paper but in reality.

1.11 Definition of terms

Reading Literacy

Literacy is a term that refers to the ability to read and write in a particular language, and for this study, literacy goes beyond the ability to read and write. This study adopts the definition of reading literacy proposed by the Program for International Student Assessment (PISA), which states that it is “an individual’s capacity to understand, use and reflect on written texts, to achieve one’s goals, to develop one’s knowledge and potential and to participate in society” (Keefe & Copeland, 2011: 93). This definition is active and interactive going beyond decoding and literacy comprehension and acknowledging the role that the reader brings to the written texts. In addition, the definition aligns with the study’s aim to investigate the use of translanguage in the reading literacy of first-year students at a university of technology. The curriculum of technology universities is work-oriented and, therefore, requires students not only to read and write but also to use the information to create knowledge.

Multilingualism

Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages (Shafatovna, 2021).

Heteroglossia

This study adopted the definition by Cummins (2009), which states that heteroglossia is the simultaneous use of two languages by bilinguals, moving from one language to another. The definition fits this investigation well because the participants are multilingual and move from one language to another when communicating. Heteroglossia is a complex phenomenon showing the relationship between multilingual speakers’ languages. Heteroglossia does not subscribe to the separation or ‘boxing’ of languages but believes in connecting all languages

for a multilingual to make meaning of the world around him. More about heteroglossia is discussed in the next chapter, as it is one of the theoretical frameworks underpinning this study.

Dialogism

Bakhtin, who propounded the model of dialogism, states that “any utterance, whether spoken or written, that people use in communication with each other is internally dialogic” (Bakhtin 1986 in Marchenkova, 2005: 72). According to Bakhtin (2005), dialogue is a kind of speech which leads to the competition of voices and is the nature of human life. Thus, in Bakhtin 1984: 293), in dialogue, a person participates wholly and throughout his whole life: with his eyes, lips, hands, soul, spirit, and whole body “. This dialogue, intended by Bakhtin, is a kind of discourse and a model of consciousness focused on communication and based on language learning. According to Nesari (2015: 643), there is always room for arguing in dialogism since questions show everybody’s point of view rather than the universal truth. The model relevant to this study centred on language learning and connected well to translanguaging. It allows students to negotiate meanings, making them creators, not just consumers of knowledge. In other words, there are no omnipotent powers in the classroom when practising dialogism.

Multiple Voices

Bakhtin also talks about the presence of different voices that form a worldwide dialogue. These different voices established a cultural dialogue even before one joined the conversation. In other words, the voices of our ancestors have formed the language and sentence structures to which humans must stick so that they can contribute to the conversation. According to Bakhtin (2005), utterances one says make two different forces, i.e. one that binds the ideas together, for instance, the cohesion of the words, our devotion to grammatical structures or our recognition of cultural standards or social norms, which help each person to make meaning out of other people’s utterances and speech. Language provides this binding force, making communication even more possible. The other force is the pulling away force that makes creating and forming new ideas possible. For example, this force helps humans to use new words to express new ideas. Every person has a glossary of terms, and in any dialogue, people use their terms to contribute to a conversation by agreeing or disagreeing. In a classroom situation, when students are given the platform to dialogue and express themselves, besides helping them to negotiate meaning, it also allows them to understand themselves better. This notion interconnects with the other ideas that form part of the theoretical frameworks of this study.

Translanguaging

Translanguaging originated in Welsh bilingual education and has been used since the 1980s (Lewis, Jones & Baker, 2012). It is a term that was invented by Cen Williams to refer to the systematic use of two languages in teaching and learning in the same lesson (Williams, 1994, 1996; Baker, 2003, 2011). It originates from the Welsh word ‘trawsieithu’, originally coined to refer to a pedagogical practice where learners deliberately alternate from one language to another, intentionally switching the language of input and output in classrooms. Translanguaging learners receive information in one language, process it, and give it in another (Lewis, Jones and Baker, 2012b). In this study, first-year university students were introduced to the new practice of alternating between their languages in class for learning. They read texts in English and wrote summaries, which were part of the output, in languages other than English. This was very relevant to the study because, in multilingual education, the translanguaging practice reflects a shift from monolingual ideologies that currently dominate institutions of higher learning in South Africa despite having a larger population of multilingual students.

1.12 Chapters Outline

Chapter 1 - Introduction and Background

The first chapter of this work outlines the background and introduction to the study. It also shows the study’s problem statement, aim, objectives, research questions, and significance. It also shows the study’s rationale and definition of key terms used throughout this thesis’s writing.

Chapter 2 - Literature Review

This chapter outlines and discusses the study’s theoretical framework, which forms part of the theories the researcher focused on in conducting this research. This chapter examines recent literature on studies that other scholars have conducted with critical reference to reading literacy and how it is currently viewed in institutions of higher learning worldwide and in South Africa. This chapter also discusses the efficacy of translanguaging as a classroom pedagogy in reading literacy and students’ standpoint regarding the practice.

Chapter 3 - Methodology

Chapter three examines the methodology employed in this study. The study adopted a concurrent mixed methods research design, allowing for triangulation benefits. Data were

collected using both quantitative and qualitative methods to provide in-depth information on translanguaging and reading literacy that would not have been possible with only one method. This mixed methods approach offered sufficient depth and breadth for the study, providing a deeper understanding of the research problem. Additionally, the chapter includes a detailed account of the study's population and sampling, data collection methods, data analysis procedures, and ethical considerations observed during the research.

Chapters 4 and 5 - Data analysis, findings and Interpretation

These chapters present detailed analyses and findings of the data collected, following the qualitative and quantitative, respectively. Chapter four shows detailed findings and analysis of the data collected following the qualitative study. The chapter provides a detailed interpretation of the findings from the interviews. Chapter five presents findings from the survey, pre- and post-translanguaging intervention activities, and the findings from an evaluation questionnaire.

Chapter 6 - Summary, Conclusions and Recommendations

This chapter compiles and wraps up all the conclusions together with the findings and objectives of the study. This chapter presents the overall view of the whole study, tying up everything to show the efficacy of translanguaging on the reading literacy of first-year students in a university of technology. The chapter also gives recommendations for practice and further research.

1.13 Conclusion

This chapter has given the background of the problem that gave rise to this study by showing the importance of reading literacy in academic contexts, especially in higher education. A close examination of reading literacy has shown that literacy is not just about decoding or reading comprehension; students are expected to use the content to create new information. Thus, students should be able to analyze, discuss or evaluate what they have read after reading. The complexity of academic reading in higher education requires that students be able to perform some of these complex tasks with information read. The chapter has also shown that much of the reading instruction that is taking place in the classroom is monolingual, that is, using only one language, which is English, for teaching and learning and treating reading as a set of cognitive skills which students must acquire. A monolingual teaching approach is being used despite the large population of multilingual students in South Africa. The researcher has argued against the constant practice of monolingual ideologies as it cripples multilingual students who

are constantly placed under remedial because they are 'deficient'. The chapter has also highlighted the need to shift towards a pedagogy that embraces multilingualism, taking cognizance of students' languages and seeing these languages as resources in learning multilingual students. Most scholars have preferred translanguaging as a practice that can bring about a much-needed shift. The chapter has also shown how there is a need for a university of technology to provide a pedagogy that will help first-year multilingual students in reading literacy. A pedagogy that will help them to function well around academic reading as required by their curriculum. The following chapter examines empirical studies in reading literacy and discusses how findings in particular studies have led to adopting a socio-cultural pedagogy in reading literacy.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses empirical studies and literature dealing with higher-education reading literacy issues to situate this current study in the relevant body of knowledge. The discussion has identified gaps in reading literacy and intends to address some problems further, bringing new perspectives to reading literacy in the classroom. The researcher used the research objectives to structure this chapter, maintaining focus and coherence and ensuring that each section contributes directly to fulfilling the study's aims. The researcher establishes the research objectives based on a theoretical framework that lays the groundwork for new perspectives in reading literacy instruction in higher education, particularly within technology universities. Firstly, the chapter discusses the theoretical frameworks guiding this study. Secondly, the researcher discusses various components of reading literacy, focusing on reading comprehension, academic literacy, academic reading, and various perspectives on reading literacy. Thirdly, the chapter will discuss translinguaging and its affordances in the classroom. Fourthly, the chapter will also clarify the concept of multilingualism and examine the use of English as a language of instruction in the school's broader spectrum of higher education. Finally, the chapter examines previous studies on translinguaging and the development of language skills, with a particular focus on South Africa. With this background, the discussion immediately delves into a discussion of the theoretical frameworks.

2.1 Theoretical Frameworks

The aim of the study was to investigate the efficacy of translinguaging in the reading literacy of first-year multilingual university students. The theoretical frameworks that underpin this study are; heteroglossia, Ubuntu translinguaging and new literacy studies. These frameworks are aligned to the research questions that have been formulated for this study.

The theories have a central theme that focuses on the situatedness of language (i.e., in its concretely historical and economic forms of use) rather than as a universalized abstraction. These theories link language use by individuals to cultural, historical, and institutional constraints or influences. Simply put, this means that language is a public holding and that individual use is never solely idiosyncratic or free of social influences (Kiramba, 2017). In other words, the argument by Kiramba (2017) implies that one cannot understand language outside its context. The researcher describes the two heteroglossia theories in the subsequent

sections, followed by the ubuntu translanguaging and the new literacy studies. The study adopted two heteroglossia concepts, namely dialogism and multiple voices.

2.1.1 Bakhtin's heteroglossia theory

Heteroglossia theory is one of the old theories that has stood the test of time as it continues to offer valuable insights into literacy development. Heteroglossia, as a translation of the Russian term *разноречие* [raznorechie], was coined by the Russian linguist and language philosopher Mikhail Bakhtin in his 1934 paper to describe the intra-language variety within Russian. The paper became well-known after being translated into English by Emerson and Holquist and published as 'Discourse in the Novel' (Bakhtin, 1981a). Recently, some sociolinguistic scholars reapplied Bakhtin's notion of heteroglossia to understand linguistic practices in super-diverse contemporary societies (Blackledge & Creese, 2010; 2014; Huang, 2016). As mentioned, this study will focus on two concepts drawn from the heteroglossia theory (i.e., dialogism and multi-voicedness). These two concepts would complement the translanguaging and new literacy studies theories selected for this study, offering a valuable conceptual framework for understanding social phenomena like reading literacy, multilingualism and language shift.

Dialogism

According to dialogism theory, the social world is created and recreated through mutual and continuous dialectic dialogical interaction. Dialogue appears to be the most crucial concept, as existence and meaning depend on the dialogic relations and the nature of multi-voiced interactions (Huang, 2016). Dialogism is best understood as the epistemological mode of a world dominated by heteroglossia (Bakhtin, 1981a; 1981b), whereby everything is part of a greater whole, with constant interactions between meanings and all of which have the potential of conditioning others (Klapuri, 2013). Bakhtin initially used dialogism to refer to particular instances of language perceptible in novels and popular speech in recognizing the diversity of perspectives and voices, disrupting the notion that meaning-making is linear or structural. For Bakhtin, dialogism is inherent in any language, meaning any linguistic discourse does not separately unfold but interacts with others. Some scholars firmly express this interaction by stating that "truth is not born nor found inside the head of an individual; it is born between people collectively searching for truth, in the process of their dialogic interaction" (Naeijabad, Khodareza & Heidar, 2020:162). The guiding principles of dialogic discussion are rooted in socio-cultural theories of development that maintain that children should learn the intellectual

rules, procedural rules, and social conventions of debate by observing and participating in them (Almasi & Garas-York, 2014: 471). These scholars stress the importance of experiential learning, active participation in literacy development, and children's understanding of dialogue and debate.

According to Bakhtin (1981b), dialogism refers to the intersection of two or more 'contexts' in an utterance (i.e., the interaction of social and historical contexts of heteroglossia), implying that when someone speaks or writes the interaction of social and historical contexts influence their words. In other words, dialogism acknowledges various voices, languages, and perspectives shape every utterance within a particular social and historical context. However, it is essential to note that this study has found that many studies on dialogism have focused on Mathematics and Science (Hetherington, Hardman & Noakes, 2018; Bakker, Smit & Wegerif, 2015; Kazak, Wegerif & Fujita, 2015), and only a few investigations have analyzed dialogic interactions in the literacy domain (Thwaite, Jones & Simpson, 2020; van der Wilt, Bouwer & van der Veen, 2022; Chow, Hui & Li, 2023). Recently, prominent research examined the relations between dialogic interactions and literacy development, conceived as a situated socio-cultural practice (Rojas-Drummond, Barrera, Hernández, Alarcón, Hernandez & Marquez, 2020:50). This study intends to fill this gap in the literature by discussing this concept in conjunction with literacy as a social practice. In other words, the study seeks to contribute to a deeper understanding of how dialogic interaction shapes literacy development and practices within social contexts, providing insights into practical strategies for promoting literacy skills and fostering meaningful dialogue within educational settings.

According to Huang (2016: 16), dialogism acts as a refusal of closure, opposing the fixation on any particular monologue, synonymous with monolingual practices of reading literacy. In essence, dialogism embraces the idea that meaning is constructed through dialogue and interaction rather than being dictated by a single authoritative voice, emphasizing the dynamic and multifaceted nature of communication and understanding. Moreover, dialogism is not simply multiple perspectives on the same world. Instead, it involves distributing utterly incompatible elements within different perspectives, allowing others' voices to be heard (Bakhtin, 1981b). The implications of dialogism in reading literacy reflect the social genre in which individuals come actively together in concrete articulation, pulling utterances in words in a text in various directions to make meaning. Diverse social languages and individual values influence this concrete articulation. According to this theory, the reader brings unique and

socially conformed knowledge and skills to decipher the text. This contact zone between the reader and the text is rich and generative of meaning as it is an interactive process. The interactive process has been termed a ‘meet and clash’ moment where the reader actively meets the text with other readers, creating new meanings (Bakhtin, 1981a; 1981b). In other words, dialogism places the reader in a community of readers where texts and meaning are shared, offering a platform where there are many truths, voices, and identities in persuasive discourse (Davidson, 1993). In the subsequent paragraphs, the researcher deliberates on ‘multiple voices’, another heteroglossia concept.

Multiple voices

In Bakhtin’s view, language is by nature dialogical. Therefore, words never communicate information with other words in a neutral system, nor can a language relate linearly to an external world (Bakhtin, 1981a; 1986). Instead, a social field of interaction always mediates the relationship between an individual speaker and the world. Bakhtin best encapsulates this in the following quotation: "Each word tastes of a context and contexts in which it has lived its socially charged life; intentions populate all words and forms" (Bakhtin, 1981: 293), indicating that without context, a word has no meaning. Words cannot be isolated from their contexts, meaning that heteroglossia views the world as polyglossic or multi-voiced, where meaning-making is not fixed or linear. The ‘social field’ portrays a space where a reader is surrounded not only by other readers but also by other ‘voices’ from the social, economic, political or religious factors that influence how meaning is created from texts. In this sense, it is decentralized with diversifying language and resists closure by articulating unofficial world views (Brown, Charles, Doecke & Kostogriz, 2004). These perspectives confirm that, in literacy learning, meanings are constructed and unleashed, not in a linear way or individually, as various factors come into play actively in the creation of meaning.

According to Huang (2016:20), in multilingual practices, every type of language use is mediated by and affiliated to specific social ways of seeing, pointing to a kind of ideology or identity in the irreducible plurality of belief systems. In Bakhtin’s view, a language is ‘an ongoing, unending chain’ of meaning constantly reborn following specific socially constructed rules, patterns and structures. These rules, patterns and structures for meaning negotiation in language interactions are reflected and indexed in the local use of a language (Huang, 2016). From a Bakhtinian perspective, language is a dynamic, constantly changing system of shifting relations (Barwell, 2018), implying that any recognizable language feature continually evolves.

This evolution is driven by two opposing forces, centripetal and centrifugal (Bakhtin, 1981) and deemed reasonably necessary in reading literacy. The two opposing forces also speak of socialization within an academic context in the concept of scholarly discourse, which is well-articulated in new literacy studies theory.

The centrifugal forces of language are evident in their continually changing and diverse nature, a phenomenon referred to as heteroglossia (Barwell, 2018: 28). Centrifugal forces are necessary since it would be impossible to say anything new without the possibility of change. Since every utterance, in some sense, says something new, all communication would be impossible. Widespread ideologies about language as a fixed, rule-based structure give rise to centripetal forces, which is evident every time a dictionary is consulted or a grammar rule is cited. Again, centripetal forces are necessary since communication would become a tower of Babel without some degree of standardisation: many different languages but no mutual understanding (Barwell, 2018). These two forces operate in every utterance, shaping how things are said so that every utterance, to some extent, follows standard forms of language while being a unique instance of language-in-use (Bakhtin, 1981a). These tensions are also evident in literacy classrooms when students discuss academic texts using various accents, pronunciations, languages, words, grammatical forms, gestures and generic fragments. Centripetal forces also shape their meaning-making, implying preferred forms of literacy discourse, classroom language, pronunciation, accent, and correct spelling. Students' thinking and learning emerge through these interactions, and these two forces shape them. On the other hand, the relations between a given feature of language influenced by this tension provide a source of meaning.

Thus, around heteroglossia, sources of meaning can be organized around languages, discourses and voices, meaning that students can draw on a repertoire of languages, including the classroom language and any other languages they may know (Barwell, 2018: 28). Students can also draw on a repertoire of discourses, including multiple literacy discourses and multiple informal discourses. Multiple informal discourses refer to the many ways of talking that students bring outside formal schooling, including discourses of the family, community or popular culture (Barwell, 2018). Students can draw on multiple voices, including their peers' expressions, textbooks, family members and media personalities. Since heteroglossia believes in the diversity of voices, the theory complements well with translanguaging, which embraces

multiple languages in the classroom and sees them as valuable resources for making meaning. In the subsequent section, the researcher explores the theory of ubuntu translanguaging.

2.1.2 Ubuntu translanguaging theory

Makalela (2015) postulated the Ubuntu translanguaging theory, stemming from the translanguaging theory, which posits that rather than possessing two or more autonomous languages as previously thought, bilinguals or multilinguals select and deploy particular features from a unitary linguistic repertoire to make meaning and negotiate particular communicative contexts (Vogel & Garcia, 2017). This view resonates with Garcia (2009), who states that translanguaging is a discursive practice in multilingual communities that conceptualizes bilinguals as drawing from one unitary, complex linguistic repertoire to achieve their communicative goals and make sense of the world. In other words, bi/multilingual students do not have compartments where languages are 'boxed' to draw their meanings. Instead, they draw from one single unitary, showing the fluidity of languages. Translanguaging aims to disrupt the socially constructed boundaries of named languages and overturns colonial and modernist-era language ideologies that position particular languages as superior to others.

Deriving from the translanguaging theory, Makalela (2015) draws up a model called the Ubuntu translanguaging model, which proposes that the notion of languaging has always been an African inter-lingual experience that can be traced back to the 12th century in the Limpopo Valley. In other words, Makalela (2015) coined Ubuntu translanguaging to describe the complex African multilingual practices, accounting for this historical factor and the Ubuntu values of interdependence and fluidity. Ubuntu refers to African humanism and cultural patterns that value overlaps, continuity, and cross-overs between communities, expressed in the slogans: 'I am because you are; you are because we are'. Ubuntu embodies the essence of African humanism by emphasizing interconnectedness, mutual respect, and community. It highlights the idea that individual identity is deeply intertwined with the collective, with the belief that one's existence is dependent on the existence of others and reinforces the importance of relationships, empathy, and communal harmony within African cultural patterns.

When the notions of incompleteness and interdependence are recognized, it is helpful in accurately describing African multilingualism, where speaking more than three languages and overlapping between these languages is a norm in more urbanized areas. This complex cycle of incompleteness and multi-directional interdependence reflects discontinuation continuation

(incompletion x interdependence = discontinuation continuation $\leq$ Ubuntu translinguaging), where disruption of language boundaries and creation of discursive speech repertoires coincide. The cycle describes the intricate relationship between incompleteness and interdependence, which mirrors a concept termed “discontinuation continuation” in Ubuntu translinguaging. It suggests that the disruption of language boundaries and the creation of diverse speech repertoires are intertwined. In this cycle, the boundaries between languages are disrupted, and new forms of communication emerge, reflecting the dynamic nature of Ubuntu’s translinguaging principle. Hence, it is helpful to use Ubuntu logic to allude to the fact that one language is incomplete without the other. Scholars like Canagarajah (2011) and Creese and Blackledge (2010) state that multilingual students can use more than one language to access knowledge and develop positive experiences at school when facilitated in classroom contexts. In this regard, we see languages as fluid and permeating into one another, breaking free from the linguistic boxes to which they are typically confined.

In a study on ‘Ubuntu’ translinguaging, Makalela (2015) gives deep insights into the fusion of languages within an African context. Makalela (2015) describes the space as a multilingual contact zone where multilingual students meet. From complex multilingual encounters, especially in African contexts, Makalela (2015) has explained language use within a state of fuzziness that results from complex multilingual contact zones as a discontinuation continuation. This corroborates with Wei (2011: 2-3), who denotes that multilingualism is a rich source of “creativity and criticality as it entails tension, conflict, competition, difference, change in several spheres, ranging from ideologies, policies and practices to historical and current contexts”, presenting a contact zone where some systems are “discontinued for continuity”. Scholars like Makalela (2015) and Wei (2011) depict multilingualism as a dynamic and complex phenomenon that fosters innovation and challenges prevailing norms and structures, enriching societal discourse and understanding.

Furthermore, Makalela (2015) claims that there is a constant disruption of the orderliness of language boundaries and the simultaneous recreation of new discursive ones. These new ones offer new possibilities to multilingual students in a classroom situation. This, in other words, is a creation of many affordances through crushing to rebuild or restructure new discursive boundaries that are dialogic, allowing students to belong to an academic community freely. For most African multilingual speakers who grew up speaking up to six languages, input and output alternation is the only way to become, gain epistemic access and develop a higher sense of self

in education. This linguistic capital is upheld in translanguaging, a pedagogy that offers a platform for different languages to ‘meet and clash’ in a multilingual contact zone, enabling students to make meaning in various ways. The implication of Ubuntu translanguaging theory in this study suggests that language is not confined to strict boundaries but is instead fluid and interconnected. This study acknowledges the dynamic nature of language and communication by embracing the principles of Ubuntu, which emphasize interconnectedness, mutual respect, and community.

In the next section, the researcher explores the new literacy studies theory, which directly impacts this study.

2.1.3 New Literacy Studies Theory

The last theory underpinning this study is the New Literacy Studies Theory (NLS hereafter), postulated by Gee (1990). The NLS theory views literacy in its full range of cognitive, social, interactional, cultural, political, moral and historical contexts (Gee, 1990: 2). Thus, it situates literacy in a social context, making it a social practice. This theory asserts that literacy is not something people do in their heads but inside society, and it is about what people do with literacy (Pahl & Rowsell, 2012). Literacy is not a mental phenomenon previously perceived as a set of skills but a sociocultural one (Gee, 2010; Pahl & Rowsell, 2012). According to Gee (2010), literacy involves more than mental processes like decoding, retrieving information, comprehension, or inferencing, as previously believed. Instead, it is about active participation in social and cultural groups. NLS acknowledges the social factors surrounding any reading event, including the students’ languages used as ‘tools’ in meaning-making.

Furthermore, literacy integrates different ways of using oral language, acting, interacting, knowing, valuing, believing, and using tools and technologies within different practices. NLS theory also believes that people do not just read texts. Readers do things with the texts and read with others, sharing texts and meanings and bringing readers together in a community of readers. In addition, according to Gee (2010), texts are read in specific ways determined by the values and practices of different social and cultural groups. This is why literacy should be linked to discourses on how people socio-culturally organize themselves to engage in activities. Discourses are ways of being ‘people like us’. They are ways of being in the world and are socially situated identities. There are many social languages in different discourses, and every

person is a member of many discourses. Each discourse represents one of the many multiple identities people have.

The implication of this theory in literacy is that meaning is not fixed but made through multiple and multimodal ways. This theory addresses social injustices and inequalities by autonomous literacy models and highlights power and culture in social practices. The researcher, therefore, argues that these theories function as integral resources in fostering a culturally sustaining classroom space by bringing these three theories into dialogue and focusing on their conceptual alignment. This is a space where multilingual learners are encouraged to draw upon their linguistic repertoires in meaning-making interactions while also accessing language practices desired in formal school settings. Ubuntu translanguaging creates implementational spaces for heteroglossic language practices (Flores & Schissel, 2014), enabling bilingual students to leverage their full range of semiotic resources for executing academic tasks and making meaning in reading literacy. Teachers will potentially achieve reading literacy goals by incorporating the heteroglossia, Ubuntu translanguaging and new literacy studies. These theories function as integral resources in fostering a heteroglossic, dialogic classroom space where multilingual students are encouraged to draw upon their full linguistic repertoires to develop multiple literacies and acquire access, understand, and demonstrate knowledge.

2.2 Implications of heteroglossia, Ubuntu translanguaging and New Literacy Studies Theories

The theories concur that readers do not come to any reading activity empty-handed; besides their linguistic repertoires as resources, they also bring experiences and knowledge from the culture and society to which they belong. The theories also agree that power relations shift as meaning is negotiated, implying no single supreme authority exists with all the answers. There is a collaborative effort in meaning-making, affirming readers' identities by giving them a voice. These three theories complement each other well in this study, which seeks to drive the teaching and learning of reading literacy to a sociocultural one. It is essential to understand how multilingual students make meaning and perform academic reading tasks and how sociocultural pedagogies affirm their ways of being. Figure 2.1 below summarizes these three interconnected theories that informed and framed this study.

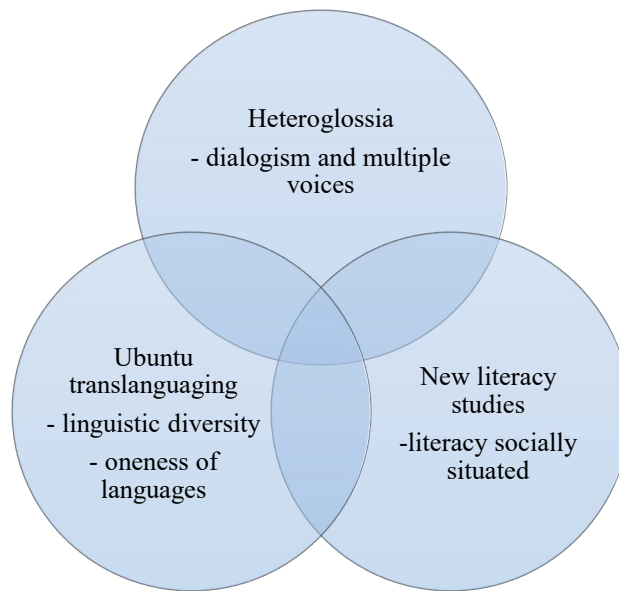


Figure 2.1: Integrated theoretical framework

By visually representing these theories, the figure clearly explains how heteroglossia, Ubuntu translinguaging and new literacy studies intersect and influence each other within the research context. This visual summary serves as a roadmap, guiding the reader through the theoretical framework that underpins the study and highlighting the interconnectedness and interdependence of these theories.

In the subsequent section on reading, this review focused on how reading has been defined, its importance in the academic space and how well it has been practised in higher education worldwide. Several scholars have conducted comprehensive studies on reading development in South Africa and beyond, showing different approaches to reading literacy in the classroom (Makalela, 2015; Makaure, 2016). These studies have been a firm foundation on which this study that takes a socio-cultural approach to reading literacy builds. Reading cognitive processes have been discussed in this study to show how important they are, how implicit instruction thereof has been done and how this is detrimental to multilingual students. This has been done through the discussion of comprehension levels as postulated by Barret in his Taxonomy and the levels this study will focus on are; literal, organization, inference, evaluation and application. It is for this reason that this study will not delve much into other reading theories like the cognitive reading theory.

2.3 Reading

Anderson, Hiebert, Scott & Wilkinson (1985) define reading as making meaning from written texts. According to Wixson, Peters, Weber & Roeber (1987), reading creates meaning by involving the reader's existing knowledge, the text information, and the reading context. Furthermore, Grabe (1991) states that reading is interactive; the reader uses background knowledge and information from the printed text. Reading is also interactive because many skills work together simultaneously in the process. Similarly, reading is comprehending, as the reader expects to understand what s/he is reading (Grabe, 1991: 378). Understanding reading as an interactive process underscores the complexity involved and highlights the importance of various skills working together for comprehension. Ultimately, this holistic view of reading enriches teaching practices and promotes more effective literacy instruction.

From a sociocultural perspective, Gee (2004) considers reading a socially constructed, meaning-making activity. Students' social worlds, cultural identities, and background knowledge are integral to the reading process. According to sociocultural theories, reading, often referred to by the more encompassing term of literacy, is more than the sum of constituent parts (Gavelek & Bresnahan in Almasi & Garas-York, 2014). Various factors impact reading comprehension, such as the type of text, the student's background knowledge of the content, and how students are expected to demonstrate understanding. Knowledge of concepts and literacy skills in students' home language is considered background knowledge. Under a sociocultural view of reading, according to Gavelek & Bresnahan in Almas & Garas-York (2014), reading comprehension is a complex interaction between text factors, including text structure and content, and reading factors, such as background knowledge and strategy use.

In the following section, the researcher deliberates on three reading components: reading comprehension, higher-order thinking skills, and reading literacy.

2.3.1 Reading comprehension

According to the RAND Reading Study Group (2002), comprehension is eliciting and making meaning through interaction and involvement with written language. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as creating meaning from text. The purpose is to understand the text

rather than acquire meaning from individual words or sentences. Gilakjani and Ahmadi (2011) stated that reading aims to gain the correct message the writer intended for the reader to receive from the text. Therefore, reading comprehension is understanding written language by actively engaging with it and combining prior knowledge and experiences with the information provided. It involves considering one's views and creating meaning from the text to understand the writer's intended message rather than simply decoding individual words or sentences.

Furthermore, some scholars believe that reading comprehension has multiple definitions and explanations. According to Klingner, Vaughn and Boardman (2007:2), reading comprehension is “constructing meaning by coordinating several complex processes that included word reading, word and world knowledge, and fluency”. The scholars further explain that reading comprehension refers to the ability to interpret words and understand the meaning and the relationships between ideas conveyed in a text. In other words, reading comprehension is the ability to interact with words and ideas on the page to understand what the writer says. According to Bunner (2002: 51), it involves the meaningful interpretation of written language, and it consists of an interaction of the reader, the text and the situation in which the text is read. Thus, this review infers that reading comprehension results from the interaction between the reader's background knowledge and the text. In other words, comprehension is the end goal of reading, whether an individual reads for pleasure, to learn, or to locate information.

The argument above resonates with Bharuthram (2012), who asserts that reading at this level requires much more than just the ability to identify written words in a text (i.e. decoding information). While many students may decode texts easily, some cannot understand what they have decoded; thus, they lack comprehension skills. Comprehension is critical as it fosters analysis, critique, evaluation and synthesis of information from various sources. Hence, a lack of comprehension adversely affects academic performance (Bharuthram, 2012). In his reading comprehension taxonomy, Barret (2014) outlines the levels of comprehension, and this study will focus on higher-order thinking skills.

2.3.2 Higher-order thinking skills

Higher-order thinking refers to thinking at the higher levels of the hierarchy of cognitive processing (Ramos, Dolipas & Villamor, 2013: 49). According to Fisher (2012), higher-order thinking skills include analysis, problem-solving and critical thinking skills. Fisher (2012) states that these higher-order thinking skills are distinct from lower-order thinking skills, such

as recalling and understanding, because they equip learners to apply existing knowledge in novel situations. Another scholar adds that students' higher-order thinking skills involve transforming information and ideas (Magwele, 2019). Mursyid and Kurniawati (2019: 119) further show that higher-order thinking skills and students' academic performance are interrelated. In addition, Tam and Linh (2017) confirm that students who learn critical thinking skills perform well in their education. Furthermore, Fairbanks, Cooper, Masterson and Webb (2014: 595) add that students learn new information and develop higher-order thinking skills necessary for further intellectual development through text engagement. This more profound engagement with texts at a higher level of comprehension brings in the concept of reading literacy, a paramount term in the discussion of this study.

2.3.3 Reading literacy

A growing body of research has shown much interest in the reading literacy development of first-year students from conventional universities (Ntereke & Ramoroka, 2017; Qrquez & Rashid, 2017). However, there is not much research on the reading literacy of students from universities of technology, a gap that this study intends to fill. Some scholars agree that reading is a core activity and that student's academic success in higher learning institutions depends heavily on it (Ardiana, 2015; Dokchandra, 2010; Hungwe, 2019; Noor, 2011). Reading is one of the essential skills valued in learning. Hagaman, Casey and Reid (2010: 1) add that reading "is an important component of academic success and a skill required for many school activities". Reading is central to all academic activities, as reading academic texts is common at university, and students interact actively with the texts. In this study, the reading concept goes beyond the comprehension of a text. Hence this study adopts a comprehensive notion of reading literacy which entails using, understanding, reflecting on and engaging with written texts to achieve one's goals, develop one's knowledge and potential, and participate in society (Delgadova, 2015: 49). Traditionally, literacy involves the ability to read and write (Tsao, 2008:516, Hasanah & Sholihah, 2017:83). UNESCO defines literacy as "the ability to identify, understand, interpret, create, communicate, compute, use printed and written materials associated with varying contexts", (Wijayanti, 2019:61). This definition underscores the multifaceted nature of literacy, emphasizing not only the fundamental skills of reading and writing but also the capacity to comprehend, analyze, and effectively utilize written information across different situations and environments.

While reading literacy is a core activity that is crucial for academic success (Ntereke, Ramoroka, 2017; Salikin, Bin-Tahir, Kusumaningputri & Yuliandari, 2017) as shown by research, empirical evidence demonstrated that most first-year students struggle with reading literacy in academic texts (Molotja, 2020). The study by Dreyer and Nel (2003) found that many students who enter university education are underprepared for the reading demands. Dreyer and Nel (2003) indicate that students reading academic texts in a second language (L2) struggle to perform specific tasks with the knowledge obtained from the academic texts. This is because reading in global universities is interpreted, taught, and practised in a purely cognitive manner that is monolingual, resulting in reading challenges for students from multilingual backgrounds. In this way, reading literacy practices are viewed through a linear, sequential and hierarchical perspective, linked to reading challenges faced by most first-year multilingual students globally.

In the subsequent section, the review explores different instruction perspectives on reading literacy. Through an analysis of different reading instruction methodologies, this section offers essential insights into the range of techniques and tactics employed to improve reading proficiency. Understanding these instructional perspectives is critical for educators and policymakers, as it enables them to make educated decisions about literacy instruction that offers maximum benefits for students especially in multilingual contexts.

2.4 Different instruction perspectives on reading literacy

2.4.1 Reading literacy as a set of cognitive skills

Literacy is traditionally viewed as a set of skills with much concentration on the technology of the mind. This view has come to be termed an autonomous or deficit cognitive skills approach to reading. This approach is introspective, focusing on human capacities of the mind, including “perception and attention, representations of knowledge, memory and learning, problem-solving, reasoning, language acquisition, production and comprehension” (Purcell-Gates, Jacobson & Degener, 2006: 42). Researchers who assume this perspective examine various reading abilities, including letter/word recognition, reading automaticity, strategic activities in reading, bottom-up/top-down processing, schema development, and stages of skill learning (Compton-Lilly, 2013). Thus, literacy attends to the in-the-head processes that accompany the act of reading, resonating with Street’s (2006) view that the autonomous approach is simply imposing Western conceptions of literacy on other cultures or, if it’s within a country, imposing literacy conceptions of one class or cultural group onto others. Literacy practices vary from context to

culture, as various cultures have ways of making sense of the world that are not necessarily linear, straight, structured, or organized.

Considerable studies have shown how 'reading as a set of skills' is upheld as an approach in academia (Solikha, 2015: 328). Substantial research corroborates that reading comprehension depends on the execution and integration of many cognitive (e.g., phonology, orthographic and semantic representations) processes (Compton-Lilly, 2013; Kendeou, Broek, Helder & Karlsson, 2014). Singh (2014) also echoes this idea, arguing that reading involves skills that can be broken down into parts, taught, and tested. Furthermore, Singh claimed that the reading process consists of taking the meaning from the text and interacting with the text. Practical analysis, comprehension, and application cannot take place without reading. Therefore, good reading skills are vital for students to understand the concepts and, in turn, transmit their competency in written and oral communication tasks.

Gilakjani and Sabouri (2016) add that reading comprehension needs different reading skills, such as word recognition, fluency, lexical knowledge, and pre-existing knowledge, to be undertaken quickly to get knowledge from text. Readers have an essential role in making meaning from the text through applying existing skills. Furthermore, Gilakjani and Sabouri (2016) said that comprehension is a creative process that hinges on four skills: phonology, syntax, semantics and pragmatics. Gilakjani and Sabouri (2016) also state that good readers interact with texts to understand the information before them. Some good reader strategies include predicting, forecasting, deducing, summarising, examining, and evaluating. Since these tactics highlight readers' active role in deriving meaning from texts, understanding them is essential for educators and learners. By using these techniques, readers can improve their understanding, analytical, and critical thinking abilities, ultimately making them more adept readers.

Meniado (2016) states that different variables, including vocabulary knowledge, background knowledge, knowledge of grammar, metacognitive awareness, syntactic knowledge, and reading strategies, shape reading comprehension. In addition, other more specific elements or factors such as students' reading attitudes or motivation, breadth and depth of reading engagement, effective instruction on comprehension techniques, rich vocabulary, word knowledge, fluency, text structure or genre, opportunities for oral and written expression, and awareness on different reading strategies, influence one's reading performance.

Several studies have explored reading literacy as a set of skills and concluded that competency in 'reading skills' contributes to comprehension in academic reading. For instance, using a quantitative approach, Albashtawi, Jaganathan, and Singh (2016) investigated linguistic knowledge as a challenge in the academic reading of first-year students at Jordan University. The study found that most students had difficulties in text structure, text information and decoding knowledge. These scholars, Albashtawi et al. (2016), also add that limited vocabulary knowledge among students is another factor that hinders reading comprehension.

Another study by Hasan, Seraj, and Chakma (2020) examined vocabulary depth knowledge and its relationship to academic reading comprehension among English Foreign Language (EFL) Business School students in Bangladesh. The participants' original language is Bengali, with English as the instruction medium. Findings revealed that vocabulary depth knowledge, syntagmatic and paradigmatic relations strongly correlated with reading comprehension. Morphological knowledge, which included register, spelling, pronunciation and parts of speech, was part of the vocabulary depth knowledge. According to this research, syntagmatic and paradigmatic linkages and vocabulary depth knowledge significantly influence reading comprehension. Adequate reading comprehension requires understanding the breadth of vocabulary and the syntagmatic (word relationships within sentences) and paradigmatic (word relationships between words based on their meanings and functions) links between words. In other words, to enhance students' reading comprehension performance, teachers should concentrate on expanding their vocabulary and helping them comprehend how words fit together in sentences and texts.

These studies confirm that reading literacy in most global universities is practised and perceived as a technical and cognitive practice, which is purely prescriptive and methodical. In as much as the value of cognitive skills in reading cannot be underplayed, the situation portrayed in most universities shows a bias towards the skills approach. The approach becomes problematic to students, particularly students reading in a second language, who are not accustomed to meaning-making ways prescribed in higher learning academic reading. The over-emphasis on acquiring reading literacy skills depicts that failure to possess these skills qualifies one to be a 'struggling reader'. Baker, Bangeni, Burke and Hunma (2019) corroborate with other scholars by saying that these cognitive approaches to reading put much emphasis on metacognitive processes, decoding of symbols and the application of syntactic and semantic knowledge and overlook the individual student differences and the contribution that they make

in meaning-making and power relations. For most students, reading in a second language is challenging enough, but this challenge doubles when reading is practised as a skill or lacks practice. Literacy learning under these binary conditions becomes burdensome to the reader because potential readers are barred from epistemic access. Most of them drop out of university out of frustration in their first year of study. Several studies have been carried out and have shown how students struggle to cope with academic reading in monolingual spaces (Baker et al., 2019; Hasan et al., 2020).

However, some scholars, having seen the struggle that multilingual students go through in monolingual academic reading, decided to take a different perspective on reading literacy, looking at it from a social perspective. In the next section, the review explores reading literacy as a social practice approach.

2.5 Reading literacy as a social practice approach

The transition from a “cognitive literacy perception” to a “literacy as a social practice” perception shows a shift from just skills acquisition to considering literacy as a social practice across contexts. Chakrabarty (2020) argues that literacy as a social practice involves identifying multiple, multimodal, multilingual literacies, which space and time can change and challenge. This aligns with Street’s (2017: 3) assertion of the ideological view of literacy, where meanings, definitions, boundaries, and the literacy agenda are subject to contestation. Inferred from this argument is that meaning is negotiated; literacy is not fixed but is dynamic and cannot be defined in terms of technical and cognitive skills only, as there are several factors to consider during literacy events.

According to Canagarajah (2013: 43), in this 'ideological' view of literacy, traditional power issues are also destabilized, and no one holds autonomy to meaning since meaning is negotiated. This led literacy researchers to review definitions of literacy that repudiate traditional skills and the autonomous view of literacy. Literacy research has critiqued this autonomous view of literacy as an imposition of Western conceptions on other cultures (Street, 2006). The 'ideological' view, which comes to offset the autonomous view of literacy, purports that literacy practices vary from context to context (Street, 2017). Furthermore, Street (2017: 3) argues that the ideological model of literacy is all about knowledge, thus looking at how people, their knowledge, identity and navigating themselves around issues of reading and writing. This shows that the ideological view of literacy looks beyond basic reading and

writing, looking at the whole individual, his concept of knowledge, his identity, and his being. In other words, one cannot separate knowledge from the individual; the individual is part of a society that imparts knowledge in everyday activities. According to Chakrabarty (2020: 1), this has led to new views on literacy, obtaining knowledge through different sources, contexts, practices, and experiences and applying them in day-to-day life to accomplish tasks. The argument by Chakrabarty (2020) resonates with Street (2017), who speaks of knowledge obtained from different contexts in different literacy practices. This new view of literacy shows that literacy does not take place in a vacuum, as there are several sources from which knowledge can be obtained, making it challenging to separate literacy from society.

This immersion of an individual in society backs the concept of literacy as a social practice. A scholar like Street (1993) shows that literacy as a social practice involves social literacies, thus approaching the study of literacy not as an issue of measurement or skills but as social practices that vary from one context to another. In other words, when students come to a literacy event, they should not be taken as empty vessels, 'tabula rasa', or plainly clean slates. Students come with multiple literacies from their social practices outside the school environment. These multiple literacies include their knowledge of numerous languages, ways of knowing, and identities that are contested in their daily lives. The school must tap into these as learning resources to bridge the gap between the school's academic literacy and home or society literacy. Several educators and scholars support rethinking, reframing, and rebuilding language and literacy to consider the social component of each student's unique classroom experiences. This focus on the social component recognises the importance of building a solid foundation for students' learning.

In the coming section, this review explores the sociocultural approach to reading. It is essential to note the difference between the social practice approach to reading and the sociocultural one. The sociocultural approach tends to focus more broadly on cultural and historical settings. In contrast, the social practice approach focuses on the particular social interactions and practices surrounding reading, even if both methods acknowledge the significance of social elements in reading.

2.6 The sociocultural approach to reading

Calls for more pedagogical approaches that draw from the society and culture (socio-cultural) of readers have taken centre stage in reading literacy research to disrupt the maxim of oneness

and straight-to-the-point kind of reading practices in academic literacy. Sociocultural approaches view a reader in totality and do not promote ways of teaching that deny epistemological access to students. There are numerous benefits to using this approach in reading literacy. The main criticism levelled against the cognitive view of reading literacy is that it overlooks the social context of reading to a great extent. This criticism stems from the implications of the sociocultural theory of learning in literacy, which focuses on the social factors in the reading process, thus framing literacy as a social practice. This approach, adapted from a Vygotskian theory, shares several beliefs with the new literacy studies, Bakhtin's heteroglossia theory and Ubuntu translanguaging theories that frame this study. A more sociocultural approach does not view reading as an individualistic process. It posits that reading needs to be learned in a social context with the help of some peers or expert teachers (Ghafar & Dehqan, 2013). Unlike cognitive approaches that view learning as skills that need to be learned based on predetermined stages, a sociocultural approach maintains that learning occurs in a sociocultural environment and views learners as active constructors of their learning environments (Ghafar & Dehqan, 2013; Johnson, 2006). Readers in this perspective are active creators of meaning, and there is a dialogue between the text and the reader, making reading a dialogic process.

A sociocultural approach, like cognitive theory, is concerned with cognitive development, but unlike cognitive theory, it puts social factors first. In other words, the sociocultural theory states that cognitive development will not occur without social interaction with other, more knowledgeable peers; in that way, it places readers in a community of readers (Davidson, 1993; Ghafar & Dehqan, 2013). This corroborates with the new literacy theory, which posits that literacy should be viewed in its full range of cognitive, social, interactional, and cultural contexts (Gee, 1990). Several studies that have used the sociocultural approach in reading show that readers' levels of comprehension are enhanced (Ghafar & Dehqan, 2013; Mutekwe, 2018). For instance, Ghafar and Dehqan (2013: 95) assessed participants from two Iranian universities using a reading comprehension test (i.e., as a pre and post-test) to clarify how text comprehension and reading strategy use can be affected by implementing sociocultural teaching techniques. The findings showed a statistically significant difference in the learners' reading comprehension, meaning that sociocultural teaching techniques result in better reading comprehension for EFL learners. Another finding is that sociocultural teaching techniques are more conducive and facilitative for reading comprehension than traditional methods. The sociocultural approach offers more room for dialogue in reading as readers collaborate with

others. Furthermore, the findings revealed that the sociocultural approach provides a greater variety of activities and opportunities to do the tasks, which may have raised the students' interest. In other words, the approach allows students to make meaning in various ways, as is typical of multilingual students.

In another study, Mutekwe (2018) investigated 20 participants who had completed a BEd Honours programme in Educational Psychology to establish how adopting a sociocultural pedagogy in teaching and learning enhances effective classroom interaction and ultimately promotes an equity pedagogy while catering to diversity. This qualitative study used focus group discussions to collect data from teachers trained in sociocultural practices. Findings revealed that a sociocultural pedagogy allows an equitable learning environment to thrive, where all learners are equal as they co-construct meaning, erasing the 'tabula rasa' mentality often held by educators with an autonomous view mindset. Another finding by Rahmatirad (2020) showed that the use of 'tools' in creating meaning is enhanced among students, suggesting that a sociocultural approach opens up space for all ways of meaning-making inherent in multilingual students to be unleashed. He further explains that when a socio-cultural approach is used, language is one of the most recognizable tools (Rahmatirad, 2020:26). Another finding by Buitrago-Flórez, Danies, Tabima, Restrepo, and Hernández (2020:117) revealed that conversation or dialogue is enhanced and promoted within texts and among the students themselves to create meaning. All the findings above show that an approach that brings the 'whole self' to academic reading benefits the student. The benefits of a sociocultural approach to academic reading that first-year students entering university are unfamiliar with ease the challenges that students commonly face and make them blend well in the educational discourse.

The upcoming section explores the concept of academic literacy, highlighting its significance in understanding and navigating reading literacy.

2.7 The concept of academic literacy

Academic literacy is the ability to write for different purposes, audiences, and occasions, access, interpret, and evaluate information, think critically, reflect on one's performance, and create new texts and knowledge (Yancey, 2009). This definition by Yancey (2009) reiterates that literacy is beyond the known tradition of just the ability to read and write. Reading in an academic context goes beyond the text as the reader engages in critical dialogue. Active

participation between the reader and the text is crucial in academic literacy. Just as there is a way of speaking, reading, listening, and writing in every context, there is the right way and attitude concerning that particular social and cultural context, called discourse (Gee, 1992). Similarly, there is a way of speaking, writing, reading, and listening in academic discourse, and the reader assumes a new identity as he learns how to behave in it. This construct of discourses, often seen as an "identity kit", similarly illustrates how language is connected with social roles and cultural and political contexts (Perry, 2012). Early in life, when individuals begin socialising with immediate family members, this stage is called primary discourse, and later in life, it is termed secondary discourse, when one begins interacting with other people in different contexts, such as church, school, or markets. The primary discourse (i.e. sometimes referred to as the "oral mode") is acquired and determined socially and culturally.

According to Gee (1992), academic discourse falls into secondary discourse, where literacy is defined as having mastery or fluent control over a secondary discourse acquired in an academic context. This view implies that readers in this academic society must have mastery and control over the academic context's discourse (speaking, reading, writing and listening). For this reason, students involved in any academic reading must fully master the art of applying knowledge read from academic texts to different situations. They also must be able to consume knowledge and be in positions of power to reuse, create new, and be agents of their work. However, research has shown that this kind of reading expected in academic contexts is not as plain sailing as believed (Nel, Dreyer & Klopper, 2004; Ngwenya, 2010). This is because acquiring an academic discourse does not come naturally; it is a secondary discourse that requires mastery of how it operates. First-year students, when admitted to university, are placed into this academic context where they are expected to read to apply knowledge from academic reading, and most of them struggle with that, yet it is one of the most critical skills in academic literacy (Ralfe & Baxen, 2012; Parsania & Padia, 2018).

Literacy in this academic context in most universities, as highlighted earlier, is viewed and practised as a set of skills that one either has or does not have (Boughey & McKenna, 2016). A reader is understood to perform well or not because of her levels of motivation, cognition, or language abilities and not as a social being, bringing with her a range of literacy practices that may or may not be valued in the academy (Boughey & McKenna, 2016). As explained earlier, this autonomous approach focuses more on the reader's mind, where 'skills' must seemingly be poured into that mind. Boughey and McKenna (2016) add that the 'skills

approach' assumes the reader's mind to be 'empty', disregarding the reader's whole frame of reference that significantly influences his reading.

Most universities are adopting a practice known as the discourse of the 'decontextualized learner' (Boughey & McKenna, 2016), suggesting that learners have become disconnected from their social context. The above scholars state that this literacy practice adopted in most universities 'appears like academic literacy' because it aims to make students unlearn the literacy practices learnt outside the school and learn the school literacies within the confinements of academic literacy. Yet, academic literacy is more than a series of skills; it is a social practice that involves both the reader and the larger community context and occurs due to a contextualised learning environment (Holschuh, 2019).

McKenna (2012:4) argues that the academic discourse is challenging for most students, appearing like a 'code' that students must crack without acknowledging its existence or explaining how it operates. Thus, literacy seems like a mystery that students must solve, which, for most students, becomes intimidating. At this juncture, taking literacy as a social practice plays a key role as it allows students to bring their home literacies to the classroom, which serves as a foundation to build (Street, 2006). Similarly, Bharuthram and Clarence (2015) argue for a match between the primary discourse, which students learn from their societies, and the secondary discourse, which is learnt from school, so that students do not suffer a lot when it comes to induction into the secondary discourse. The argument by Bharuthram and Clarence (2015) corroborates with Boughey and McKenna (2016:4), as they state that "an individual whose home discourse is very different from those of the academy will encounter academic discourses as alien and even incomprehensible".

This gap between the primary and secondary discourses widens when school literacy becomes purely cognitive, disregarding the home (primary) discourses that students bring to the classroom. This gap will challenge students trying to navigate their way in the academic discourse, where they are expected to master a particular way of reading to succeed.

In the following section, the review delves into academic reading, examining its importance, challenges, and strategies for effective engagement in bi/multilingual students.

2.7.1 Academic reading

Comparatively, little attention has been paid to academic reading despite the widespread acknowledgement of the importance of academic reading (Maguire et al., 2020; Young & Potter, 2013). The reading that students do in academic spaces is somewhat invisible as it is made public in writing, and it is in writing that reading is assessed through assessments (Maguire et al., 2020). In many cases, because reading is interwoven with writing, much research on literacy has focused on first-year students' writing practices, while their reading practices have remained relatively unexplored (Mwangi, 2017; Scott et al., 2020; Samsudin, 2016; Xiong, 2020). However, little research focuses on the importance of reading for academic success and academic reading as sociocultural (Baker et al., 2019: 143). Therefore, embarking on a study on academic reading separated from writing is a significant gap that this study has discovered and intends to engage in and contribute to the body of knowledge.

Academic reading differs from other types of reading, and the length and level of texts vary at various stages (Sohail, 2015). Furthermore, Sohail (2015) argues that the texts are challenging as they have philosophies expressed in complex language and may include challenging words and sentences. The argument resonates with Sengupta (2002), who professes that academic reading is complex, multi-level, and differs from other kinds of reading. Bharuthram (2012: 210) adds that the complex nature of most academic texts does not make the students' tasks more manageable. The situation worsens because many students come into higher education with their own literacy experiences, which may either advance or hamper the acquisition of their discipline-specific literacies. More comprehensively, Spack (1993) shows that academic reading is a process that involves active engagements with texts, extracting information and fitting this information by thinking things through and finally being able to interpret the content flexibly to suit the purposes of the task at hand.

Additionally, academic reading skills are fundamental to equity and participation in higher education because they function as a gateway to other academic practices (Baker et al., 2019). The argument by Baker et al. (2019) concurs with Hermida (2009), who states that reading an academic text does not simply involve finding information on the text itself. Instead, it is a process of working with the text. When reading a scholarly text, the reader recreates the meaning of the text together with the author. In other words, readers negotiate meaning with the author by applying their prior knowledge. The scholars above explicitly show that

academic reading is a demanding task that involves active interaction with texts and performing tasks with the knowledge read, thus creating new information.

Reiterating previous research, Boughey and McKenna (2016), Thursby and Kimberley (2020) and Sengupta (2002) show that academic reading for first-year students is not always an easy task or a skill that naturally develops. These studies indicate that researchers have attributed many factors to this academic reading challenge. For instance, Thursby and Kimberley (2020) investigated the experiences of 14 first-year BA undergraduate university students in the United Kingdom on academic reading, and the findings revealed that some first-year students struggled with academic reading. Shared reading in public was one of the participants' activities, and researchers admitted that they had never thought participants would feel uncomfortable with public reading activities. The researchers assert that students' struggles with academic reading are often hidden because reading has frequently been treated as an 'invisible' social practice. Hence, a student who does not match up to their ideal of 'a reader' experiences misrecognition and is left to deal with troublesome effects, particularly shame, in private.

Furthermore, the findings by Boughey and McKenna (2016) show that many participants lost their confidence and preferred to read the articles given on their phones and tablets so that they could be alone. This study confirms that many students would not be free to discuss reading as an individual activity. Their findings have also shown that academic reading is difficult due to the difficulty in academic texts. Participants in the study felt that academic reading was 'necessary', and it was something they did because they had to. Still, participants felt frustrated and concerned about wasting time because of difficulties comprehending the text. In addition, students perceived academic texts as more complex than other texts they read. Participants described academic texts as 'harder', 'difficult' and 'more challenging' than others. Participants particularly pinpointed academic texts' language and structure as a critical reason for their difficulty. These findings resonate with Boughey and McKenna (2016), who speak of academic reading as having a code that students must unlock to get the meaning.

As evidenced by the findings above, academic reading is a complex task because students are required to read and understand the texts and then be able to perform specific tasks with the information from the texts. Besides the complex nature of texts read in academic reading at

university, several other factors have exacerbated students' challenges in academic reading. The review delves into challenges in academic reading in the subsequent section.

2.7.2 Challenges in Academic Reading

Most first-year students commonly face language issues in academic reading, as most universities worldwide have embraced English as the language of instruction across all courses. Research has shown that English as a language of instruction in global universities is now a norm. According to Litovchenko and Shmeleva (2020), there is an increasing necessity worldwide to study English and use it as a language of instruction. This tendency is deemed ordinary for the development of universities in terms of making them competitive and attractive for students from other countries. Yeung (2020) argues that higher education institutions increasingly adopt English as the medium of instruction, even though it is not the native language of the general population, due to the internationalization and commodification of higher education. According to Yeung (2020), the accelerated trend of globalization has fuelled this phenomenon. Despite acknowledging the presence of multilingualism in their universities on paper, most global universities have adopted English as a medium of instruction, much to the disadvantage of multilingual students enrolled in these universities. Some scholars state that English has become a lingua franca in different contexts because most people now speak the language as an additional language (Taquini, Firnadi & Amorim, 2017).

Corroborating with the scholars above, Baker (2016) shows that the increasing demand for the internationalisation of higher education continues to give prominence to English as the language of academic communication in non-native contexts. Stoffelsma, Mwinlaaru, Otchere, Owusu-Ansah, and Adjei (2017: 98) argue that using English has become a marketing tool for universities and other institutions of higher learning and also to meet the challenge of producing competitive and efficient graduates. This implies that the use of English in most universities is now being commercialised and up for challenges at the expense of students struggling in academic studies because of its dominance in the classroom.

As a result of this global push, most universities have turned to English as a medium of instruction to retain the top position on the market and draw students worldwide. These global issues of competition have become a top priority for universities and students who are multilingual and English second language learners (ESL). This setup works against students who are second-language speakers of English as they now have to fully master the language

used in the classroom and, at the same time, meet the demands of academic reading. As discussed in this review, several studies have shown how multilingual students grapple with academic reading in a monolingual context, where one language is used exclusively for teaching and learning. For example, Busby (2018) investigated academic reading among Norwegian University students and found that English is the common language of academia, meaning that non-native English-speaking university students worldwide need to read academic texts in an L2. Reading in an L2 is inherently more complex than reading in the first language (Busby, 2018). This finding corroborates with Klapwijk and Van der Walt (2016), who add that there is a higher push for English as a lingua franca globally, without exempting South Africa. Unfortunately, most students enrolling in these universities have English language proficiency levels that do not match the 'required' native standard. They are placed or enrolled in other courses to 'help' them reach the standard appropriate for target language proficiency in their first year of study. Despite the English proficiency challenge, these students must immerse themselves in the English academic reading activities required to succeed in their studies. In an academic context, this type of reading follows prescribed conventions that students must adhere to for success and epistemological access.

Albashtawi, Jaganathan and Singh (2016) confirmed the English language's hegemonous state at university in a quantitative study conducted with first-year English major students at a Jordanian institution of higher education. The study investigated the linguistic knowledge aspect in academic reading, the challenges faced by the students and the strategies they deploy to curb them. The results showed that students faced difficulties related to their insufficient knowledge of text structure, meaning construction, and fluent reading. In giving the contextual background of this study, the authors state that English is taught as a Foreign Language as it is a medium of instruction in Higher Education institutions in most majors in the colleges of Arts, Science, and Applied Sciences. Albashtawi et al. (2016) reiterate that in this context, mastering the English language is a demand that university students must meet because it plays a vital role in their overall success. Albashtawi et al. (2016:16) also assert that these students performed poorly in academic reading because they lacked the required skills to match the academic reading demands at university. Most students spoke Arabic and were not comfortable using the English language. Language was one issue in this case that challenged academic reading, and content comprehension was compromised. The language in their reading prevented them from accessing tools or strategies that could have helped them understand better.

Another challenge from language is that new and unfamiliar academic demands are recognised as an exacting aspect of the transition to higher education for many students (Nel et al., 2004; Baruthram, 2012; Ngwenya, 2010). Students are expected to engage in academic reading, which requires sustained effort and practice (Maguire, Reynolds & Delahunt, 2020). The student's literacy habits and what they are expected in academic reading at university are often at par. Adding further, Bharuthram and Clarence (2015:43) state that at university, the ability to read relevant texts critically and analyse, synthesize and evaluate knowledge is a common requirement at all levels of study. Usually, students who feel unprepared may give up when faced with challenging texts (Baruthram, 2012), suggesting that the reader needs a lot of effort and practice to meet the academic reading demands. Students must invest time and energy to improve their reading skills to handle the demands of educational texts effectively.

It is a norm in higher education institutions that students get exposed to texts and textbooks requiring independent reading. According to Scott and Saaiman (2016: 2), students are expected to comprehend what they read so that they can apply the information from various sources successfully. Students have to analyse, evaluate, synthesise, and critique the information from various academic reading sources. Radwan (2020) confirms that through reading, learners can acquire new information, synthesize, evaluate, interpret the context, and reconstruct it to learn more about their subject matter. Expounding on the issue, Alderson (2000) emphasises that students need to understand what they are reading before writing about it in an academic context. Grabe and Stoller (2011:11) extend the idea that academic reading requires effort by saying that students must combine or integrate information from different texts and conduct this process within a meaningful structure. Practical synthesis occurs when students can remember points of comparison and contrast relevant to what they want to achieve in their academic reading. In this case, academic reading is highly interactive between the reader and the text, demonstrating that academic reading is far from passive reading. This discussion extends the narrative that academic reading is a complex, highly interactive, multi-level task different from other kinds of reading, making it particularly challenging to first-year university students transitioning from high school with less academic reading demands.

Another challenge leading to the lack of coping with some of the demands of academic reading is the levels of comprehension students possess when they enter university. Research has shown that most first-year students are underprepared for this demanding reading task as they

only possess the reading skills necessary for surface learning and not beyond the text (Hungwe, 2019; Radwan, 2020). Hasyim (2019) argues that most first-level university students have insufficient academic reading skills, as many still apply middle-school reading strategies that only touch the surface. This argument is confirmed by Freahat and Smadi (2014), who investigated the academic reading skills of Jordanian first-year university students and found that first-year students suffer from apparent difficulties in comprehending English texts. The main finding of this study was that students cannot answer questions that demand deep thinking at inferential and critical levels of thinking (Freahat & Smadi, 2014: 1805). The finding suggests that students lack the necessary skills for university academic reading. University lecturers are not prepared to teach these skills as they assume students that students learn the skills in high school. Bharuthram and Clarence (2015) argue that many students entering South African higher education cannot 'read and write' at the school exit level, implying that their level of comprehension is too low for the next level. Hence, they struggle to cope academically, confirming what other studies have established, that first-year students at university are high-risk students who need adequate attention in the reading classroom.

Going beyond the surface level of comprehension cannot be overemphasized in academic reading at university. The complexity of the texts in a second language and the high demands on the tasks in academic reading add to the low levels of comprehension, making academic reading quite challenging. Therefore, this study accentuates the importance of deep comprehension in university-level academic reading, particularly for second-language texts, and the need for advanced reading strategies and skills to navigate and understand intricate academic texts. The argument aligns with Bharuthram and Clarence (2015: 43), as they add that when students fail to understand and interpret texts fully, they will not be able to complete tasks like tests, examinations and assignments successfully, and eventually, this leads to high drop-out out of frustration and constant exclusion from the learning environments. A few studies below give evidence to show how first-year students in different faculties struggled with comprehension levels that limited their ability to apply knowledge read in academic reading.

To begin with, Singh (2014) examined 203 international students in a quantitative study involving questionnaires, and the findings revealed that students could not read critically and tended to translate read material into their home languages to understand. The study also established that students lacked severe engagement with the genre of the texts. These findings

suggest low students' comprehension of the text and inability to perform tasks like critiquing the text. Similarly, Rodrigues and Abrahams (2017) assessed 20 non-mother-tongue English first-year Electrical Engineering students using community translation (CT) as a scaffolding mechanism at a technology university to improve students' reading comprehension and academic performances. This study was framed by their belief that students' poor reading performance is due to underdeveloped cognitive ability, poor language use, lack of adequate background knowledge, and social and affective factors. Cognitive semiotics and community translation are the concepts that underpinned this mixed-method study. The study used essays, pre and post-tests, and a questionnaire to collect data. The findings show that participants scored well in areas where they could memorise words and texts and underperform in cases where they were expected to operate at a higher processing level of interpreting texts, integrating information, recognising the author's intention and making overall evaluations and recommendations.

In the same study by Rodrigues and Abrahams (2017), many students confirmed that they understood the text better when translated from English into their spoken languages. The findings confirmed that the language and low levels of comprehension limited the ability of the students to perform academic tasks like integrating information, evaluating and making recommendations. Rodrigues and Abrahams' study (2017) emphasizes the importance of language comprehension in academic performance. It reveals that students understand texts better when translated into their spoken language, highlighting the significant impact of language barriers on comprehension. Addressing these barriers can enhance students' academic performance and overall comprehension.

Kwon, Xu and But (2016) assessed 41 students in an Electrical Circuits course intending to review the correlation between students' reading proficiency and assessment performance. This course was identified as the most difficult for first-year students as it required analytical and problem-solving skills. A student reading assessment was conducted using a textbook excerpt, assessing four competencies: comprehension, analysis, context, and evaluation, with two questions from each category. The findings showed that only 55% and 48% were proficient in evaluation and analysis. In other words, high-order thinking skills were crucial in the course, but half of the students failed to perform as expected. In another study by Padagas and Hajan (2020), 18 undergraduate nursing students at a university in the Philippines, in a mixed-method

research, were assessed students' needs in academic reading. Part of their findings showed that students had challenges analysing, organising and synthesising the literature they read.

The discussion and the evidence from the literature have shown that most multilingual students in universities with English as the dominant language in the classroom have many challenges in academic reading, which is a core activity in university studies. To alleviate these challenges, some scholars like Compton and Lilly (2013) and Padagas and Hajan (2020) have argued for a balance in the perception and practice of reading literacy in the classroom. The push towards this balance has prompted a shift towards a sociocultural pedagogy. Thus, approaches to reading literacy incorporating students' languages in the school, like translanguaging, can transform once monolingual, turning classrooms into a learning environment of unlimited possibilities (Seals, 2021).

However, the proposal for systematically using translanguaging practices in higher education has been resisted. The general belief among educators is that allowing linguistic diversity in the classroom will negatively affect the learning process (Duarte, 2016). The educators present various arguments for not including other languages in their classrooms. Apart from their lack of proficiency in the minority languages, typical arguments include the fear of social homophily, disruption of inter-language friendships, an increase in the off-task talk, or the claim that the students' languages are just not good enough for the classroom, especially in higher education (Van Der Wildt, Van Avermaet & Van Houtte, 2015). While insights on translanguaging as a pedagogical tool in reading literacy are available (Creese & Blackledge, 2010), research on its efficacy in reading literacy of first-year students in a university of technology is still widely under-explored, which is a gap that this study intends to fill.

In the subsequent section, the review explores translanguaging in academic literacy. By exploring translanguaging in academic literacy, the review acknowledges the diverse linguistic backgrounds of students and the potential benefits of leveraging their multilingual abilities to enhance their understanding and engagement with scholarly texts.

2.8 Translanguaging

Translanguaging is an established term that combines three morphemes: the prefix 'trans' to imply 'transcending', that is, moving beyond; 'language' to suggest a tool of communication; 'ing' to indicate a dynamic act rather than a static system (Akbar & Taqi, 2020: 55).

Translanguaging goes beyond language and epistemic access, allowing optimal opportunities for a pedagogy of integration and affirming the fluid linguistic identities of multilingual speakers (Makalela, 2015). In other words, according to Wei and Hua (2013), translanguaging describes pedagogical practices in bilingual classrooms where bilingual students are encouraged to use their two languages for both receptive and productive purposes. Regarding biliterate reading, researchers like Hopewell (2011) and Martinez-Roldan (2015) have applied the concept when examining situations where translanguaging occurs during collaboration and interaction with fellow learners and teachers about reading texts. Few studies have addressed how translanguaging can be a resourceful practice for comprehension in multilingual contexts where more than two languages are used, particularly at a university of technology. In addition, Preece and Martin (2010) state that there is also a shortage of research documenting translanguaging practices in higher education. The argument by Preece and Martin (2010) is relevant in highlighting a significant gap in existing research. Addressing this gap can provide valuable insights into leveraging linguistic diversity to improve academic outcomes and support multilingual students more effectively.

Translanguaging evolved from the Welsh word *trawsieithu* and was first used by educational researcher Cen Williams (1996) to describe complex discursive practices used for pedagogical purposes in Wales. This study builds on Garcia's (2009: 45) definition, where translanguaging is said to be the use of "multiple discursive practices in which bilinguals engage to make sense of their bilingual worlds". According to Garcia, translanguaging is an approach that focuses not on perceptual and normative languages but on the observable language practices of bilingual people (Kwon & Schallert, 2016). Translanguaging practices, as Garcia and Wei (2014: 23) posited, lead bilinguals to "turn off their language switching function, accessing their integrated and entire semiotic repertoires, selecting linguistic features in unrestricted and strategic ways". Scholars like Garcia and Wei (2014) and Otsuji and Pennycook (2009), who are working to document translanguaging, have argued that the conventional boundaries separating one language from another fail to reflect the fluid nature of language accurately. Instead of viewing languages as separate and distinct, these scholars emphasize recognizing multilingual communication's flexible and integrated nature.

According to Baker (2001), reading and discussing a topic in one language and then writing about it in another means that the subject matter must be processed and digested. In other words, translanguaging facilitates a more profound comprehension of the text. Baker (2001)

further elaborates on the four potential educational advantages of translanguaging by stating that it promotes a more profound and fuller understanding of the subject matter, helps the development of the weaker language, facilitates home-school links and cooperation and helps the integration of fluent speakers with early learners. Translanguaging operates on the premise that individuals draw from a single linguistic repertoire that houses different languages and language varieties (Garcia and Wei, 2014). Limiting students to one language over another prevents them from entirely using their linguistic repertoires. National-level policies focusing on standardised testing emphasise decontextualised, monolingual language use, an approach that causes communicative restrictions on bilingual and multilingual students.

In its original form, translanguaging referred to a language communicative function of receiving input in one language and giving an output in another so that bilingual learners could use their home language and develop positive experiences at school (Makalela, 2015). This strategy allowed bilingual children to develop dual literacy skills in both receptive and productive modes and to internalise information in two languages where students' more profound understanding of the content and both languages are mutually enhanced (Makalela, 2015). Garcia (2009:45) expanded the translanguaging model to include all discursive resources, describing it as "more like an all-terrain vehicle whose wheels extend and contract, flex and stretch, making possible, over highly uneven ground, movement forward that is bumpy and irregular but also sustained and effective". The key to this metaphor is that translanguaging may look fuzzy and murky from the hearer's point of view, as the all-terrain vehicle may be to an onlooker. Still, its outcomes are adequate for the speakers to make sense of the world and who they are in the same way that the all-terrain vehicle effectively completes its complex task (Makalela, 2015: 277). This view makes it possible to have an integrated pedagogy that affirms all semiotic modes that multilingual students bring to school and to enhance students' cognitive, linguistic and literacy skills, which include other discursive resources (i.e. note-taking, sighing, and discussing) to make sense of learning.

In a paraphrased quotation from Garcia (2009: 303), he says that many times bilingual students try to translanguage, they suffer linguistic shame with their teachers who try to hide their natural translanguaging practices from the powers that be. This is because they have been led to believe that monolingual ways of speaking are excellent and valuable, yet they may know well that effective teaching lies in translanguaging. Gravitations towards translanguaging in classrooms will ensure that teachers are freed from monoglossic burdens and are empowered

to use multilingual resources without the guilt of being caught by administrators. As a result, all parties involved will soon discover the great potential of translanguaging in education. Below are some studies using translanguaging as a sociocultural pedagogy in reading literacy.

2.8.1 Translanguaging affordances in reading literacy

As stated earlier in this study, the major challenge of multilingual students in academic reading is the failure to apply content read in different real-life situations. According to research, this challenge emanates mainly from the one-language policy and monolingual reading instruction adopted in most universities (Ngcobo, Ndaba, Nyangiwe, Mpungose & Jamal, 2016; Bin-Tahir, Saidah, Mufidah & Bugis, 2018). In a classroom setting where students are governed by academic discourse, translanguaging can offer a space where linguistic diversity is at play, allowing students to dialogue and make meaning in their multiple voices during reading activity. In their unique ways, bringing centrifugal and centripetal concepts into practice (Kleyn & Garcia, 2019: 73). Many studies on reading and translanguaging have shown how translanguaging use in reading can improve much of the needed comprehension skills to apply content in different real-life situations (Carroll & Morales, 2016; Kwon & Schallert, 2016; Makalela, 2015).

For instance, Kwon and Schallert (2016) investigated students at a Korean university to understand how biliterate adults engaged in their two languages as they implemented their entire linguistic repertoire to make meaning of academic texts. The study aimed to describe the translanguaging practices of biliterate readers when engaged in authentic reading tasks. The findings revealed that translanguaging practices seemed to occur as a deliberate response to the contextual influences of the text, the purpose of reading, and the imagined future use. The finding aligns with the confirmation by Makalela (2015) that translanguaging is spontaneous and is a norm for multilingual students as it is their way of communicating in everyday life. Makalela's (2015) confirmation highlights how crucial it is to acknowledge and value students' translanguaging actions as an essential component of their language repertoire. By acknowledging translanguaging as a norm rather than an exception, educators can create more inclusive learning environments that effectively support the diverse linguistic needs of multilingual students.

Further affordances of translanguaging are exhibited in another study carried out by Carroll and Morales (2016), who examined implementing a translanguaging approach in an ESL Basic

English classroom at a university in Puerto Rico. The findings of this study revealed that allowing the use of translanguaging practices provides the instructor with significant insight into students' comprehension of the required reading through class conversations and writing. In confirming how translanguaging enhances comprehension, Bin-Tahir, Saidah, Mufidah, and Bugis (2018) carried out a study to measure the effect of the translanguaging approach in teaching Arabic reading comprehension to Indonesian university students. The results indicated improved comprehension levels of the experimental group that used translanguaging. Similarly, Makalela (2015) investigated the effects of translanguaging techniques on reading comprehension in primary schools and explored the role of translanguaging practices in teaching African languages to speakers of other African languages in South Africa. Makalela (2015) reiterates that using one language to engage with texts is not as advantageous as using many languages and that translanguaging assures deeper processing and digestion of the content knowledge. Makalela utilised translanguaging in a primary school study to enhance reading development in Sepedi and English. The study demonstrated learners' ability to switch languages and develop comprehension skills, such as higher-order thinking and reasoning. This approach addresses the issue of first-year students failing to apply academic text content, as Makalela (2015) concluded.

Ngcobo et al. (2016) also report on a study conducted at the Mangosuthu University of Technology with isiZulu-speaking participants. This study used a translanguaging approach to teach summary writing skills, and the findings showed that translanguaging helps enhance students' literacy skills. Furthermore, the findings indicated that translanguaging contributes to the promotion of equality in language and literacy development in the South African higher education sector, confirming that translanguaging allows students to engage in all their linguistic diversity, and by doing so, they enrich their linguistic skills in all languages and all languages are treated the same without one esteemed higher than the other. These results are especially pertinent to South Africa, where linguistic diversity is a significant aspect of the educational environment, and they provide insightful information for teachers who want to help students who speak more than one language.

Furthermore, the study by Dougherty (2021) exploring the benefits of creating a space for multilingualism in educational settings at Western Oregon University with teacher candidates showed that translanguaging is an all-engaging experience. The main finding was the overwhelming participation of students during class activities, meaning that translanguaging

leaves no student behind in the learning environment. In addition, another study by Dougherty (2021) showed that translanguaging increased students' confidence levels as students were free to make meaningful contributions during class activities and linked translanguaging to identity formation. Adopting translanguaging techniques gives students the confidence to communicate clearly, which enhances their feeling of self and community within the classroom.

Similarly, Nie, Lu, Zheng and Shen (2022) carried out a study to find out the benefits of translanguaging practices in the classroom. The study involved ten students and two teachers from two universities in China. The study engaged participants in reading texts and discussing them in different languages. One of their findings showed that translanguaging increases motivation to learn, as most participants showed great enthusiasm when talking about the texts in their native languages, allowing participants to acquire a deeper understanding of the texts read. Furthermore, the study reveals that translanguaging offers more excellent activities and opportunities for doing tasks, raising the students' interest and motivation.

Studies cited above have shown that classroom translanguaging practices offer unlimited possibilities for the benefit of the multilingual learner. Charamba (2019) argued that translanguaging also provides spaces where multilingual students can make meanings in unique ways. In these ways of making meaning, students demonstrate critical and creative thinking skills in a way that shows that locking students' languages out of the classroom is taking away great potential and talent that could be useful in academic literacy. From this background, this study argues that using the students' languages provides learners with additional cognitive support, allowing them to analyse texts and work at higher levels of comprehension than possible if they are restricted to the sole use of English.

2.8.2 Ways of Knowing

The heteroglossic theory underpinning this study shows that language is heteroglossic, suggesting that in multilingual students, there are various ways of making meaning inherent in their languages. Research has shown that learners who are making meaning draw simultaneously on different dimensions of knowing different forms of expression, different kinds of ideas, and different socio-cultural frameworks with the understanding that every classroom is a space of possibility (Hasan, 2002a). Honouring and recognizing these differences in the school creates a more prosperous way to explore the path to knowledge (Berghoff, Egawa, Hurste, & Hoonan, 2000). Manipulating signs within a social context allows

students to unleash multiple ways of knowing inherent in their languages. Scholars like Potts and Mara (2013) define "Multiple ways of knowing" as a shift from a constructivist perspective to a semiotic one. Semiotic resources, including symbols, signs, and communication tools like language, gestures, images, and mathematical notation, are crucial for conveying meaning in academic literacy. They shape the perception and expression of thoughts, ideas, and emotions, are essential for successful communication, and can be used to remake, redesign, repurpose, and realise new social conditions. These different ways of knowing are both the source and the result of our diversity, and the broader the spectrum of ways of understanding a learner can access, the richer the learning.

Furthermore, research has shown that students do not come to the classroom empty-handed, as some theorists assume. Instead, they bring funds of knowledge that can be useful in the school as meaning-making resources (Moll, Amanti, Neff & Gonzalez, 1992). The funds of knowledge approach builds on social development and learning theory. This theory argues for a recognition of children's home and community experiences. It also explores how teachers and schools may use these funds of knowledge to help individual children create personalized ways of knowing (Charamba, 2019). Tapping on these resources that students bring to the classroom implies that learning starts from what they learn, using the experiences they already possess and moving into the unknown.

In corroboration with the above, Schmidt (2020), in her study to explore the literacy backgrounds of children, states that children bring a diversity of experiences and identities related to diverse backgrounds into classroom practices. "These identities are continuously being negotiated through language and literacy, at the same time as those children get access to certain ways of representing themselves through literacy and language" (Schmidt, 2020: 49). Stein (2008) argues that in an environment where literacy learning is autonomous or purely cognitive, the experiences that students bring to the classroom have no value for those who hold power in classroom spaces. Janks (2010: 119) states that vernacular literacies are "at best overlooked or ignored by social elites and dominant institutions and at worst denigrated and constructed as deficient". This study intends to contribute to the notion that literacy learning in autonomous, dominant, monolingual institutions treats multilingual children as 'empty-headed', and their heads need to be filled in with the knowledge imposed on them. Hence, overlooking the experiences, languages, and identities that students bring to the classroom

limits the possibility of meaning-making and access to knowledge. As a result, this denies the students the right to equality and justice in society.

Adopting approaches that acknowledge the valuable resources students bring to the classroom will make all the difference in the school. By its nature of being a socio-cultural approach, translanguaging acknowledges multilingual students' literacy backgrounds, allowing them to build their literacy learning in the classroom from the literacy practices gained from their diverse communities. In addition, the multiple ways of meaning-making that students possess are valuable resources that can open up learning opportunities for students. As much as translanguaging offers all these possibilities to multilingual students, it is crucial to negotiate its use in the classroom. Translanguaging in the higher education classroom is still in its infancy, and there is a lot of debate and scepticism surrounding it. It is, therefore, imperative that it is conducted purposively and strategically for it to be received positively by students. Scholarly evidence shows that where translanguaging practices were well planned and employed, students positively showed enthusiasm and enjoyed its benefits.

2.8.3 Translanguaging and students' perceptions

The effects of utilising multiple languages in education have been revised and debated. Some suggest that integrating translanguaging practices is one way to provide a scaffolding approach to instruction (García & Sylvan, 2011). Sayer (2013) recommends that educators implement such practices by recognising and utilising the students' native languages as teaching tools via the various opportunities which translanguaging approaches afford. Therefore, it is crucial in this study to understand the role of students' attitudes towards translanguaging to help in more scaffolding of translanguaging, much to the advantage of the students. Understanding students' attitudes towards translanguaging is crucial for enhancing its effectiveness as a pedagogical approach. This helps educators tailor teaching methods, implement effective scaffolding techniques, and improve learning outcomes and student satisfaction, thus highlighting the importance of this study.

Language attitude, as defined by Rivera and Mazak (2017:125), is “any affective, cognitive, or conative index of evaluative reactions toward different languages or their speakers”. These attitudes can manifest as a “range of different behaviours, including the decision of which language(s) to learn, which language(s) to use as one's main means of communication” (Rivera & Mazak, 2017). Language attitude has two dimensions: solidarity and status, where

multilinguals might see other languages for social and professional mobility and others associated with family and friends. Therefore, students must understand why they must use other languages that are not regularly used in the classroom to benefit from their use.

Kircher (2016) rightly notes that knowledge about language attitudes is fundamental in formulating effective language planning measures. Without such knowledge, it is impossible to predict which measures will be successful and which will fail. Unless students are receptive to the utilised instruction methods, theorising and having the best intentions will mean nothing. Based on this background, several studies ascertain students' attitudes toward using translanguaging as a reading pedagogy. For instance, Makalela (2015) explored the efficacy of alternating input and output languages in the same lesson. He observed that negative attitudes and stereotypes attached to African languages are among the biggest challenges for using African languages as media of learning and teaching or as school subjects (Makalela, 2015:20). Further in this study, the participants who were sceptical about using their languages in learning, later acknowledged the value that lies in their languages after constant and purposeful use of translanguaging in the classroom. The research below shows how students in spaces of higher learning have perceived translanguaging.

Rivera and Mazak (2017) conducted a study at a Puerto Rican university with 29 bilingual students to determine if students are receptive to a pedagogy that strategically incorporates translanguaging practices in the classroom. Most students were Spanish, with English as a medium of instruction, and translanguaging practised in some science classes. The study by Rivera and Mazak (2017) revealed that most participants were positive about using translanguaging in the classroom. However, based on the responses, it was deduced that participants would be happy to understand why translanguaging is being used in the classroom (e.g., to clarify content). This stresses the importance of explaining to students the rationale behind using a particular methodology, particularly translanguaging, in their learning, especially if it's a novel practice.

In addition, Carstens (2016) investigated bilingual students taking an adjunct academic literacy module at a South African university. The primary purpose of the adjunct module was to equip the students with the necessary skills to cope with gathering, transforming and presenting information in a report. Before the study, students taking the module struggled to produce written work at the required level—particularly those with Afrikaans and African languages as

mother tongues. The study observed that reading difficulties occurred at the surface level (grammar, lexis, spelling, referencing and formatting) and at deeper cognitive levels (e.g. structuring and linking paragraphs and sections, synthesising the literature, and integrating theory and application). Findings revealed that most participants felt confident using their home languages in a safe learning environment, and translanguaging helped them understand the terms and concepts better. However, a few isiXhosa home language participants felt that using their home language in learning complicated the comprehension of content and preferred to use English.

Contrary to the findings above, Tabatabaei (2020) investigated 62 Swedish university students through questionnaires and focus group interviews to establish the students' attitudes towards using translanguaging in the classroom. In this mixed-method study, the participants were given a series of questions to answer using Swedish. Participants confirmed that using their home language (Swedish) helped them better understand the content. Using their home language provided an accessible environment for participants to use their unpolished English language without feeling embarrassed. However, when asked if they preferred translanguaging in class, most participants felt that using Swedish was 'negative'. They would instead stick to English use despite better performance in reading comprehension using translanguaging. This case confirms what Kircher (2016) and others have said about language use in the classroom.

English has been held in high esteem, and the language has enjoyed this hegemony status for a long time, pressing a lasting effect on some students, saying that it is the only best language for the classroom. The study above confirms why introducing translanguaging in higher education classrooms has not been easy, even though the benefits are all for everyone to see. In spaces where translanguaging practices have been employed, the cognitive domain benefits and the students' social well-being were not the only benefits. Several scholars have shown in their studies how translanguaging constructs students' identities in the classroom. In the coming section, the review delves into translanguaging as a way to preserve students' identities in the school.

2.8.4 Translanguaging and Identity

Identity is defined as how students see themselves and how well they understand the actions they must perform to be accepted by the other members of their new academic community (Gee 2004). For first-year tertiary students, this means learning and engaging in the literacy

practices and discourses valued by their field of study (Gee, 2004; Gu, Patkin, & Kirkpatrick, 2014). Gee (2004: 48) explains that students' positive identities are developed and shaped through interaction and dialogue with teachers and their peers. This concurs with Haugh (2008: 1), who describes student identity as not solid or fixed but in such a way that they keep changing through discourse. This shows that student identities in the classroom continuously change and are shaped by the increased dialogue made possible by translanguaging. Pahl and Roswell (2005) and Wingate (2015) further acknowledge the importance of interactions between teachers, students, and peers in constructing positive identities.

Glass, Kociolek, Wongtrirat, Lynch and Cong (2015) further propose that identity is also influenced by whether students feel a sense of belonging within their academic community. This emphasises that belonging is a fundamental human need that can be gained through positive interactions with people who show genuine care. In inclusive classroom practices where teachers express interest and concern, feelings of belonging have been enhanced (Baik, Naylor & Arkoudis, 2015; Glass et al., 2015; Slaten, Elison, Lee, Yough & Scalise, 2016). Research has also confirmed that a sense of belonging can increase students' participation and capacity to become independent learners and improve academic achievement, whereas lack of constructive feedback and perceived cultural insensitivity can have long-lasting discouraging effects (Baik et al., 2015; Glass et al., 2015; Slaten et al., 2016; Yefanova, Montgomery, Woodruff, Johnstone & Kappler, 2017).

Drawing from this deep research-based understanding of identity, translanguaging as a pedagogical strategy offers the space for positive identity creation in the classroom. Makalela (2005:22) states that translanguaging provides fertile opportunities to invest in the students' identities. During translanguaging, multilingual students shift from one identity to another and do so when it is desirable. Using their different languages allows them to decide who they want to become (Makalela, 2005: 22). This state of shifting identities gives students a sense of belonging, thereby removing the feelings of alienation in the classroom. Some scholars confirm that translanguaging offers room to deepen understanding and affirm multilingual students' identities (Makalela, 2019; Garcia, 2014).

Escobar's (2019) study on translanguaging by design in EFL classrooms examined how transforming translanguaging from a slippery, inadvertent and concealed practice to a planned, open and documented one can inform language teaching and learning dynamics dominated by

monolingual language ideologies. The underlying theme that informed this study was bilinguals' ability to navigate social spaces in ways that transcend named languages. Participants were asked to discuss a created design activity using their entire linguistic repertoire. This study occurred in a Costa Rican public university, and 19 BA in English students were participants. These participants used translanguaging only in a few cases when the university instructor was not in sight. Participants were given street graffiti to discuss in groups while their discussions were recorded. The findings revealed that the participants used translanguaging purposefully, bringing together primary and secondary discourses in one space, thus closing the gap between home and school literacies. The translanguaging utterances reflected how they take ownership of the practice as they move along the activity. Another finding was that participants were able to critique the graffiti designs they had, showing how translanguaging allows students to be critical and analytical and, in the process, regenerate new information. Participants shared that when translanguaging, they felt more empowered and had more freedom of expression. They added that when they translanguage, they felt more confident and lost that constant, pervasive fear of making mistakes in the classroom. This study showed that translanguaging allows students to create meaning in many ways and that the approach builds positively on their identities.

This is confirmed by Ng and Lee's (2019) study at a Malaysian University, which explored how young students construct their identity through their translanguaging practices within digital media. Five participants participated in the study, alternating between English, Malay, Mandarin and Malaysian English. Data were collected from Whatsapp messages, and the findings revealed that translanguaging was used freely and fluidly. Multiple languages were exchanged simultaneously and seamlessly, while various linguistic resources were quickly drawn and utilised. Another finding showed that participants could use their linguistic repertoire to communicate with others through multiple semiotic and communication tools in digital media. Students' levels of self-esteem, confidence and motivation were boosted through translanguaging.

Translanguaging gives multilinguals a sense of identity or belonging, allowing them to draw from their prior knowledge, personal experience, language learning experience and cultural background. Another deduction is that translanguaging is about mixing languages and facilitating identity construction. These are constructed in various ways and are articulated through negotiation and communication within the translanguaging space. The fusion of

multiple theories (i.e. Ubuntu translanguaging, dialogic, heteroglossic, and literacy as a social practice) brings out these possibilities in literacy learning. This confirms what Wei (2011) says about a translanguaging space in stating that the approach is a space where “cultural translation” between traditions takes place, not just a space where different identities, values and practices coexist but combine to generate new identities, values and practices (Wei, 2011: 2). In other words, translanguaging is a crucial tool for cultural translation, fostering the emergence of new identities, values, and practices. It transcends existing coexisting identities, facilitating the evolution of traditions and promoting cultural exchange in multilingual contexts.

Adopting translanguaging strategies becomes imperative for promoting inclusivity and accessibility in higher education, and it is not only a matter of pedagogy. Universities may establish more egalitarian learning environments where all individuals can fully participate and engage by acknowledging and accommodating the language diversity among students and teachers. Translanguaging strategies can also assist colleges in overcoming linguistic obstacles that could impede their students' ability to succeed academically. Additionally, encouraging translanguaging contributes to developing a more inclusive and culturally diverse educational environment in South Africa by supporting multilingualism and linguistic heritage preservation, two larger social aims.

2.9 Conclusion

This chapter presented the theoretical frameworks on which this study is underpinned, and the frameworks are heteroglossia propounded by Bakhtin, Ubuntu Translanguaging postulated by Makalela, and New Literacy Studies proffered by Street. Drawn from the frameworks are dialogism and multiple voices, the interrelatedness of languages and literacy as a social practice, respectively. These concepts have influenced the literature and empirical studies discussed in this chapter. This chapter extensively discusses the definition and importance of reading in academia. It also emphasizes the study's preference for reading literacy, providing a more profound illustration of what must be done to improve reading skills. A discussion on the relevance of higher levels of comprehension and how these are related to academic performance has been given in this chapter. Different perspectives on literacy instruction, which are autonomous, thus seeing literacy as a set of skills, and the ideological view, which sees literacy as a social practice, have been discussed. An explanation of how these perspectives affect academic reading in academic spaces has also been detailed. Some of the

challenges cited in the chapter that affect academic reading are language sole use of English, new and unfamiliar academic demands and literacy habits of students. The chapter discusses why a move towards pedagogical practices incorporating students' languages in the classroom, like translanguaging, emerged. Several affordances of translanguaging from different studies have shown that translanguaging promotes dialogue and multiple voices to be heard, that translanguaging is a norm among multilingual students, comprehension of content is enhanced. Translanguaging is an all-engaging experience that promotes positive identity formation, increases classroom participation, and enhances critical and creative skills through multiple ways of making meaning. The chapter also discusses the importance of carefully planning translanguaging sessions and making students understand their purpose in the classroom so that they can accept this novel practice in the school, especially in a higher education classroom. Lastly, the chapter discussed the issue of translanguaging and identity, showing that translanguaging increased students' confidence levels, gave them a sense of belonging, allowed them to make meaning in semiotic modes, and developed and shaped their identities. The literature discussed in this study complemented the research objectives set for this study as it tried to answer everyone. The theoretical frameworks are all combined to propel the study's aim of investigating the use of translanguaging in reading literacy of first-year multilingual university students at a university of technology in South Africa. The following chapter will focus on the research methodology adopted in this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the adopted research design and methodology, offering an in-depth and comprehensive account of the methods and processes used in this investigation. First, the chapter explicitly explains the research design used to gather and analyse the study's data. Second, the chapter also shows the population and sampling of the study, detailed accounts of the data collection procedures that this study followed, data instruments and the methods used in data collection, and data analysis procedures. Lastly, it will describe the study's limitations, ethical considerations, and validity and reliability processes underpinning it. With this background, the researcher delves into the research design and methodology.

3.2 Research design

3.2.1 Research approach and design

This study used a cross-sectional, mixed-method approach and a within-subjects experimental design to help achieve the objectives set for this study and obtain answers to the research problem. As a recap, this study investigated the efficacy of translanguaging in the reading literacy of multilingual tourism students at a university of technology in South Africa. As a cross-sectional study, the study involves looking at data from a population at a specific time (Levin, 2006; Setia, 2016). Data utilised in this study was collected within five (5) months, i.e. from July to November 2021.

On the other hand, the research used mixed-methods research, which entails the collection and analysis of data using both quantitative and qualitative methods in a single study to understand a research problem (Cresswell & Plano-Clark, 2011: 535; Plano Clark & Ivankova, 2016: 4). Johnson, Onwuegbuzie, and Turner (2007: 123) and Guttermann, Fetters, and Creswell (2015) highlight that researchers increasingly use mixed methods to gain a complete understanding of issues and hear the participants' voices. According to Creswell (2015), there are numerous mixed-methods research designs, including exploratory-sequential, explanatory-sequential, and convergent designs. This study adopted the convergent design, also known as the concurrent design (Creamer, 2018). This design involves collecting and analysing two independent quantitative and qualitative data strands simultaneously or in a single phase. This study prioritised the qualitative and quantitative methods; equally, in other words, no method was perceived as less important than the other (QUAN = QUAL). In using this design, data

analysis was kept independent, and the results were mixed during the overall interpretation to try and look for convergence, divergence, contradictions or relationships between multiple data sources. One of the numerous advantages of this design is that researchers can collect data from the same participants or similar target populations, and quantitative and qualitative data are collected and analysed quickly, thus saving time and the associated cost of conducting the study (Morse & Niehaus, 2009).

In summary, the mixed-methods approach was used in this study for the following reasons: (i) to offset strengths and weaknesses, thus compensating for weaknesses of one approach by capitalising on the strength of the other approach; (ii) for triangulation, which connotes the explicit comparison of quantitative and qualitative results and findings to identify points of convergence and divergence and (iii) for complementarity to provide a complete picture of a phenomenon and to answer different types of the research questions for a particular study (Plano Clark & Ivankova, 2016). Below is an illustration of the convergent design to explain how the study employed the mixed-methods approach (Creswell & Plano Clark, 2011).

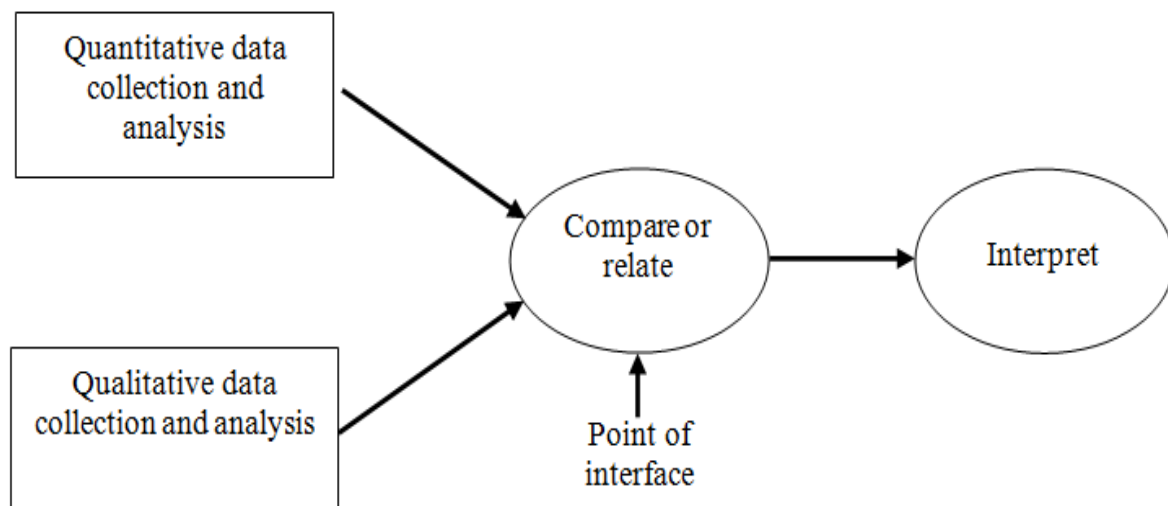


Figure 3.1: Convergent design (Creswell & Plano Clark, 2011)

This illustration demonstrates how the study integrates quantitative and qualitative data simultaneously, enhancing the comprehension of the mixed-methods approach utilised in this current study. In the next section, the researcher describes the experimental design adopted by the within-subjects in this study.

3.2.2 Within-subjects experimental design

Sileyew (2019) argues that a research design provides an appropriate framework for the study. On the other hand, Kerlinger (1995) gives a more comprehensive definition, stating that a research design is a conceived plan, a structure and a strategy of investigation to obtain answers to research questions or problems. The researcher must follow or revise the complete scheme or programme of the research when necessary to conduct an investigation. This study chose the within-subjects experimental design as the structure, strategy, and scheme to help answer the research questions. According to Sileyew (2019), a within-subject design is an experimental design where the researcher exposes all participants to every treatment or condition. Charness, Gneezy and Kuhn (2012) state that this design reduces errors associated with individual differences and requires fewer participants. Furthermore, using this design gives as many data sets as there are conditions for each participant.

On the contrary, Charness, Gneezy and Kuhn (2012) assert that the design has a problem with the carryover effect. The carryover effect is assumed to arise from participants participating in one condition, which might impact their performance or behaviour in all other conditions. These scholars reiterate that participants subjected to this design may become bored, exhausted or uninterested after participating in multiple treatments or tests (Charness et al., 2012). Using this design can affect performance on subsequent tests due to practice effects, where participants become skilled over time, making it difficult to determine the success of the treatment, which could otherwise be attributed to practice. However, the within-subjects experimental design was ideal because the researcher would not move participants to other groups or split into control and experimental groups, posing the danger of exposing one group to 'better' treatment or putting one group at an advantage over another. This design meant that every participant was part of the treatment group. In addition, the study exposed all participants to the same pre-intervention reading activity, intervention exercise, and post-intervention reading activity under the same conditions.

Intervention activities were interactive and avoided exhaustion or disinterest among the participants, with several activities designed for each of the intervention exercise's five days, including brainstorming and poetry writing. The study used different texts to avoid disinterest, and participants looked forward to each day with anticipation. Besides interacting among themselves in groups, participants were allowed to interact with the texts, making markings that included semiotic codes in any language of their choice.

3.3 Research Site

This study was conducted at the university of technology in Gauteng Province of South Africa. In terms of the language policy at this specific university, English remains the starting point, with long-term plans of incorporating multilingualism at the institution (Language policy, 2017:2). A 2011 survey found that eleven (11) of South Africa's official languages were spoken at the university, with half of the students being speakers of Sesotho, Northern Sotho, and Zulu. As a result, in the long term, according to the Language Policy (2017), the languages of instruction that will be employed to implement multilingualism include Afrikaans, English, and Sesotho. However, the finding implies that English is still the dominant language of instruction at the institution despite having a larger population of highly multilingual students. The university expects students to benefit from multilingualism because the curriculum at universities of technology expects students to practice what they read. In the subsequent paragraph, the researcher provides a brief background of how universities of technology operate in South Africa.

The curriculum at the University of Technology is slightly different from that at traditional universities. Kagisano (2010) stated that technology universities emerged as part of the significant reconfiguration of the higher education landscape, which took place from 2004 onwards. These broad institutional changes brought about by the higher education plan saw a reduction and merger of 36 universities into 23 institutions of higher learning. Six (6) of these institutions became technology universities (Kagisano, 2010). According to Kagisano (2010), universities of technology have the former technikons as their foundation, which have built a solid reputation in providing career-oriented courses. Technology universities prepare graduates for the world of work, and their links with industry ensure that learning programmes remain relevant and up-to-date with the latest technology in use in the local industry. Technology universities make some difference, as Kagisano (2010) argued, that, generally, science and engineering students who come out of traditional universities do so with little understanding of the real world or the world of work. According to Kagisano (2010), students from traditional universities will be skilled in science but face challenges with other tasks like budgeting, drafting strategic plans, writing reports, managing people, developing technology, and applying skills, which the technology universities (UOTs) incorporate into their curriculum. The emphasis is to deliver employees ready for the world of work, and the curricula and research programmes are theoretical and application-driven. The UOTs bring academic activities in close contact with the needs of the workplace.

Unique to the UOTs is work-integrated learning (i.e., experiential learning), a strategy of applied learning (i.e., learning integrated with work). Work-integrated learning involves a structured educational programme that combines productive, relevant work experience with academic study and “professional reflection” (Kagisano, 2010:17). This experiential learning is compulsory and provides students with relevant work experience. Kagisano (2010) adds that students taking part in this experiential learning should be able to apply theoretical skills in a real-world context. Students must undergo on-the-job training as part of their diploma or degree studies. This period varies from six weeks to one year, depending on the nature of the programme. The principal advantage is that students gain experience in a professional field during their formal studies and begin working life with a knowledge of the marketplace, organisational structures and employer’s expectations. According to Kagisano (2010), UOTs provide students with a practical and creative scope, potential for advancement, and personal growth in their chosen field. In doing so, these universities offer a well-rounded education combining practical training, innovative thinking, and professional and personal development opportunities.

With this background information on the structure of universities of technology, comprehension of what students read can never be overemphasized. To perform well in their practical work or industry-related studies, they should be able to use the information they read to create knowledge. Therefore, to perform the highly demanding comprehension tasks, a pedagogy that embraces their natural multilingualism, like translanguaging, can enhance their reading literacy. It is crucial at this point to reiterate that the research site described above draws its student body from a rich, deep, linguistically diverse landscape. Still, the institution has taken longer to accommodate these languages in academic literacy. This shows the relevance of this study in seeking to break the ground on vouching for approaches that promote multilingualism in higher education, especially universities of technology classrooms in South Africa, by proposing a new approach that taps into the students' languages as valuable resources in teaching and learning. In the next section, the researcher describes the sampling process adopted in selecting the participants.

3.4 Sampling

Sampling is the statistical process of selecting a subset (sample) of a population of interest for purposes of making observations and statistical inferences about that population (Bhattacharjee

2012: 65). The researcher emphasizes the importance of choosing a sample that truly represents the population, allowing researchers to generalize the inferences derived from the sample back to the population of interest. The researcher utilised convenience sampling, which falls under non-probability sampling, where units of study are selected based on non-random criteria. Scholars like Price, Jhangiani and Chiang (2015) described convenience sampling as 'haphazard', 'accidental' or 'opportunity sampling' because the selection is haphazard as it involves selecting cases that are easiest to obtain. The description resonates with scholars like Etikan, Musa and Alkassim (2016: 2), who state that convenience sampling is a nonprobability or non-random sampling in which study participants who satisfy particular practical requirements, like being easily accessible, living nearby, available at a specific time, or willing to participate, are included in the sample. The researchers gathered information quickly and inexpensively using convenience sampling. Furthermore, the sampling technique complements the within-subjects experimental design employed in the study. The other reason is that since this study is action research, it would be more appropriate to survey the students that the researcher teaches to evaluate the outcome to improve what goes on in the classroom. The researcher acknowledges the limitations that come with convenience sampling which are among others that it is not very easy to replicate the results of convenience samples. (Etikan, Musa & Alkassim, 2016) Convenience sampling is subject to researcher bias and it is easy to have data manipulated making it difficult to replicate the data. In the context of this study, the researcher used triangulation to mitigate the limitations of convenience sampling.

In the subsequent section, the researcher outlines the target population and sample size, which is crucial for assessing the study's validity, reliability, and representativeness to ensure the researcher can generalise the findings to a broader context.

3.5 Population and sample size

According to Lakens (2022: 2), a sample size is "several participants, observations, or any combination thereof." He concurs with the statement made by Cilliers et al. (2014: 135) that a sample size is "a subset of a population that represents the population." Responses from a sample size are almost identical to what a survey of the complete population would provide. Thirty participants enrolled in a three-year diploma programme in tourism management participated in this study. The programme has approximately nine classes, with 30 to 50 students in each first-year class. So, it was convenient to choose thirty participants to guarantee that the sample accurately reflected the overall population. The participants were first-year

students who spoke at least three official languages in South Africa and foreign languages not spoken there. Participants were between 19 and 21 years old, and the researcher also considered the students' gender when selecting the sample.

In the coming section, the researcher describes the data collection procedures, allowing other researchers to replicate the study and verify its findings.

3.6 Data Collection

The study utilised data from a questionnaire survey, evaluation questionnaire, interviews, and pre and post-intervention reading activities. Below is a detailed description of each data instrument used to collect data.

3.6.1 Questionnaire Survey

The researcher administered a questionnaire survey to establish the prevalence and nature of translanguaging at the university. Surveys measure a population's characteristics, self-reported and observed behaviour, awareness of programs, attitudes or opinions, and needs (Kabir, 2016). Kabir underscores the comprehensive nature of surveys in capturing various aspects of the population when using a study. The questionnaire consists of a predetermined set of questions. Similar studies (Anderson & Lightfoot, 2018) have used a survey to establish translanguaging practices among teachers. This survey consisted of 10 questions that were guided by a 4-Likert scale. Each participant was to answer the questions individually.

3.6.2 Pre-Reading Intervention Activity

The researcher used a pre-intervention reading activity to assess students' comprehension levels before a translanguaging intervention. This activity was conducted to establish the reading comprehension levels of participants before translanguaging was introduced to them. A study conducted by Yafele (2021) in academic reading, which is closer in terms of similarity to this current study, employed a pre-test before the introduction of translanguaging to determine the level of comprehension. The activity consisted of 11 questions from an English text extracted from a tourism text. Yafele (2021) also used a text extracted from a textbook for his study. In this study, the texts for the pre- and post-intervention activities were extracted from tourism texts to allow the participants to interact with content with which they are familiar. The questions included all the levels of comprehension according to Barret's taxonomy, i.e. questions on recalling, reorganizing, inference, evaluation and application.

3.6.3 Translanguaging Intervention

The translanguaging intervention was conducted between the two reading activities to assess the effectiveness of translanguaging on reading literacy. This activity assessed how multilingual students interact with English texts in a space that allows them to use multiple languages. The intervention activities varied and were conducted for five days, with different texts discussed daily. Activities during the intervention involved brainstorming and annotations, thus interacting with the text using multiple languages, and discussions with other multilingual students about the text, called ‘transcollab’ by Mbirimi-Hungwe and McCabe (2020).

3.6.4 Post-Intervention Reading Activity

Assessing levels of comprehension of students after a translanguaging intervention was another objective of the study. To achieve this objective, a post-intervention reading activity was administered to all 30 participants. There were 13 questions set from an English extract and the questions included all the five comprehension levels according to Barret’s Taxonomy which are Recall, Reorganization, Inference, Evaluation and Application. Yafele (2021) used the same approach in his study on reading. However, Yafele (2021) called this exercise a post-test in his research to establish translanguaging's effectiveness in the participants' reading comprehension levels.

3.6.5 Interviews

The researcher conducted face-to-face semi-structured interviews with students to explore how translanguaging practices promote identity construction among multilingual students. This data collection method involves presenting oral-verbal stimuli and replies in terms of oral-verbal responses. According to Kothari (2004), this method is particularly suitable for intensive investigations and can be carried out in a structured way, hence the name semi-structured interviews. They involve using a set of predetermined questions and highly standardised recording techniques. Kabir (2016) states that interviews allow participants to express their views on their own terms. Even though they consist of several key questions that help define the areas to be explored, semi-structured interviews allow the interviewer and the interviewee to diverge from pursuing an idea or response in more detail (Kabir, 2016). The researcher selected six interview participants based on students' performances in pre and post-intervention reading activities. In other words, the researcher selected two students who scored above

average, the other two on average and the last two below average after compiling the post-intervention activity marks. The interviewer recorded the interviews on a digital device and transcribed them verbatim.

3.6.6 Evaluation Questionnaire

To evaluate the students' perceptions on the use of multiple languages to access knowledge was the last objective of the study. An evaluation questionnaire that was administered after the post-reading intervention activity was used to achieve this objective. Scholars like Yuvayapan (2019) and Canli and Canli (2023) in their study to determine the perceptions of students on translanguaging in online foreign language classrooms have used the evaluation questionnaire to determine perceptions, opinions and thoughts of parties involved in the use of translanguaging and in both cases it was teachers and students. The decision to use a questionnaire was made because questionnaires are often used in translanguaging research and are an effective way to collect data from many participants. The questionnaire had 14 questions that were guided by a 4-Likert scale. All the 30 participants were given the questionnaire and they responded individually.

3.7 Research Procedure

This study followed a within-subjects experimental design, implying that all 30 participants participated as control and experimental groups. In other words, the researcher subjected the whole group to the same conditions and surveyed participants to establish the prevalence of translanguaging in the university, whether inside or outside the classroom. First, the researcher surveyed participants to determine whether they were multilingual and to assess their familiarity with using translanguaging in their daily informal communication. The questionnaire survey consisted of ten questions, aiming at providing an overview of the languages participants use at home or anywhere outside the school. The questions also sought to understand if participants experienced some advantages in speaking many languages and if they ever used any of these languages in the classroom apart from the language of instruction, English.

Secondly, the researcher conducted three lessons on levels of comprehension. All 30 participants were part of three lessons, which focused on discussions on comprehension level meant in answering questions. For example, with the use of a text in English, participants read the text together as a class and responded to questions. The researcher showed participants how

to answer questions, taking answers from the text. Still, they had to use some given information in the text to get to the answer, and also, participants were asked to relate the text to their everyday lives, thus applying the knowledge from the text.

In summary, participants defined several comprehension levels and how each required them to answer several questions from a text, which helped them better comprehend the text. Some of the action verbs discussed at this stage included evaluating, composing, analysing, and discussing, which prepared participants for each level of comprehension in the intervention activities. After these lessons, the researcher administered a pre-intervention reading activity to all 30 participants. Since the lessons aimed to benefit the participants and cover a curriculum topic on comprehension, the researcher conducted the activity in class. The researcher informed participants that the marks from the activity were not part of their formal assessments. Each participant read a comprehension extract from a tourism textbook and answered eleven questions divided into five categories for comprehension levels. This stage aimed to assess the participants' comprehension application levels before the translanguaging intervention, addressing the relevant research question.

Translanguaging Intervention

The translanguaging intervention was conducted in five days, allocating each day to a different text and comprehension levels. The comprehension levels covered were recall, reorganization, inference, evaluation and application. According to Williamson (2021), annotation is a technique used in academic reading, and it involves highlighting or underlining key pieces of text and making notes in the margins of the text. Williamson (2021) mentions that when readers annotate a reading, they actively engage with the text and read it more closely. Annotation allows the reader to add their comments and thoughts, raise questions for further investigation or challenge the author's ideas within the text. The reader can use coloured pencils or highlighters, circle or mark around words or use emojis to interact with the text. In this study, the participants interacted with the author by showing their opinions or reactions in any way of writing using multiple languages, including emojis, drawings, or symbols. The activity introduced translanguaging in tourism lectures and encouraged participants to interact with the text in any way they saw fit in any language they chose. Yafele (2021) has used this reading technique in his study on academic reading using translanguaging.

The researcher divided the reading tasks for each day into three parts: pre-task, during reading, and post-task. A new text in English was given for every comprehension level every other day to build the participants' interest and motivation and not give them an advantage over some texts they had read before. In all the sessions, which are pre-task, during reading and post-reading, participants engaged in their multiple languages together with English. There were no restrictions on the languages used during the whole intervention exercise. The researcher used texts extracted from English sources, and participants annotated the text and produced written work in any language. For example, some students created English, IsiZulu, and Sesotho mind maps.

During the pre-task session, participants answered general questions about the text theme they were reading on a particular day to awaken their previous knowledge. Invoking previous knowledge was meant to help the participants link new knowledge with what they already knew and prepare them for the subsequent text. The researcher employed different strategies in conducting the reading activities. For example, in some reading sessions, participants silently read the texts, engaged in annotated reading, and spoke to the author in various ways. In other reading sessions, the researcher would read the text or ask for a volunteer to read the text to the class. Participants worked in groups with different reading outcomes, including mind maps, under the researcher's supervision. The last part was the post-task, in which participants answered various questions. Participants wrote down answers to some questions but answered others orally. Each day, there was a question level that depended on the cognitive level of the participants. In this post-task session, participants wrote poems in English and other languages.

After the intervention activities, the researcher evaluated participants using an evaluation questionnaire consisting of 9 questions. The questionnaire assessed participants' perceptions of using other languages to access knowledge in the classroom. A 4-likert scale guided the responses, and participants indicated their responses using this scale. The evaluation aimed to assess how participants felt about the use of multiple languages for teaching and learning in a formal classroom at a higher education institution.

The researcher administered the post-intervention reading activity three weeks after the intervention activities to avoid carry-over effects. Bordens and Abbott (2011) describe carryover effects as challenging for within-subjects research designs, where researchers expose the same participants to all experimental treatments and compare results across different

treatments. Bordens and Abbott (2011) mention that the within-subjects designs are functional because they allow a near-perfect match of subject characteristics as the researcher compares measurements of the same participants. However, using the same subjects in all experimental treatments can lead to a previous treatment altering behaviour in a subsequent experimental treatment. The scholars assert that carry-over effects encompass fatigue, habituation, sensitization, and adaptation to minimize or reduce their impact; Bordens and Abbott (2011: 307) propose utilising the counter-balancing method. In this study, the researcher used a three-week delay before participants could write the post-intervention reading activity as a counter-balancing method.

After the post-intervention reading activity, the researcher conducted face-to-face interviews with six (6) participants. The researcher selected two best-performing participants, two average performers, and two below-average performers for the interview. The questions required that participants share their experiences with translanguaging in the classroom and how these impacted their identity. Interview sessions were audio-recorded after seeking permission from the participants and transcribed for further coding.

3.9 Limitations of the Study

3.9.1 Small Sample

The sample size for this study was 30 ($n=30$), which comprised one class of the several tourism classes at the institution. A larger sample size would have given a better perspective, especially on students' responses to using translanguaging in class for learning.

3.9.2 Translanguaging a novel practice

Translanguaging is a novel innovation for students used to only one language in class. Getting them to use their languages freely without reprimanding was difficult, but they later softened up to the approach and began participating freely.

3.9.3 Language Barrier

Another limitation was that the researcher was not fluent enough in some students' languages. However, this low proficiency level of the researcher in some of the students' languages motivated them to learn and appreciate 'other' languages throughout the study.

3.9.4 Time Constraints

The post-intervention reading activity was written three weeks after the pre-intervention reading activity and was towards examination time. With the preparations for the examinations, participants were hard pressed on time and this slightly compromised the time they devoted to the post-intervention reading task.

3.10 Data Analysis

Kothari (2004) states that after collection, data must be processed and analysed according to the research plan. Kothari (2004) defines data analysis as the computation of specific measures and searching for relationships among data variables. According to Kothari (2004:122), to ascertain the validity of the data used to support any conclusions, relationships or differences that either support or contradict original or new hypotheses should be subjected to statistical tests of significance during the analysis process. This step is crucial for determining the validity of the data and indicating any conclusions. By advocating for statistical testing, Kothari underscores the necessity of rigorous evaluation in research, highlighting the significance of ensuring that conclusions drawn from data are well-supported and valid.

In line with the above, this mixed-methods study involved mixing or combining quantitative and qualitative research techniques, methods, approaches, concepts or language into a single analysis. This study required analysing both the quantitative and qualitative data, as well as integrating the results that emerged from both analyses in a coherent and meaningful way that yields strong meta-inferences, i.e. integrate inferences from qualitative and quantitative findings into either a coherent whole or two distinct sets of coherent wholes (Onwuegbuzie & Combs, 2011).

Quantitative data analysis

Data from the survey, pre and post-intervention reading activities, and the evaluation questionnaire were analysed using quantitative methods. The compiled data were also analysed using statistical software (SPSS) (Khan 2014), looking at the effects of translanguaging on the reading literacy of first-year students in a university of technology. In addition, results from the pre-intervention reading activity were juxtaposed with the results from the post-reading intervention to establish if the translanguaging intervention had affected the participants' comprehension level performances.

Qualitative data analysis

The researcher analysed interview data using thematic or content analysis. Content analysis classifies themes in a dataset and provides a systematic element to data analysis (Boyatzis, 1998). Thematic analysis is considered the most appropriate for any study that seeks to discover patterns in qualitative data. This method of data analysis allows the researcher to associate analysis of the frequency of a theme with the whole content, conferring accuracy and intricacy and enhancing the research's entire meaning. Scholars like Marks and Yardley (2004) and Namey, Guest, Thairu, and Johnson (2008: 138) believe that thematic analysis allows an understanding of the potential of any issue and moves beyond counting explicit words or phrases to focuses on identifying and describing both implicit and explicit ideas. Codes for concepts or themes were applied to or linked from raw data as summary identifiers for further analysis. This analysis involves finding code occurrences, comparing the relative frequencies of themes or subjects within a data collection, or visually representing code relationships.

In this study, the coding process was used after the semi-structured interviews were recorded. The first step was to transcribe the interviews verbatim. After transcription, the researcher manually looked for repeating words and patterns. After identifying the recurring words, a theme was selected and a prototype example of transcriptions that matched the selected theme was selected and only those prototypes that represented the sentiments of many participants in the interview were selected. These were later analysed and implications were drawn from the analysis and lastly, interpretation was given linking the analysis with existing literature.

In the subsequent section, the researcher demonstrates a dedication to integrity, respect for participants, and attention to professional rules by outlining procedures to ensure the study complies with ethical standards. This emphasis on ethics is essential to preserving the research's credibility, safeguarding the participants' rights and welfare, and guaranteeing that the conclusions are reliable and morally sound.

3.11 Ethical Considerations

This research study involved human participation, so informed consent was sought from the respondents to participate in the study. A consent form was drawn up where participants would sign up and agree to participate in the study, have their interviews audio-recorded, and have the study findings used anonymously in conferences. A participant information sheet was also drawn up, which gave participants information about what the study was about and how, as

participants, they would benefit from it. This information sheet showed the step-by-step process of collecting data from the participants in a way that was not harmful or disadvantaged.

On the consent form and the information participation sheet, participants were assured that no one would be harmed, victimised or prejudiced in class for not participating or giving their opinions during the interviews. The researcher also addressed issues of confidentiality and anonymity, assuring participants that marks obtained from the pre and post-intervention activities would be used for this study and not in any of their formal assessments. It was also made clear to the participants that they were free to withdraw from the study at any point in the research and would not be penalised. The researcher also informed participants that they would keep all the data gathered for the survey safe in locked cupboards and password-secured computers and discard it after five years. Ethical clearance for this study was sought and granted by the University of Witwatersrand and annexed into the study.

3.12 Research validity and reliability

According to Zohrabi (2013), there are different ways to boost the research's validity and reliability. In addition, Nunan (1999: 14) put forward that reliability involves dealing with the “consistency, dependability and replicability of the results obtained from a piece of research”. On the other hand, validity is the extent to which an instrument measures what it purports to measure or simply tries to explain the truth of research findings (Zohrabi, 2013). Validity concerns whether research is believable and trustworthy and whether it is evaluating what it is supposed or purports to assess. The study utilised mixed-methods research; hence, procedures ensuring the validity and reliability of the qualitative and quantitative research will be described in the following section.

Qualitative research.

Research reliability and validity in qualitative research are determined by using the criteria of credibility, transferability, dependability, and confirmability.

Credibility

According to Maree (2007), credibility deals with questions like “How congruent are the findings with the reality? How do I ensure that the reader will believe my findings?” To ensure the credibility of this study, the researcher has engaged well-established research methods previously used by other scholars in their studies. This study's theoretical underpinning aligns

well with the research questions and objectives, making the study credible. Frequent debriefing sessions between the researcher and the supervisor have also been held throughout the study, ensuring that the supervisor's feedback is considered during the research process.

Transferability

According to Maree (2007), transferability “invites research readers to make connections between elements of a study and their own experience or research”. Maree (2007) further mentions that the reader must determine if the research is transferable to their context and the study participants. To help the reader make informed decisions on the transferability of this study, the researcher has given a thick description of the study's context and relevant sampling of participants who are part of the described context. That said, the reader can now connect the data provided in this study to local and entire community-level behaviour and practices (Maree, 2007). The researcher in this study described the nature of the university and its curriculum, together with demographic data about the participants.

Dependability

According to Lincoln and Guba (1985), researchers demonstrate dependability through the research design and implementation. Maree (2007) also echoes the same sentiments and explains that as researchers conduct the study, they make several changes, adjustments and corrections throughout the study, and researchers must keep a record of all these. Mentioning these in research helps the readers to follow your reasoning. In this study, the researcher has detailed all the processes followed in collecting, analysing and interpreting the findings, allowing the reader to follow closely and note if any changes were made.

Confirmability

Lincoln and Guba (1985) describe confirmability as the extent to which findings in the study have been shaped by the participants and not by the researcher's bias, motivation or interest. The researcher used triangulation, thus the use of multiple methods to collect data for the study to reduce the effect of the researcher's bias.

Quantitative research.

The researcher pilot tests all the data collection instruments, i.e. the questionnaire, pre and post-intervention activities, and the evaluation instrument. The researcher incorporated feedback from the pilot study before commencing with data collection of the research.

3.13 Conclusion

The purpose of the chapter was to outline the methodology utilised in conducting the research study. The chapter shows that the study followed a mixed-method approach, and a concurrent design was the most appropriate design to achieve the objectives set for this study. Descriptions of the research site, sampling method, and population are well laid out in this chapter to clarify their suitability for the study. This chapter also discussed the data collection methods: survey, pre- and post-reading intervention activities, evaluation questionnaire, and interviews. The researcher also discussed data analysis, showing that quantitative data were analysed using the SPSS Software, and qualitative data were analysed thematically using the coding system. Lastly, the chapter discussed ethical issues, indicating the implication of ethical considerations in research.

In the subsequent chapter, the researcher presents qualitative data analysis and the findings. This chapter is crucial as it will provide insights into the patterns, themes, and meanings derived from the qualitative data, contributing to a comprehensive understanding of the research outcomes.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS: STUDENT INTERVIEWS

4.1 Introduction

The study aimed to investigate the efficacy of translanguaging in the reading literacy of multilingual tourism students at the university of Technology in South Africa. This chapter presents the findings, analysis and interpretations that emerged from the participants' views in the semi-structured interviews. The researcher structured the interviews to answer the research objective, which sought to explore how translanguaging practices promote identity construction among multilingual students. The chapter first presents the analysis and interpretation of the themes. Second, it discusses the findings, and the conclusion wraps up the discussion on the findings, analysis and interpretations of qualitative data.

4.2 Equal epistemic access

Participants revealed that engaging in multiple languages in the classroom allows students to gain and engage deeply with knowledge without being restricted by any linguistic or cultural factors. This theme finds exemplification in Excerpts 1 and 2 below:

Excerpt 1:

When I was given a chance to use the language that I speak at home with English in my tourism class, it brought so much understanding, knowing that I knew and understood easily what I was taught. I was able to ask and answer relevant questions during discussions. Using many languages in tourism made me sure of myself, and now, the lessons I learned are unforgettable.

In the Excerpt above, the participant notes that the chance to use the languages he speaks at home in class made learning easy. He states that he felt he knew and understood the content taught clearly. This is evident in his words in line 3 of the Excerpt: "I know and understand easily what I was taught". He testifies that he was able to have a deeper engagement with the content because he could ask and answer relevant questions during discussions. The participant further claims to retain acquired content, as shown in the Excerpt's last sentence: "Now the lesson that I did is unforgettable". Not forgetting the lesson highlights the enduring impression

left by embracing linguistic diversity, suggesting its potential to enrich educational experiences and cultivate a more inclusive learning environment.

To further clarify the discussed theme, the researcher further analyses Excerpt two below under the same theme.

Excerpt 2:

When we use English only in class, sometimes we don't understand everything, so we are unsure what we are learning. But when many of our languages were used in class, I saw a change because I could remember most of the things we did in class. I even wrote my notes in English and Vernac and still remember them very well. With English only, I struggled [*vele*] to keep everything in my mind.

The participant in the Excerpt above notes that when she used English only in class, she would sometimes not understand everything. The participant asserts that using English as a medium of instruction was ineffective as the interviewee would grasp the concept learnt quickly. Still, when many languages were used in the classroom, she could remember much of what had been conducted in class. In the Excerpt, she used words like 'change' and 'remember' to demonstrate how using multiple languages in class impacted her. The participant shows that she could even write her notes in English and her language (vernacular) and still remembers very well. She concludes by saying that when English was only used, she struggled [*vele*] (translation, *of course*) to keep everything in mind.

Using multiple languages the student was familiar with, gave easy access to knowledge and facilitated deep connection and engagement with the content. The Excerpts above have shown that learning practices that stick to one language only in class restrict and prevent students from accessing knowledge in the classroom. In one of the Excerpts above, the participant states that "sometimes she would not understand everything". Translanguaging, in this case, helped the student to even write notes in more than one language, which shows that using many languages in class gave them the flexibility, independence and liberty to write notes in the way they

understood them, and this helped them to “remember very well” unlike in the past when she struggled to remember everything.

Both Excerpts portray the introduction to multiple languages in class as a gateway which ushered students into a world of knowledge. The phrases used were ‘... it brought so much understanding’ and ... ‘I saw a change’. These phrases show the difference that using multiple languages in class brought to the students. Translanguaging in this study indicates that translanguaging practices provide epistemic access to all students, increasing equity efforts in the classroom. This equal access to knowledge puts all students, regardless of their linguistic, cultural, economic or political backgrounds, on the same footing in the classroom without giving one or few students a linguistic advantage over another. When given access to knowledge, multilingual students connect and own the knowledge for life, which opens many doors and opportunities for them in the world of work. Informed students are confident and can function in any role in the classroom and outside, with opportunities to transform their identities. Translanguaging in this study also demonstrates its efficacy in constructing positive identities through equal access to knowledge.

4.3 Holistic sense of being

The second theme that emerged from the interviews showed that using multiple languages in class for learning promotes the entire well-being of a multilingual student and includes all students in the learning process, as illustrated in the Excerpt below:

Excerpt 3:

Using our languages in tourism class we have never conducted it before. When the lecturer said we could use our languages, it was good because I could see what we were learning in my mind. People like me, who are always quiet, raise their hands and talk using English and my language. I was no longer scared to talk and share ideas with others. I learned new words from different languages in my group. For the first time, I presented work on behalf of my group in front of the whole class. It was easy because I used English and my language to talk.

In Excerpt 3 above, the participant claims that using multiple languages during the tourism session was a new experience. The participant claims he had never used many languages in class and testifies that it was a good experience. He stated further that he could visualise “see in my mind” what they were learning in class. He indicated that this experience was good for most students as they showed gestures of engagement during the learning activities. The participant stated that he was no longer scared and dared to stand before the whole class to make a presentation. The participant used words and sentences, showing that using multiple languages in class was an engaging and inclusive learning experience. The phrase “People like me ...” used by the interviewee highlights translanguaging's inclusive nature.

The nature of translanguaging demonstrated in the finding above shows that translanguaging as a two-pronged approach allows students to engage one as a whole, thus physically, mentally and socially and also allows all students to engage in the learning process, making it an ‘all engaging experience’ as illustrated in the Excerpt above. The Excerpt demonstrated the multisensory nature of translanguaging, which involved and engaged their senses in the learning process as participants could see, speak and hear what they were learning.

This experience was also an all-engaging encounter in that it also included other students who are generally quiet during class because the participant says, “People like me who are always quiet, start to raise my hand and talk”. In this instance, translanguaging showed its capability to be an emotional catharsis outlet. Using multiple languages, the ‘quiet’ and the ‘scared’ could participate in the learning without fear. Introducing multiple languages in class increases participation, and this is also evidence that translanguaging brings in the freedom and liberty to fully function in classroom activities with no restrictions that generally come with the use of one language. Translanguaging demonstrated that it is an inclusive pedagogical practice that brings equal access to educational opportunities and facilitates participation in classroom settings, as confirmed by Tai and Wong (2022). This experience of engaging the ‘whole’ person in the classroom has a lasting impact on students’ identity. This study further shows that translanguaging builds a holistic sense of being developed while students engage in translanguaging practices.

4.4 Continuum of culture

The next theme shows that when different languages and cultures are brought together in one space, not only is the cultural blending of languages and cultural tribes promoted, but also the continuity of culture is extended, as typified in Extracts 4 and 5 below:

Excerpt 4:

There were four different languages in our group. Our task was to brainstorm on the issue of xenophobia. We came up with as many words as we can about xenophobia. Some of the words we came up with are *abangabazi* [strangers], alien [*wasemzini*], immigrants [*bafaladi*]. The different words in our different languages and English all contributed to our better understanding of the topic we were discussing. In our different languages, we showed how xenophobia is viewed in our cultures. I saw that we all have the same values even though we have different languages and cultures.

In excerpt four above, the participant notes that in the group she was assigned to work with, there were four identifiable languages. She further indicates that they came up with many words in their languages to talk about the concept of xenophobia which was the topic under study. She observes that these words helped them not only to appreciate the topic but also to realize that they could use their different languages to clarify ideas and enhance their understanding of the topic. The participant further states that the activity of using many languages helped her to realize that even though languages were different, they all had the same values.

To further illuminate the theme of cohesion of various cultures and languages, excerpt five below is reviewed under the same theme.

Excerpt 5:

We discussed the passage in English and our four languages. The languages are Zulu, Venda, Siswati and Xitsonga. Our group task was to write down the Economic

benefits of tourism. While discussing our different languages, I was listening like real listening for me to understand. It was easy to understand each other. I could tell that we were talking the same thing even though the language was different. After the tourism session, I could say a few words in the languages that were different from mine. From there, I changed my mind; now I know all languages are important. I discovered that *alukho ulimi olubaluleke ukwedlula olunye*. [No language is better than the other].

In this excerpt above, the participant states that they were discussing in different languages. As they were discussing those four different languages, she listened carefully to what was being said to understand. With the increased effort in listening, she mentions that even though other languages were being used in the discussion, “they were talking the same thing”. In her excerpt, the participant reveals that she learned some languages, such as she could say a few words in different languages. Above, the participant confesses to changing a mind-set or belief she previously held about other languages and states, “From there, I changed my mind; now I know that all languages are important. I discovered that *alukho ulimi olubaluleke ukwedlula olunye*”. (No language is better than the other) Excerpt 6 below is explored to illuminate further the theme highlighted above.

Excerpt 6:

I mean that before, like before we started using our languages in class, you think that yaa (yes) my language is on top of others; it is the best language, and when you hear other people speak in their different languages, you kinda (kind of) look down or disrespect them, you take their languages as low grade. So, this experience where we met together, for example, in my group, we were six, and there were four languages, which changed what I had thought before because I saw no difference in how we talked.

In Excerpt six (6) above, the participant mentions that when they did not use their languages in class, he thought that his language was on top of the others or highly regarded as the best. He further said that when he heard other people speaking their different languages, he would “look down or disrespect them, you take their languages as low grade”. The participant confesses further that the experience of using many languages in a group where there were six people and four different languages changed his thinking about other languages. He concluded by noting that there was no difference in how they all talked.

The illustrations of Excerpts 4, 5 and 6 shown above demonstrate that the experience of using multiple languages in class was a moment of mindset change and an instant where different cultures came together as interrelated and in unity. Participants in the above Excerpts showed that they used at least four languages in class to converse with each other and employed different words from these languages to create meaning. Participants testified that their understanding of the content improved, and they even learned new words from other languages. The Excerpts show that although there were many languages in the group work activities, participants managed to work well in harmony despite the different cultures and languages. The above excerpts demonstrate that using multiple languages in class is far from disruptive as it brings people of different cultures and languages together, showing completeness and unity. Also noted was a shift from the mindset that previously looked down on other languages. The participant pointed out that there is no superior language, demonstrating how translanguaging has enlightened individuals about language and made them appreciate languages other than their own.

The translanguaging spaces created moments where different languages met and clashed, unleashing creativity and criticality for better learning. The Excerpts demonstrated that languages are fluid, and as they flow, they ‘leak’ into each other, bringing out the beauty of multilingualism. This signified that languages interrelate, connect, and depend on each other to achieve completeness in academic literacy. The finding that no language is complete alone coincides with the Ubuntu translanguaging model by Makalela (2016), which speaks of the fusion of languages in a multilingual contact zone. Ubuntu translanguaging model is based on the African Ubuntu value system of ‘*motho ke motho ka batho*’ (I am because you are, and you are because we are). In this model, Makalela (2016) emphasizes the interdependence of languages on other languages, showing that no language is complete on its own and that no boundaries restrict or confine languages in particular compartments or ‘boxes’. This argument

aligns with the theme that where different languages meet, it becomes a ‘continuum of culture’, and students from other cultures do not struggle to fit into certain classes because of their cultures. In translanguaging spaces, there are no boxes to contain cultures and identities, which are not crushed but are a zone of continuing transformation and translation of identities.

4.5 Life-long learning investment

As exemplified in the excerpt below, a new theme showed that engaging in multiple languages in the classroom allows students to develop a long-lasting self-initiated interest in literacy and language learning.

Excerpt 7:

When I have, let’s say, a summary to write, I don’t read the whole passage sometimes if it is very long because I don’t understand everything. Especially when you are reading alone. In the tourism class, we read an English passage, each one on his own. After that, the lecturer gave us questions to answer without writing and said we could use the languages that we speak at home. When others began to share the text in my language, I was more interested in the passage. This made me read more of the text because now I have a better understanding. Our task was to write a summary in my language and a second summary in English. A summary in my language also forced me to read everything because I needed to understand first. It’s not the same as English.

In the excerpt above, the participant explains that when they are expected to write a summary, she usually does not read the whole passage as it appears too long for her in most cases. She states that her motivation to read and understand the entire text came when others began to discuss the text in different languages. The other motivation to read more of the text also came from the task of writing two summaries, one in English and the other one in my home language. She states this in her words when she says, “A summary in my language also forced me to read everything because I need to understand”.

Excerpt 8 below has been analyzed and added to the discussion of the above theme to give further clarity.

Excerpt 8:

Yes, ma'am (madam), using many of our languages in class gave me that push that I did not have before because I felt excited to learn more. I also want to share more of my information with others. It's like we use our languages when reading konje (translation, by the way), those texts about tourism, eish (translation, exclamation used to express emotion). I felt I had a reason to continue reading and talking about it in class, but I didn't want the class to end.

In the Excerpt above, the participant starts with an affirmation, "Yes, ma'am", as she further explains that using many languages in class gave her the push she did not have before. She notes that she feels excited to learn more and wants to share her information with others. Furthermore, from the Excerpt, the participant says that she used many languages while reading tourism texts and states that she felt she had a reason to continue reading and talking about it in class. To demonstrate the high motivation she got from using many languages, the participant ends the excerpt by saying, "... I don't want the class to end".

The Excerpts demonstrate that creating space where students shuttle between two or more languages during learning motivates them to read and discuss what they read in class. Using multiple languages gave the participants a "push" and a "reason" to continue reading and speaking. The finding shows that translanguaging can invoke this self-initiated interest in students, pushing them to read better than when using only one language in class. Participants testify that they got the push or motivation to read even longer texts, for instance, in summary writing, where they need to understand the whole text before writing the summary in their home languages. As the first participant says, it is not the same with English, and the assumption is that in English summaries, students can easily plagiarise and are not motivated to read everything in the text.

The affirmation that opens the second Excerpt indicates an excitement that has been afforded by translanguaging in reading and allows students to read more and talk more about what they are reading. The motivation continues, and the students do not want the class to end. This again demonstrates that translanguaging in this study goes beyond offering motivation or interest as some other strategies do but offer a more lasting impression on the minds of multilingual students. Lifelong learning stays with the individuals for the rest of their lives, and they become valued citizens wherever they go because they are knowledgeable and can function in any position in the world of work, which shows again that translanguaging equips multilingual students beyond the classroom. This promotes identity shifts and the construction of positive identities in multilingual students.

4.6 Creativity and criticality through multilingual interactions

A new theme from the data showed that participants could break new ground in creating knowledge. The Excerpt below is a typical example.

Excerpt 9:

In this session, we exchanged ideas with others in different languages. In our group, we came up with one issue that affects tourism in South Africa and discussed it. I liked this part where we were asked to present our ideas as we wanted because I love writing. My group chose poetry, so it was a poem that used all the languages in our group. Now we see that we can write something, so my teacher said we can start a poetry club where we write in our languages and have them published in our university newsletter. This encouraged me more now, and I am interested in tourism.

In Excerpt nine above, the participant shows that the session was a platform to exchange ideas using different languages. He states that their group came up with one issue affecting South African tourism. Further, he states that they were asked to present the information about how they liked it, and he said this was the part he wanted most. He says they presented their work in a poetry format in their group and wrote a poem in different languages highlighting issues affecting South African tourism. The participant confesses that this class activity began a poetry corner that the university newsletter would publish. The participant gained a reward of

self-satisfaction in the learning process and said, “This encouraged me more now, and I even have an interest in tourism.”

Creating spaces where students can use all the languages at their disposal created new approaches to learning. Creativity and criticality skills, which are intertwined, were showcased in the classroom. Creativity involving deep engagement with intellectual inventiveness and imagination on assumptions, inferences and questions was made possible using multiple languages during the lesson (Darvin, 2020). This deep engagement in various languages allowed the free flow of thoughts without linguistic barriers, giving way to breaking new ground. Using multiple languages permitted the classroom to be a democratic space where students participated in diverse modes, genres, languages and discourses. Translanguaging gave room to multimodality at the school, and in the process, new knowledge was created, making the students more knowledge creators rather than knowledge consumers. This created a new identity for the students who engage with multiple languages and created new knowledge in diverse genres. Also, participating in knowledge formation raised the students' confidence, affirming that translanguaging practices construct positive identities.

4.7 Self-reflexivity in Diverse Linguistic Spaces

The other theme that emerged from the data showed that interacting in a space where multiple languages are allowed to flow into each other freely enabled students to connect deeply with their languages and cultures. Most of the participants showed that their languages depicted who they were. The Excerpt below is typical:

Excerpt 10:

I realized when we were using our languages in tourism that my language speaks about who I am. I see that eh (exclamation showing the desire to comment further), my language that I speak, Xitsonga, is like a mirror; when I look at my language, I see many things like my culture, values, beliefs, and behaviour. This is me. So when I speak it, I show I am proud of my language. I cannot think of changing it because I will change myself to another person.

In Excerpt 10 above, the participant realised that when he speaks his language, it (language) is about his identity. He states that his language speaks about who he is. He likens his language to a mirror that truly reflects who he is. He states that his language, Xitsonga, is like a mirror showing him much about himself. The participant also claims that through his language, he sees many things. He mentions things he sees in the ‘mirror’, including culture, beliefs and behaviour. He also emphasizes that in his language, he sees himself when he says, “... and this is me”. He demonstrates in this Excerpt that when he speaks his language, he shows his identity to people out there. Showing how his identity is attached to his language, he concludes the excerpt by saying that he cannot even think of changing his language; it will be like, “I will be changing myself to another person”. In other words, the Excerpt highlights the inseparable bond between language and personal identity.

Under the same theme is a discussion on Excerpt 11, which is conducted under the same theme to shed more light on the theme of language and identity.

Excerpt 11:

Okay maam. Ririmi rinyika nhlamuselo ya leswi ndzi nga xi swona. Ndzi Mutsonga na swona ndzi tiba xifuva hi rona. Ririmi ri endla leswakundzi kota ku tiva laha ndzi humaka kona, Ku va ndzi nga pfumeleriwi kutirhisa ririmi ra mina ekamareni ro dyondzela swi endla leswaku ndzi titwandzi nga helelangi. Leswi swi endla leswaku ndzi ehleketa leswaku ririmi ra mina ri hlamusela ndlela leyi ndzi nga xiswona na swona hi vuenti. Ina, vanhu van’wana va ala ku valavula ririmi ra vona hikuva va ehleketa leswaku swi onhakile kumbe ku va yisa ehansi eka van’wana na swona a va switivi leswaku ku va va ala ku valavula ririmi ra vona va ala laha va humaka kona. A va titivi. Yah mina a ndzi nyumi ku tirhisa ririmi ra mina na swona ndzi lava kuri tirhisa ekamareni leri ndzi dyondzelaka eka rona, na swona loko swiendla ku va ri ta ndzi pfuna hiku hetiseke.

English translation:

[I feel that my language defines who I am. I'm Tsonga, and I am proud of who I am. Through my language, I can trace the origin of my culture because I think there is a connection between language and culture. If I am not allowed to use my language in class, it means only a part of me is allowed in the class and not my whole being. So, I think my language is my identity, and I can be identified through my language. Yes, some people refuse to use their language as they believe it's bad or of lower class than others, but they don't know that when they refuse their language, they refuse who they are. They don't want themselves. Yaa, so I am not ashamed to use my language, and I want to use it in class if possible to help me with my whole being].

The participant in the Excerpt above says that he feels that his language defines who he is. He mentions that he is Tsonga and is proud of who he is. He states that through his language, he can trace the origin of his culture because he thinks there is a connection between language and culture. He claims that if he is not allowed to use his language in class, only a part of him is allowed in the class and not his whole being. He acknowledges that others refuse to use their language because they think it is terrible or that they are a lower class than others. He warns that those refusing to use their language are refusing themselves, refusing who they are. He confirms this by stating that “they don't want themselves”. He ends with an affirmation that he is not ashamed of his language and, if possible, would want to use his language in class. The participants' unwavering pride in their language and the desire to use it in class underscore the significance of linguistic affirmation in fostering a sense of wholeness and belonging for individuals.

The above theme highlights that interacting with multiple languages raises awareness of one's identity. While mingling diverse languages, some students connected deeply to their cultures and languages. On the one hand, translanguaging in this space allowed students to connect deeply with their own named languages. Nkadameng and Makalela (2023) show that the socially named languages and the individual repertoires in the actual languaging practices are necessary to explain this translanguaging paradox. However, connecting to their repertoires for

students in this space would usually seem ‘untranslanguaging’, yet these individual repertoires brought them together in a translanguaging space and so necessary. Once in that translanguaging space, these individual repertoires and named languages are becoming unnecessary because languages are now flowing into each other. The boundaries that once held languages in compartments have been disrupted.

On the other hand, through translanguaging, some students realised how their languages mirrored their own identities. This linguistic identity created an awareness of the self, implying that language depicts who we are; language represents our identities, so when we speak our languages, we reflect our identities. In the Excerpts above, the participants have shown a close attachment to their languages because they define who they are. The sad truth that the second participant said was that if they are allowed to enter the classroom and their languages are locked outside, this implies that another part of them is locked outside, so they won’t be able to function well as a whole being. The participants also expressed their fear of losing their languages. For them, failing or refusing to use their languages is like losing their identities, and they become identityless.

So, the implication is that when students are allowed to use their languages in class, they can participate as whole human beings, socially, physically and mentally, as well as linguistically and culturally. When learning activities deny the above, it means a part of the student is in class and the other part outside, so the performance is strongly compromised because they are ‘forced’ to speak a language and assume an identity that is not theirs. To unleash the full potential of a multilingual student, it is always best to bring the ‘whole self’ that includes language to class, and a space that allows students to use multiple languages in learning creates room for positive identity formation. This resonates with what one scholar raised when he said that using a large linguistic repertoire of students is essential in identity formation (Makalela, 2015: 21). The linguistic part of the identities of multilingual students should be allowed in their learning as it plays a critical role in who they finally become in the classroom.

4.8 Identity investment and positionality

The next theme demonstrated that spaces that allow students to engage in multiple languages will enable them to control the learning process more. Excerpt 8 below exemplifies this theme.

Excerpt 12:

I can say that using my language in class gives students power because they take turns standing in front of the class. As students, we can teach each other without fear of language issues, control the lesson, and manage class behaviour. Our lecturer was sitting with the other students, listening to our discussions and arguments, and only when we were unsure did she raise her hand to say something. We share ideas freely when we use our languages, and I feel I am in charge. That power gives you courage and confidence, especially when the lecturer provides that sign that I am in the right direction.

In the above Excerpt, the participant testifies that using their language in class for learning is empowering. He states that using his language in class gives him power. The participant shows that this power has enabled students to teach other students because the fear of not using the English language correctly is not there anymore. He mentions what the class can now have besides teaching each other. To do this thing the participant believes it has been because they are using these languages. The participant points out that the lecturer was sitting with the other students, listening to their discussions and assisting from behind, indicating a position shift in the power relationship. He further says that using his language allows ideas to be shared freely and describes his feelings. He states that he feels he is in charge now. When languages are incorporated into teaching and learning, students are in charge of their learning and agents in the learning process. He concludes by saying that when the lecturer affirms their actions, they get courage and confidence, building their identity. A discussion on Excerpt 13 below further clarifies the finding on the capacity of translanguaging to empower.

Excerpt 13:

[*Nese ke sathabe ho buwa tlaseng*]. (I was not free or happy to talk) Because I used my language in class, I feel confident about sharing with others during a discussion. I understand more when we share ideas in our languages; when you understand, you feel great like a lecturer

(lecturer) now (laughing). It's different when only the teacher is teaching in English.

The participant in Excerpt 13 mentioned that he was not free or happy to talk, but because he used his language in class, he said he could feel confident enough to share with others during a discussion. He states further that he understands more when sharing ideas in his languages, and understanding makes him feel excellent. Excitedly, he says you feel like a lecturer, and this experience is different from when only the teacher was teaching English.

The Excerpts show that translanguaging contributes to identity investment and positionality to engage students (Garcia & Wei, 2014). In changing positions with the lecturer, translanguaging established identity positions opposing institutional values, demystifying the myth that the teacher is the source of all knowledge. In this translanguaging space, the students directed their learning pace, neutralizing power issues. In other words, translanguaging empowers them to take responsibility for their learning. In all the instances cited above, the participants confirmed that using many languages gives them confidence and courage and makes them feel in charge "... like a lecturer". The lecturer sitting with other students and not in her usual place in front of the class shows a shift in power positions because the students have now occupied the "... in front of the class". This shift in power positions also enabled a shift in identities, creating new positive identities where students were now in a position of power and influence. Translanguaging in this study has demonstrated its efficacy in disrupting linguistic hierarchies and social structures.

4.9 Collaboration

The following theme showed that creating an environment that promotes the interaction of multiple languages in the classroom allows students to work together as one unit. This theme repeatedly came up from the participants' views in the interviews. The Excerpt below exemplifies this theme.

Excerpt 14:

During the tourism session, many languages were used.
The text we were reading was a bit difficult to understand.
The students who understood English better were not selfish in keeping the information, but they helped others

by explaining everything in our languages. When it is explained in your language, you understand it better, especially when it comes to difficult words. Our lecturer spoke a different language to us, so she could not help explain things in our language, but she allowed other students in the class to help. The text we were discussing became easy to understand. Most students participated that day because help was coming from everyone.

The participant in Excerpt 14 mentioned that learning involved using many languages during the tourism session. She states that the text they were reading in English that day was challenging to understand, and those students who understood it quickly managed to help others by explaining it in their languages. She states that understanding is enhanced when describing the text in their language and even when explaining difficult words. She indicated that even though the lecturer could not help to clarify the languages the students understood, she allowed other students to help. She mentions that that made the text they were reading easy to understand. She concludes that many students participated in class because everyone was eager to help in the languages they understood most. This passage emphasises educators' importance in accepting linguistic variety to create welcoming, productive learning environments where all students can succeed.

The Excerpts below further clarify the theme discussed above.

Excerpt 15:

I could ask other students for help, especially when I did not understand what the lecturer was saying, without anyone judging me as dull. Yes, they helped because some people quickly catch information, and they could explain it in the language that I understood better. [Tindzimi to hambana-hambana ti endle leswaku swi va olovela ku hlamusela leswi mudyondzisi a swi vuleke] (Different languages made it easier for them to explain what the lecturer had said)

The participant in the Excerpt above sought assistance from other students when she did not understand what the lecturer was saying. She says she could ask other students for help, especially when failing to understand what the lecturer was saying, without anyone judging her that she is dull. She affirms that she was able to get assistance from other students who are fast learners. She further notes that this occurred in the language she understood better, and it helped her. In her language, which was loosely translated, she mentions that the use of different languages made help possible.

The following Excerpt sheds more light on the discussed theme above.

Excerpt 16:

Sometimes, I ask my friends to explain what the lecturer said after class. When my friends help me, they use our [Kasi] (township) languages that I understand but which we cannot use in class because it's not allowed to use vernacular language in class. In the end, I understood better after my friends talked to me.

The participant mentioned using her friends after class to explain what the lecturer said. She says she would ask her friends after class to explain some of the things the lecturer said. She further says that when her friends help her, they use their Kasi or township languages, which she understands better, but these languages are not allowed in class. She shows how she benefits from peer assistance and concludes, "In the end, I understand better after my friends talk to me."

The above Excerpts demonstrate the dialogical nature of translanguaging, which inevitably promotes collaboration among students by recognizing the multiple voices of classroom actors. Continuing these dialogues facilitates critical thinking and increases student participation. Where there was peer-to-peer assistance in the classroom, it showed some of the affordances of translanguaging as a pedagogy of creating mini-lessons within and outside the classroom. Translanguaging in this study shows that students of linguistic and cultural backgrounds can work together towards a common goal in the school. The success rate increases when this happens because students can help each other. Translanguaging is an all-embracing pedagogy because when working together, the 'stronger' students support the 'weaker' ones, ensuring

that no one is left behind. This builds a new identity in multilingual students and brings a conscious awareness that they are in a community with other students, making translanguaging a community of practice pedagogy.

Contrary to the themes raised above, one theme emerged from participants who felt negatively about using multiple languages in the classroom at the university level. Below is the theme that emerged from the interviews:

4.10 Low Identity Status

Some participants felt that using multiple languages in class for learning had many benefits, but some thought that it reflected poorly on their status as university students. The Excerpt below exemplifies this theme:

Excerpt 17:

I can speak about four languages spoken in South Africa. Still, I think that, as university students, everyone must use the English language because there is a higher status that comes with English. Maybe in primary or high school, they can use other languages. I feel great that I am at university and must be good at English. Our languages are good, but for university students, it's a no.

In the Extract above, the participant states that she can speak about four languages spoken in South Africa. She mentions that university students must use the English language for learning. According to the participant, “There is a higher status that comes with English”. The participant says she feels great that she is at university and that greatness is associated with English, implying that using ‘other’ languages will make her lose the greatness that she feels. She goes further to say that ‘other’ languages are good for primary or high schools, but for university students, “It’s a no for me”

Translanguaging, in this instance, was not well received, and this implies that pedagogies like translanguaging have taken so long to be accepted in higher education classrooms because English as a language has enjoyed its hegemony status for a long time. The use of English,

which has dominated teaching and learning in higher education, has been accorded a very high status that everyone would want to be associated with. Rivera and Mazak, 2017 carried out a study where students were introduced to translanguaging strategies. The findings showed that the participants were indifferent to this pedagogy, which was not frequently applied in their learning contexts.

Linked to the theme above is the Excerpt below:

Excerpt 18:

The language I use at home cannot be the same as that used in my class at varsity (short for university). I am not good at English, but I can learn if I continue to use it. I must show that I am educated and that I will be different from others who did not attend university. English gives me a new identity because it is a world language. So, I want to fit in and be like an educated person.

In the Excerpt above, the participant clarifies that there should be a distinction between the languages spoken at home and school. He confesses that he is not very good at English but can improve if he continues to use the language. His desire is to show that he is educated by speaking in English so that he is “different from those who did not go to university”. He further states that he gets a new identity from using the English language he calls the world language. He also confirms that he wants to fit in and be like an educated person.

This Extract demonstrates the power of the English language in higher education classrooms. Because of this, students continue to shun and shy away from their ‘home languages’. It is about how they feel when they can speak English and how it shapes the new identities they want to become. Both Extracts refute the claims made by some scholars that translanguaging helps shape multilingual students' identities. For example, Yilmas (2021) confirms in his study that translanguaging affirms students' identities by creating spaces where the incorporation of language repertoire is seen as a natural process. In this study, as much as the space for translanguaging was created, some participants still felt that the English language gave them a better identity. This study, therefore, brings conscious awareness to literacy researchers, policymakers and concerned stakeholders to conscientize recipients of any novel pedagogy

practices like translanguaging on the benefits thereof so that there is minimal resistance to its implementation.

4.11 Discussion of the findings

The experiences of multilingual students in this study with translanguaging revealed how 21st-century languaging practices expand the understanding of identity construction in complex multilingual spaces. The study gained new insights into translanguaging and identity, signifying the advancement of knowledge in translanguaging and academic literacy. This discussion on the themes highlighted above gives a deeper analysis of these findings backed by research from scholars who have extensively looked at some of the issues that emerged from this study.

Firstly, the study showed that using multiple languages for learning facilitated equal epistemic access among multilingual students. According to this finding, translanguaging allows students to engage deeply with content, enhancing their comprehension and retaining it once content is mastered. The finding aligns with several scholars on translanguaging (Carroll & Morales, 2016; Kwon & Schallert, 2016; Makalela, 2015; Ngcobo Ndaba, Nyangiwe, Mpungose & Jamal, 2016; Bin-Tahir, Saidah, Mufidah & Bugis, 2018). Makalela (2019) states that translanguaging deepens comprehension and cultivates a high sense of self. The use of multiple languages in the classroom facilitates the ability to comprehend and retain knowledge in this study, meaning that translanguaging, as a practice, made it possible for multilinguals to access the knowledge they interacted with in various ways, like devising notes on the work taught. Translanguaging brought epistemic access closer to the students, facilitating effective learning. It also brought about a high sense of self and agency and elevated confidence levels, shifting their identities from knowledge consumers to producers by producing notes from the lessons taught. Translanguaging in this study is the key that unlocks the door to knowledge for multilingual students. Evidence from data analysis demonstrates that students began to understand much of what was taught when translanguaging was introduced. As stated earlier, this did not just improve comprehension levels; it also increased their content retention and confidence levels. Still, it brought identity shifts from a point of ignorance to a new identity of knowledge empowerment. New identities were constructed because “not forgetting a lesson that was taught” is a new identity built for the classroom and beyond. The interviewee suggested that cultivating a mindset focused on continuous learning and application of

knowledge can shape individuals' identities and contribute to their personal and professional development over time.

The second finding in this study shows that translanguaging fosters a holistic sense of being, as suggested by a high participation rate in class. Research by Dougherty (2021) and Nie, Lu, Zheng and Shen (2022) all confirm that translanguaging practices increase class participation, leaving no child behind. This study delves deeper into illustrating the engagement inherent in translanguaging practices, further suggesting that students participating in translanguaging during reading activities utilize their visual faculties to imagine the text, physically interact with the material by marking it, engage their cognitive processes to comprehend the content and employ their linguistic abilities to verbalize and enact what they are reading. Translanguaging in this study can create an active reader who is mentally, socially, linguistically, and emotionally engaged in the reading activity, easing comprehension. Thus, translanguaging is holistic as it engages the whole (all) being in the reading process.

Cultural continuum is another finding from the study. Wei (2011) mentions that the translanguaging space is relevant to multilingual students because they can use their multiple languages to change their lives, and the spaces created through multilingual practices have their transformative power. It is a space where 'cultural translation' (Bhabba, 1994) between traditions takes place, where different identities, values and practices exist and combine to generate new identities, practices and values (Wei, 2011). This echoed the findings in this study, which showed that translanguaging spaces created spaces for different cultures and languages to meet and get translated, allowing new identities, values and practices to be formed.

The translanguaging space created in this study also allowed diverse languages, even those typically considered dominant and the so-called minority languages, to interact in one space. These multilingual language contact zones (Granqvist, 2023) demonstrate that languages are not separate entities. All the languages flowed freely, leaking into each other, creating a continuum of languaging in the classroom. This concept of having multiple languages all freely flowing into each other is described by Makalela (2019). He states that the complex cycle of incompleteness and multi-directional interdependence reflects discontinuation continuation (incompleteness x interdependence = discontinuation continuation $\leq$ ubuntu translanguaging) where disruption of language boundaries and creation of discursive speech repertoires coincide.

(Makalela, 2019: 240). This cycle is best summarised by the African philosophy of Ubuntu, which states that no language is complete without the other, showing that as the different languages flow into each other, the other language brings about its completeness, a concept that derives from the 'I am because you are; you are because we are' mantra. This is further extended in this study to show that embracing the different languages and cultures that students bring to the classroom creates new identities, values or practices and brings harmony and unity among the users of different languages. As the languages meet and clash, the speakers in a classroom can tolerate each other, work together, and function well in a community of readers.

Another finding was that translanguaging can build lifelong learning investment in multilingual students. Translanguaging invokes interest and motivation that allows multilingual students to want to read more, and by reading more, they improve their comprehension levels. The mastery gained through translanguaging and engaging with texts more meaningfully and critically gives them the confidence to engage in more demanding tasks. Life-long learning afforded by translanguaging equips multilingual students with knowledge that stays with them for life. This knowledge elevates the quality of life that our students later adopt in life beyond the classroom, and this again ensures a shift and transformation of their identities. Translanguaging provides quality education in the school, and it is this quality education that not only encourages deep and life-long learning among students but also promotes environmental progress and socio-economic development, which is the ultimate goal of sustainable development (Vuzo, 2018).

A finding that most previous research has confirmed is that translanguaging offers a learning environment for criticality and creativity through multilingual interactions. It is that translanguaging space that Wei (2011) refers to as socially constructed contexts in which individuals creatively and critically use their linguistic resources to communicate strategically. These spaces become a 'safe-haven' for most students from previously disadvantaged linguistic backgrounds, and they can engage creatively and critically with texts. Several scholars confirm that translanguaging practices create conducive learning environments in the classroom (Riswanto, 2022; Song, Howard, & Olazabal-Arias, 2022). These conducive learning environments become havens for unlimited possibilities for multilingual students. Zhou and Mann (2021) concur that translanguaging environments engage, demand, and support learners' development. These descriptions confirm that translanguaging offers a safe space conducive to learning. In this study, translanguaging creates environments that are conducive to learning and also opens up opportunities for students, which positively impacts

their identity because being able to write a polished product like a poem is emotionally satisfying and increases self-esteem. In this study, translanguaging allows the opportunity to go beyond the 'normal' classroom linguistic meaning-making signs to affirm how multilinguals use their complex semiotic repertoires to act, know, and be" (Garcia & Wei, 2015: 237). In a tourism class, where poetry is not a classroom genre, students could develop poems in multiple languages due to interaction with numerous languages.

Self-reflexivity through multilingual interactions is the next theme that came from the data. In a translanguaging space, languages were found to mirror students' identities. According to Danielewics (2001:10), identity refers to understanding who we are and who we think other people are. The created space contributed to the shaping of the positive identities of the students because scholars show that identity is socially constructed and that our sense of self can only emerge as the result of communicative interaction with others (Riley, 2008). As postulated by poststructuralist theory, identity is indeed varied, shifting and subject to change (Gu, 2010). However, it is also important to note where they, in the case of multilingual students, are moving or changing from. Translanguaging spaces in this study gave a conscious awareness of the true identity of students, and this serves as a point of departure to other roles that they may later decide to function in. This self-awareness of who they are before any shifting or 'constructed identity' takes place gives students the freedom to become who they want to be. Self-awareness builds confidence in students as they interact in translanguaging spaces, knowing who they are as individuals and being fully aware of how to behave in the new roles they enact in translanguaging spaces. While confirming what other scholars have said about language and identity in a translanguaging space, this study goes beyond. It shows that multilinguals are made aware of their connections to their repertoires through translanguaging practices.

Emerging from the themes was the finding that translanguaging creates identity investment and positionality to engage students. Translanguaging offered a space where students were in charge, taking responsibility for their learning in class and making them knowledge producers. The classroom demonstrated that translanguaging is transformative, empowering students to integrate their languages into their learning experiences, as scholars like Donley (2022) and Seals (2021) found. Physical transformation in this classroom saw lecturers occupying lesser authority positions, allowing students to control their language development (Prada and Turnbull, 2018). The spaces allowed students to be agents of their learning and take

responsibility; in the process, the lecturers became co-learners with the students. Learning in this critical translanguaging space became more learner-centred, allowing students to negotiate and co-construct academic meaning-making while drawing from the entirety of their linguistic resources (Garcia and Wei 2014). This was made possible by translanguaging, which allowed students to shift their identities by putting them into positions of power that traditional methods of teaching and learning they are accustomed to would not have allowed. The shift in identities with responsibilities and new roles and benefits demonstrated that translanguaging as a pedagogy enables positive identity construction in multilingual students.

Another finding emerging from this study is that translanguaging offers a space for collaboration. Students were able to help each other understand what they were reading. A survey by Motlhaka and Makalela (2016), which concurs with one of the theoretical frameworks of dialogism in this study, shows that translanguaging is dialogic by its nature, which spells out that when students engage in translanguaging practices, activities that promote dialogue are inevitable and conversation with one another is enhanced and by so doing students can negotiate meaning and learn from each other. The multiple voices enhanced through translanguaging create an enriched space where language knowledge is shared from different sources, disrupting the notion that teachers are the only source of information. Research confirms that using translanguaging practices in the classroom promotes peer assistance (Nie, Lu, Zheng, & Shen, 2022; Rajendram, 2021). While translanguaging is shown to promote dialogue and collaboration, in this study, which had 30 participants, translanguaging is showing that students learn to ‘sift’ their conversations and engage in ‘meaningful and purposeful’ dialogues with each other that eventually help them as peers with further understanding of content taught or read. This study shows that translanguaging spaces enable students to collaborate and learn from each other. In the process, the minoritized and marginalised languages among the students are given a voice. This creates social justice and equity in all languages, and the speakers of these languages’ identities are re-invented, thus showing how translanguaging contributes to positive identity formation.

The last finding that emerged from the data revealed that in as much as most research has argued for translanguaging as a pedagogy for positive identity formation, in this study, the participants felt that the use of English in the classroom should be maintained because it gave them a ‘better’ identity as university students. Some studies have confirmed how

translanguaging has been negatively received in some multilingual spaces (Rivera & Mazak, 2017; Yilmas, 2021).

4.12 Conclusion

To conclude, this chapter explores the effectiveness of translanguaging in identity formation. The presentation, analysis and discussion of the themes from the semi-structured interviews complemented the theoretical frameworks underpinning this study. These are dialogism, multiple voices, literacy as a social practice and Ubuntu translanguaging. The findings not only confirmed what other scholars in the field of translanguaging discovered in their studies but also brought in new insights into how translanguaging contributes to identity formation. The findings discussed in this chapter provide informed responses to the objective of exploring the efficacy of translanguaging in constructing positive identity formation. The following chapter presents, analyzes, and interprets data collected and analyzed quantitatively.

CHAPTER 5

QUANTITATIVE DATA ANALYSIS AND INTERPRETATION

5.1 Introduction

This chapter presents the findings, analysis, and interpretation of data that emerged from the quantitative data collected. This chapter is divided into sections. The first part presents the survey data's findings, analysis, and interpretation. The second part presents findings, analysis and interpretation of data from the pre-intervention and post-intervention reading activities. Following this is the presentation of findings, analysis and interpretation of data from the evaluation questionnaire. The last section of this chapter is the conclusion, which wraps up the discussion on the findings, analysis, and interpretation of quantitative data.

5.2 Translanguaging Prevalence Survey

This survey aims to establish the prevalence and nature of translanguaging among students at home and on university campuses. The themes below present the findings of this survey.

5.2.1 Multilingualism as a norm

To establish the degree to which the participants use more than one language as their natural habitus, thirty students responded to a demographic survey to ascertain the number of socially named languages claimed to be known by the participants. Figure 5.1 below summarises this finding.

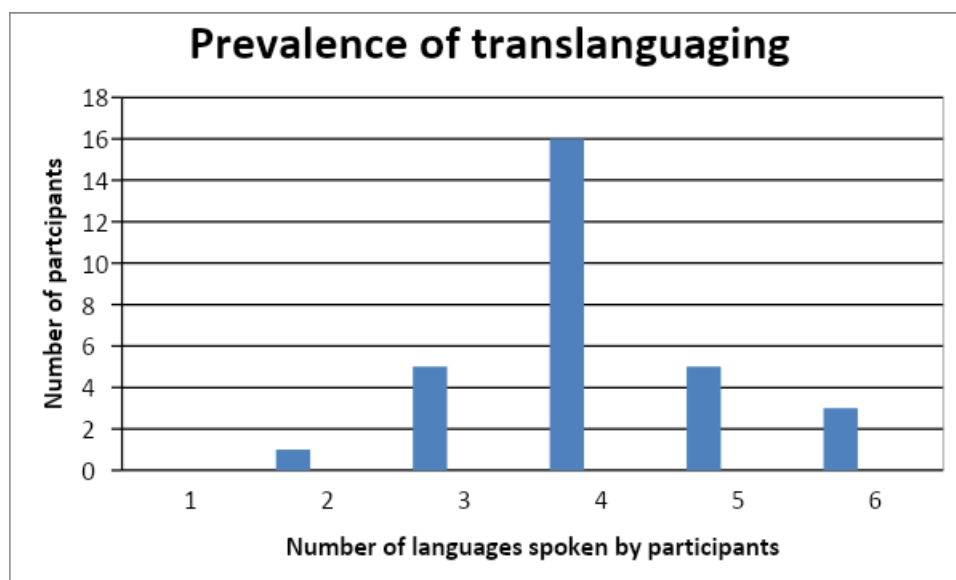


Figure 5.1: Translanguaging Prevalence

Figure 5.1 above shows that the lowest number of spoken languages is two and the highest six (n=6). Most participants spoke at least four (n=4) languages in which they claimed to have competence. The figure further shows that about five (n=5) of the participants spoke five (n=5) languages, and another 5 (n=5) spoke three languages (n=3). This distribution of languages presented in this figure reveals that using more than one language is a norm for the participants in the study. The survey results show that multilingualism is a norm for most students, and the participants can use these languages fluidly. Therefore, there is a high prevalence of translanguaging among university students, as investigated in this study.

5.2.2 Using multiple repertoires with family

The survey asked participants to rate their use of multiple languages at home among their family members to establish their linguistic repertoires outside the classroom. The survey attempts to obtain a complete picture of participants' translanguaging habits and how these practices contribute to their overall language competency and identity formation by evaluating linguistic repertoires outside the classroom. The results are summarized in Table 5.1 below:

Table 5.1: Using multiple repertoires with family

Number of Participants	Mean	Standard Deviation (SD)
30	2.70	0.596

This table shows that out of a total of 30 (n=30) participants, the majority rated the use of languages at home positively with a higher mean (M=2.70), which is way above 50% of the total possible scores (highest possible score of 4). The standard deviation is far lower (SD=.596) than the mean, implying that the student population converges as a homogenous group responding to using more than one language at home. This finding confirms what previous research has documented, showing that complex multilingualism is a new norm for the 21st century, suggesting that in the 21st century, the use of multiple languages by individuals and communities has become commonplace and expected. Unlike when monolingualism might have been the norm, today's globalized and interconnected world increasingly requires people to communicate across multiple languages. However, using more than one language at home contradicts the taken-for-granted monolingual biases in academic

or genre-specific discourses in higher education, where one language is utilised in learning and teaching. In the next section, the researcher presents the results of using diverse languages with friends on campus.

5.2.3 Using diverse languages with friends on campus

The researcher also asked participants to rate their use of multiple languages in the campus environment to demonstrate their linguistic repertoires outside the classroom. The results are summarized in Table 5.2 below.

Table 5.2: Using diverse languages with friends on campus

Number of Participants	Mean	Standard Deviation (SD)
30	3.50	0.682

The table above shows that out of 30 (n=30) participants who took part in the study, the larger sample confirmed using multiple languages when speaking to friends on campus outside the classroom. The high mean of ($M = 3.50$), which is well over 50% of the total possible scores (highest possible score of 4) and the Standard Deviation of ($SD = .682$) shown in the table confirms that finding. The table also indicates that the SD is far lower than the mean, implying that the student population that concurred with using multiple languages when talking to friends on campus is very high. This finding validates what scholars like Baker (2016) have found. Baker (2016) found that despite monolingual language practices, most universities globally have a student population that is generally multilingual, so these multilingual students engage in their multiple repertoires whenever an opportunity to use their languages is presented. This study further reiterates the massive presence of multilingual students on university campuses, which contradicts the monolingual practices of teaching and learning that prevail in most higher education classrooms. In the subsequent section, the researcher presents results on content comprehension.

5.2.4 Content Comprehension

Another question from the survey required participants to rate their understanding of the information they read in the tourism textbooks. This survey aimed to establish their level of content comprehension when reading. The results are summarized in Table 5.3 below:

Table 5.3: Content Comprehension

Number of Participants	Mean	Standard Deviation (SD)
30	2.70	0.702

This table shows the total number of participants was 30 (n=30). The table shows a mean of (M=2.70), which is not very high but slightly above half the number of participants, juxtaposed to an SD of .702, which is also not very low compared to the mean. The finding shows that only about 50% or slightly higher percentage can understand what is read from the textbooks. The implication of the figures shown in the table above is that most students who read from their books, which are always in English, only understand a fraction of what they read. This finding resonates with previous research that states that students from multiple linguistic backgrounds, reading in a second language, have little comprehension of what they read in class, especially in their first year of university study (Hungwe, 2019). This finding provides relevance to this study and is a basis for investigating the use of multiple languages in reading literacy.

In the subsequent section, the researcher presents the results of spoken English and textbook English not being the same.

5.2.5 Spoken (English) and textbook (English) languages are not the same

Participants in this study also rated their perception of the language used in the textbooks and the language they speak daily. This aimed to establish if the English language used in the textbooks aligns with the language they speak every day in class. The results are summarized in Table 5.4 below:

Table 5.4: Spoken and textbook language

Number of Participants	Mean	Standard Deviation (SD)
30	1.77	0.817

The table above shows a total of 30 (n=30) participants, a Mean of (M = 1.77) and an SD (SD = .817). The very low mean and the high SD shown in the table above indicate a percentage lower than 50%, which shows that only a few participants, as low as 3, confirmed that the English language they speak and the English language they find in their textbooks is the same. The results imply that most participants concur that the English used in textbooks differs from the English they speak daily in class. This finding relates to previous research stating that language in academic texts is purely educational, a discourse that most first-year university students are unfamiliar with. (Boughey & McKenna, 2016; Sengupta, 2002). This study examines academic reading among first-year university students alongside pedagogy and multilingualism issues.

5.2.6 Ability to use information from the textbooks outside the classroom

The researcher asked participants to rate their ability to use information from textbooks outside the classroom to understand if students can transfer knowledge gained in the school to their outside world. The results are summarized in Table 5.5 below:

Table 5.5: Using textbook information outside the classroom

Number of Participants	Mean	Standard Deviation (SD)
30	2.80	0.610

The table shows that out of a total of 30 (n=30) participants, 27 (n=27) participants rated using textbook information outside the classroom with high positivity with a higher mean (M=2.80), which is way above 50% of the total possible scores (highest possible score of 4). The SD is lower (SD .610) than the mean. The results imply that the student population concurs that they can use classroom information outside the classroom, meaning they have understood the content. In multiple languages, they will use their own words to explain the information in their tourism textbooks and increase their understanding of the content. This finding affirms what previous research has documented (Schmitt, Jiang, & Grabe, 2011). The study established that translanguaging facilitates students to share learnt content in a different language, confirming that most multilingual students attain a level of understanding that allows them to share in their languages.

In the next section, the study presents results on the ability to present information read from textbooks in different ways.

5.2.7 Ability to present information read from the textbooks in different ways, like drawings

Similarly, the researcher asked participants to rate their ability to present information from the textbooks differently to ascertain whether their understanding of the content allowed them to present information in different forms. The results are summarized in Table 6 below:

Table 5.6: Ability to present information read from textbooks

Number of Participants	Mean	Standard Deviation (SD)
30	2.00	0.743

The researcher surveyed a total of 30 (n=30) participants, and Table 5.6 shows a mean of (M=2.00) and an SD (SD=.743). The mean shows that about half of the students or slightly above cannot present the information they read in other forms. The high SD of .743 also corroborates this finding that the mean is alluding to. This finding corroborates with previous research, which states that most first-year university students have a challenge reproducing read content in different ways, like evaluating or synthesising information (Bharuthram & Clarence, 2015; Hasyim, 2019). This study pushes for a pedagogy that will allow multilingual students to comprehend texts better and create information from what they read, not just be consumers of knowledge.

In the coming section, the study presents results on using diverse languages in addition to English.

5.2.8 Using diverse languages in addition to English to discuss any tourism assignment with friends

The researcher asked participants to rate their use of other languages besides English to discuss any tourism assignment with friends to determine how much students engage in multiple languages when discussing school work with their friends. The results are summarized in Table 5.7 below:

Table 5.7: Using diverse languages to discuss tourism

Number of Participants	Mean	Standard Deviation (SD)
30	3.23	0.728

The researcher surveyed a total of 30 ($n=30$) participants, and Table 5.7 shows a mean of ($M=3.23$) and an SD of ($SD=.728$). The mean is much higher, showing a percentage of over 80%, meaning that most participants concurred that they use diverse languages, including English, to discuss school work. The lower SD of .728 also confirms this finding. This implies that most participants in this study agree to use more than one language when discussing schoolwork with their friends. The finding relates to previous research that states that using multiple languages among multilingual students is a common practice; it is a norm, and once the space to do so has been created, they flow naturally (Li and Luo, 2017). This is in contrast to what occurs in the classroom, where students' languages are stifled, depriving multilingual students of what they could gain from using multiple languages.

In the subsequent section, the researcher presents the results of the reading performance before the reading intervention. The researcher lays the groundwork for evaluating the intervention's efficacy by reporting these findings. It is essential to comprehend the reading performance at baseline to assess the effectiveness of the reading interventions, making it possible to compare performance levels before and after the intervention.

5.3 Reading Performance Before the Intervention Session

The pre-intervention reading activity establishes the levels of comprehension that multilingual students possess before a translanguaging intervention. The researcher classified the reading tasks into five comprehension levels: recall, reorganization, inference, evaluation and application. The performance results on each level are summarized in the tables below, starting with the recall questions.

5.3.1 Recall questions

The researcher gave participants five recall questions to assess their recall abilities before a translanguaging intervention, and the results are in Table 5.8 below.

Table 5.8: Recall Pre-intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
1	30	0.87	0.346
2	30	0.87	0.346
3	30	0.00	0.000
4	30	0.83	0.379
5	30	0.40	0.498

The table shows each question's means (M) and (SD) for 30 (n=30) participants who wrote the pre-intervention reading activity. The low mean and the high SD shown against each question show that the participants' performance at this level of comprehension was just fair. The mean of (M =.00) and the (SD = .000) in question 3 shows that no one answered the question correctly. Question Number 5, which had a low mean of (M=.40) and high (SD=.498), shows that only a few participants got the question right. The question required participants to provide a synonym, and a few got the correct answer. The results table above shows that answering recall questions from an English text is not always as easy as presumed. The student must attain a level of comprehension of the text to attempt any given question. These results imply that students, especially first-year students, still have challenges in reading literacy, and reading at university is a crucial activity. Educational practitioners must prioritise predigital issues and seek remedies for these reading woes. Research by Hungwe (2019) has confirmed that students struggle with reading at the surface level of comprehension at the university level.

In this study, this finding is elaborated further by critically analysing each level of comprehension and assessing the students' performance to find the correct point in the problem and get the best possible solution. Thus, in the next section, the researcher delves into the results for the reorganization level of comprehension.

5.3.2 Reorganization Level

The second part of the pre-intervention reading activity involved reorganising information, which is the second level of comprehension according to Barret's Taxonomy. This section

involved summary writing in both English and home language and another question that required participants to reorganise information (jumbled sentences). The primary purpose of this section was to establish participants' performance in restructuring information; the results are presented in Table 5.9 below.

Table 5.9: Reorganization Pre-intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
6a	30	5.57	2.063
6b	30	5.47	1.756
7	30	1.70	0.998

The table above shows that 30 participants (n=30) answered three questions, and Table 5.9 shows the mean and standard deviation (SD) of each participant's performance. Additionally, the table demonstrates that questions (6a) and (6b) have a high mean of (M=5.57) and (SD=2.063) and (M=5.47) and (SD=1.756), respectively. This shows that participants performed well on these questions, which were summary writing tasks in both English and home language. The (6b) question has a very low SD, which shows that in comparison to (6a), (6b) was better performed. This question (6b) was a summary in the home language. The table also shows a very low mean (M=1.70) and a high (SD=.998) on question Number 7. These results show that the question was not answered well by participants; just about 13% of the whole population of participants got the question right. By its nature, it required participants to sort jumbled sentences to make up a coherent paragraph. This exercise required a better understanding of the whole text, and the poor performance of the participants on this question showed that they did not fully understand the text or did not read everything in the text. The results from the table also imply that even though participants did well in summary writing tasks, their performance on the home language summary was exceptional. These results were aided by participants being able to eliminate plagiarism and express their ideas in a language they understood better. This finding resonates with previous research showing that multilingual students perform better in reading literacy when allowed to alternate between two or more languages (Baker, 2001). This study further looks into the benefits of the students' languages that will help them to learn better and thus propose a pedagogical alternative that embraces the students' languages.

In the following section, the researcher presented the results for inference level of comprehension.

5.3.3 Inference Level

The inference level is the third reading comprehension level in Barret's Taxonomy, assessing the performance in a higher-order inference question. The results are presented in Table 5.10 below.

Table 5.10: Inference Pre-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
8	30	1.83	0.874
9	30	2.50	0.820

The table above shows that 30 participants answered two questions at this level, and results in the table show relatively high means ($M=1.83$) and ($M=2.50$) for questions 8 and 9, respectively. Comparing these means with the ($SD=.874$) and ($SD=.820$) (respectively) as shown in the table above, shows that the SD were proportionally high, which implies that participants did reasonably well in both questions, with question 9 being the better performed because the mean is high 2.50 and the SD is also very low. A closer analysis of the questions participants wrote showed that the responses most participants gave were relevant to their context with little reference to the context of the text. However, the depth of text comprehension was evident. The implication is that as the level of comprehension gets higher and the questions get more challenging, students are 'forced' to some extent to read and understand the whole text to tackle the questions and increase their performance, as indicated in the table above. While research has documented the general challenges first-year students face in reading literacy at higher comprehension levels (Bharuthram & Clarence, 2015), this study seeks to demystify these challenges in academic reading by introducing translanguaging, an approach to reading that increases epistemic access.

In the coming section, the researcher presents the results for evaluation of the level of comprehension.

5.3.4 Evaluation

Participants also responded to a question on the evaluation level of comprehension to establish participants' ability to answer questions that required them to evaluate information. The results of the participants' performance are summarized in Table 5.11 below.

Table 5.11: Evaluation Pre-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
10	30	0.70	0.915

Above is a table which shows that 30 participants were given one question under the evaluation level to respond to. Also shown in the table is the low mean ($M=.70$) and a slightly high ($SD=.915$). The results in the table show that the participants did not do well on question number 10, which was the only question at this level. Participants performed poorly in motivating their responses to a given question. The implication is that much of the student population could not justify or evaluate the responses they had given. This finding confirms what previous research has documented that most first-year multilingual students at university have a challenge with responding to questions at higher levels of comprehension that require them to justify or motivate responses. Yet, these are the most critical reading abilities every student should have for academic success (Hungwe, 2019).

The researcher delves into presenting the results on the application level of comprehension in the following section.

5.3.5 Application

The application level is the highest cognitive level in Barret's Taxonomy and requires that participants apply what they have read from their text to their own lives and contexts. The questions assess participants' ability to use learned material in new and concrete situations. Table 5.12 below summarises the results of the participant's performance at this level of comprehension.

Table 5.12: Application Pre-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
11	30	2.07	0.450

The table above shows that participants answered one question under the application level of comprehension, and results reveal a high mean of ($M=2.07$) and a low ($SD=.450$). This lower SD shows that most participants performed reasonably well in the question even though a closer analysis revealed that participants only concentrated on content from a minor part of the text and not the whole text to apply read information as required by the question entirely. This implies that the student population either could not use information, did not understand the complete text, or did not read it for various reasons. This finding corroborates with previous research that documented less proficiency in application level of comprehension amongst first-year students, which later impacts their academic reading ability (Thursby and Kimberly, 2020). For this study, instruction for academic reading competence at university challenges the notion of teaching reading as a set of skills with hierarchical structures that must be mastered one at a time, focussing only on instruction biased towards the cognitive aspects.

The researcher presented the pre-intervention activity results, covering the reading comprehension level as postulated by Barret's taxonomy. Following the same format, the researcher presents the results of the post-intervention reading activity.

5.4 Reading Performance Post the Intervention Session

The reading performance post-intervention assesses students' comprehension levels after the 5-day translanguaging intervention sessions. The intervention involved using all the students' linguistic repertoires in reading. Participants answered the questions individually, using the annotated technique, marking the text while reading using their multiple languages. This technique was introduced during the intervention session to allow participants to interact with the text more actively. The results of the reading performance are summarized under each comprehension level below.

5.4.1 Recall Level

Participants responded to recall questions to establish their recall abilities after the translanguaging intervention. The results of the participants' performance are summarized in Table 5.13 below.

Table 5.13: Recall Post-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
1a	30	1.57	0.774
1b	30	0.60	0.498
1c	30	0.90	0.759
1d	30	3.03	0.669

The researcher administered four questions, and the students performed well on two. One question (1a) had a high mean of ($M=1.57$) and a low ($SD=.774$), showing that a percentage close to 50% of the participants did well. The low SD of .774 also confirms that the performance was good. Question (1d), as shown in the table, was responded to exceptionally well with a mean ($M=3.03$) and a lower SD of ($SD=.669$). The other two questions, (1b) and (1c), had very low means and SD ($M=.60$) ($SD=.498$) ($M=.90$) ($SD=.759$), respectively, as shown in the table above. The nature of the questions required them to use synonyms of words used in the text. The results of the participants shown in the table imply that most participants generally performed well at this level of comprehension. This finding resonates with previous research that documented that allowing multilingual students to use their languages in learning enhances their level of comprehension (Bin-Tahir, Saidah, Mufidah & Bugis, 2018; Makalela, 2015). Translanguaging introduced during the intervention gave participants confidence in their languages, which they used during the reading process to understand the text better. This study pushes forward for a pedagogy that offsets monolingual teaching and learning practices prevalent in most higher education classrooms.

In the next section, the researcher presents the results of the reorganization level of comprehension,

5.4.2 Reorganization Level

On the reorganisation level, the researcher gave participants the task of writing a summary. Participants wrote a summary of the whole text in not more than 150 words in English and their home language, assessing the reorganization abilities of participants after translanguaging or intervention. The results of their performance are summarized in Table 5.14 below.

Table 5.14: Reorganization Post-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
2a	30	2.40	1.037
2b	30	2.80	1.243

Question Number One (2a), which required participants to write a summary of the text in English, had a high mean of (M=2.40) and a lower SD (SD=1.037), which shows that participants did quite well in the English summary. The table also shows great performance in home language summaries with a mean of (M=2.80) and SD (SD=1.243). The mean of English summaries is lower than that of home language summaries, confirming that participants did well. A steady difference is shown in the standard deviations of the two summaries, implying that in both cases, participants showed a greater level of comprehension, especially in the home language summary, where out of 30 (n=30) participants, 22(n=22) participants scored above 50%. This finding affirms what previous studies have documented. For instance, the study by Ngcobo et al. (2016) found that summaries written in the home language show or reflect a deeper understanding of content by students since they need to understand the English text before writing it in their home language. The use of a pedagogical practice that involves input in one language and output in another language in the learning of students gives a true reflection of the comprehension levels of students.

In the subsequent section, the researcher presents the results of inference level.

5.4.3 Inference Level

As part of the post-intervention reading activity, participants were asked to answer questions on the inference level, determining the participants' level of inference after introducing translanguaging to their reading. The study summarises the results in Table 5.15 below.

Table 5.15: Inference Post-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
3a	30	0.17	0.531
3b	30	1.70	0.998
3c	30	1.83	0.874

The researcher asked three questions on the inference level of comprehension, and responses to question Number 3a had a much lower mean ($M=.17$) and a high ($SD=.531$). These figures from the table show that participants did not do well in that question, with only about 10% getting the question right. The question read, ‘Full-service restaurants are said to be fluid. Explain what this means and why this is so. The participants failed to understand the meaning of the word ‘fluid’, which was instead used connotatively in the text. The other two questions, 3b and 3c, were well attempted with a high mean of ($M=1.70$) and ($M=1.83$) respectively and a much lower ($SD.998$) and ($SD.874$) respectively. This implies that the student population performed much better at the inference level, with a few exceptions that involved vocabulary knowledge. This finding aligns with findings by Macawile and Plata (2022) that when students use diverse languages in reading, their background knowledge is activated, and they connect the already known with new information, enabling them to attain high levels of comprehension. With this high level of comprehension, students read beyond the text because they can engage their senses in imagining the unseen text. This study affirms that translanguaging involves the frame of reference of the whole being, making it a resource in literacy learning.

In the coming section, the researcher presents the evaluation level results.

5.4.4 Evaluation Level

The questions that participants responded to on this level involved giving their judgement to assess the level of competence after the introduction of translanguaging into their reading, and the results of the participants’ performance are shown in Table 5.16 below.

Table 16: Evaluation Post-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
4a	30	2.50	0.820
4b	30	0.70	0.915

Question Number 4a in the table above shows a high mean of ($M=2.50$) and a lower ($SD=.820$), indicating that more than 80% of the total population of the participants did well in that question, which is a very high positivity rate. Question Number 4b, as shown in the table above, has a low mean ($M=.70$) and a high standard deviation ($SD=.915$), indicating that the question was not conducted well, with only about 23% of the total population of the participants getting

the question right. The question required much of the participants' understanding of the word 'ethnic' used in the text to evaluate the question comprehensively. The results presented in the table above imply that most participants fared quite well on this level of comprehension. The evaluation level of comprehension is generally regarded as complex because it requires a deeper understanding of the text. Participants showed significant progress in interacting with the text personally using all languages at their disposal, and they managed to perform better.

In the subsequent section, the researcher presents the result of the application level.

5.4.5 Application Level

According to Barret's taxonomy of comprehension, the application level is the highest, requiring that participants apply their knowledge of what they have learnt from the text to a new situation. The researcher asked participants to design a menu in English and their home language. Table 5.17, below, shows the results of participants performance.

Table 5.17: Application Post-Intervention

Question	Number of Participants	Mean	Standard Deviation (SD)
5a	30	2.07	0.450
5b	30	2.07	0.450

Question Number 5a, shown on the table, was the English design and Question 5b was the home language design. Both designs carry a mean of ($M= 2.07$) and a ($SD=.450$). The results show that the more significant population of the participants did the task satisfactorily because the means are higher than the standard deviations. Participants showed a high level of performance in applying read information to new situations or contexts in English and their home languages. The finding implies that the student population designed the required menu in a way that suggested they understood the English text and were now applying the knowledge in a different situation. It also means that translanguaging is transformative because it creates social spaces that allow students to bring their world into the classroom. The study confirms Macawile and Plata's (2022) finding that using multiple languages in class allows multilingual students to showcase their creativity and different ways of making sense of the world. Translanguaging transcends language use, and the affordances necessitated by its presence in the classroom provide opportunities for collaboration, critical thinking, multimodality, creativity, and many more. These skills are crucial in literacy and language learning.

In the subsequent section, the study consolidates the pre and post-intervention reading results to thoroughly analyse the intervention's impact on the participants' reading abilities.

5.5 Consolidation of pre and post-intervention reading activities

The researcher used the paired sample t-test to compare the participants' performance in pre and post-intervention reading activities. The researcher presented the findings in the tables below, from recalling to application.

5.5.1 Recall Level Pre & Post-intervention reading activity

Under this section, statistical test results are shown and the rationale for these tests was to assess whether patterns in our data reflected a significant relationship. The tests have offered a more credible validation of the results avoiding making assumptions in the interpretation of the data. In this study, the statistical test results show whether translanguaging implemented in interventions made a significant contribution to reading comprehension levels of the participants or not. Table 5.18 shows the results of the recall.

Table 18: Recall Pre and Post-Intervention

Pair	N	Mean	SD	Paired Samples Test	df	Sig. (2-tailed)
Pre-recall	30	2.90	0.850			
Post-recall	30	6.10	1.34	-10.367	29	0.000

Results in Table 5.18 above show that 30 participants participated in the pre and post-translanguaging intervention at the recall level of comprehension. A mean of 2.9 (M=2.9) and 6.10 (M=6.10) was achieved for the pre and post-recall interventions, respectively, suggesting that participants' performance in the post-intervention was higher than in the pre-intervention, also evidenced by a high standard deviation in the post-intervention of 1.3 (SD=1.34) compared to .850 (SD=.850) in the pre-intervention activity. Tested for significant level, the paired test shows that the difference between the tests was statistically significant at a p-value of 0.05 ($t(29) = -10.36$; $p < 0.05$). There is a substantial difference between the pre and post-intervention recall scores, as indicated by the negative test statistic. The p-value of 0.000 confirms the statistical significance of this difference, as it is less than the traditional threshold of 0.05. The intervention considerably enhanced the participants' recall skills. The intervention successfully

improved participants' recall performance, as evidenced by the considerable rise in the mean score and the statistically significant paired samples test.

This shows that the alternative hypothesis that predicted that translanguaging would effect changes in reading performance has been accepted, rejecting the null hypothesis that predicted no effect to the reading performance. This means that translanguaging practices employed in the recall level of comprehension yielded positive results, as shown by better performance results in the post-intervention activity above. This result confirms the documented research that states that translanguaging practices are used in reading to improve students' reading comprehension levels (Hungwe, 2020; Bin et al., 2018; Makalela, 2015). In this instance, translanguaging helps students understand the text and allows them to deal with questions satisfactorily on the recall level.

In the next section, the study presents the results of reorganization.

5.5.2 Reorganization Level Pre & Post-intervention reading activity

Table 5.19 below shows the findings on the participants' performance before and after the intervention in reading activity.

Table 5.19: Reorganization Pre and Post-Intervention

Pair	N	Mean	SD	Paired Samples Test	df	Sig. (2-tailed)
Pre-reorganisation	30	11.567	3.635			
Post-reorganisation	30	5.200	2.000	9.698	29	0.000

Table 5.19 shows that out of 30 participants in the pre and post-intervention activity, a mean of 11,567 and 5,200 was achieved in the pre-organisation and post-organisation, respectively, with a standard deviation SD of 3,635 and 2,00. The results suggest that participants' performance in the pre-organisation before the translanguaging intervention was higher than in the post-intervention activity. When tested for the significant level, the paired test shows a significant difference at $t(29) = 9.698$; $df = 29$; $p < 0.05$). The results of the t-test ($t(29) = 9.698$, $p < 0.05$) indicate a noteworthy distinction between the scores obtained before and after the reorganisation. The observed changes in reorganisation performance appear to result from anything other than random chance, as indicated by the p-value of less than 0.05, which means

strong evidence against the null hypothesis. This noteworthy outcome suggests that the reorganisation intervention significantly impacted the participants' performance.

In actuality, the pre-intervention performance remains much higher than the post-intervention performance. The results mean that translanguaging was ineffective in bringing a positive change in the reorganization level of comprehension, suggesting that translanguaging did not bring about the desired change expected in the reading performance. The task's nature or other factors could have contributed to this result. However, essential to note is that translanguaging may not always be as effective as anticipated in reading literacy. The finding is inconsistent with most research, such as Namrullah and Nasrullah's (2020) study, which documents that translanguaging is always effective in affecting positive reading changes. The survey by Namrullah and Nasrullah (2020) shows that there is always a significant change when translanguaging is applied to reading comprehension. Nonetheless, this current study goes beyond to show that translanguaging does not just work miracles independently without proper planning. Reading activities and several factors like text complexity and the nature of questions need to be seriously considered, especially in summary writing, to see the effectiveness of a pedagogical practice like translanguaging.

In the next section, the research presents the results of inferential.

5.5.3 Inferential Level Pre & Post-Intervention Reading Activity

Results of participants' performance on the inference level of comprehension from both the pre and post-intervention reading activity are presented in Table 5.20 below.

Table 20: Inference Pre and Post-Intervention

Pair	N	Mean	SD	Paired Samples Test	df	Sig. (2-tailed)
Pre-inference	30	3.4	1.84			
Post-inference	30	3.7	1.44	-0.781	29	0.441

The results in Table 5.20 above show that 30 participants conducted the pre and post-intervention activities. Reported on the results is that a mean of (M=3.4) and (M=3.7) was gained for the pre and post-intervention activities, respectively. Furthermore, there is a record of a standard deviation of (SD=1.84) and (SD=1.44) for the pre and post-intervention,

respectively, which shows a slight increase in participants' performance with translanguaging intervention. The mean scores indicate a marginal improvement following the translanguaging intervention, with participants' performance showing a minor increase from pre-intervention (M=3.4) to post-intervention (M=3.7). On the other hand, the standard deviation dropped from 1.84 to 1.44, suggesting that post-intervention results were less variable.

When tested for statistical significance, the results of the paired test show that they were not statistically significant ($t(29) = -.781$; $p > 0.05$). In other words, it is insufficient to conclude that the translanguaging intervention had a meaningful effect based solely on the observed participant performance improvement. The study could not reject the null hypothesis because the p-value is greater than 0.05, indicating that random variation rather than intervention may cause performance improvements. This means that the increase in the participants' performance after the translanguaging intervention may have happened by chance and not because of translanguaging, as the statistical difference between the two is very small. The finding also refutes the claim placed on translanguaging and its accuracy in facilitating inference-making strategies (Namrullah & Nasrullah, 2020: 973).

In the next section, the researcher presents the evaluation-level results.

5.5.4 Evaluation Level Pre & Post-Intervention Reading Activity

Results of participants' performance in the pre and post-intervention reading activities are presented in Table 5.21 below.

Table 5.21: Evaluation Pre and Post-Intervention

Pair	N	Mean	SD	Paired Samples Test	df	Sig. (2-tailed)
Pre-evaluation	30	2.76	0.626			
Post-evaluation	30	3.20	1.32	-1.417	29	0.167

Presented in Table 5.21 above are results that show that 30 (N=30) participants took part in the pre and post-intervention activities. The mean (M=2.76) and (M=3.20) were recorded for pre and post-intervention, respectively. Together with a standard deviation (SD=.626) and (SD=1.32) in pre and post-intervention, these results show increased participants' performance

in the post-intervention activity, with greater variability in the post-evaluation scores. However, the paired sample test result shows an insignificant difference between the pre and post-intervention reading activities in the evaluation level ($t(29) = -1.417$; $p > 0.05$). The t-value of -1.417 indicates the direction and size of the difference between the pre and post-evaluation. Nevertheless, the observed difference is not statistically significant, as indicated by the p-value of 0.167, higher than 0.05, suggesting that translanguaging or other factors could have contributed to the increase in performance gained in the post-intervention activity. This finding resonates with research that documents that students should be allowed to use all the linguistic repertoire at their disposal to fully show their comprehension levels, especially in evaluative higher-order levels of comprehension (Chu, 2017: 23). This study places much emphasis on the use of students' linguistic repertoires to demonstrate their comprehension skills in activities that require evaluative thinking skills.

In the subsequent section, the researcher presents results for the application level.

5.5.5 Application Level Pre & Post-Intervention Reading Activity

Table 5.22, below, indicates the results of tasks assessing the application abilities of students.

Table 5.22: Application Pre and Post-Intervention

Pair	N	Mean	SD	Paired Samples Test	df	Sig. (2-tailed)
Pre-application	30	1.067	0.8683			
Post-application	30	4.13	0.8996	-14.669	29	0.000

Table 5.22 above shows the results of 30 ($N=30$) participants who took part in pre-intervention and post-intervention at the application level. Results above show that a mean of ($M=1.067$) and ($M=4.13$) was recorded for pre and post-intervention, respectively. The standard deviations ($SD=.8683$) and ($SD=.8996$) are also shown for pre and post-intervention, respectively, demonstrating that the variability in scores stayed constant both before and after the intervention. These results show a marked difference in participants' performance as they performed better in the post-intervention. When tested for statistical significance, the following applies. The results of the paired sample test show that the difference between the pre and post-intervention reading activity at the application level is statistically significant at $t(29) = -14.699$; $p < 0.05$). There is a substantial difference between the pre and post-application

averages, as indicated by the t-value of -14.669. In addition, the p-value of 0.000 is so high ($p < 0.05$), suggesting that the observed difference is not the result of chance. The results imply that the results accept the null hypothesis, which states that translanguaging will positively change reading performance and reject the alternative hypothesis. This is also evidence that using students' linguistic repertoires in the application level of comprehension yielded positive results. Translanguaging demonstrated its efficacy in enhancing comprehension skills in activities that require application skills. Mgijima and Makalela (2016) and Garcia (2009) corroborate this finding that translanguaging enhances students' higher cognitive skills in reading literacy. This study offers translanguaging as a pedagogical option to help university students deal with comprehension at a higher level in academic reading.

In the coming section, the study presents results for student perceptions of translanguaging use.

5.6 Student Perceptions of Translanguaging Use

The evaluation questionnaire evaluated the students' perceptions of using multiple languages to access knowledge. This questionnaire was administered to the participants after the translanguaging intervention in their reading activities. The results of this evaluation questionnaire are presented in the tables below.

5.6.1 Enthusiastic use of multiple languages

The participants responded to the question on using multiple languages in class to establish the reception of this new teaching and learning approach in their classrooms. The summary of the results is contained in Table 5.23, below.

Table 5.23: Multiple Languages Enthusiasm

No. of Participants	Mean	SD
30	3.07	0.583

The table above shows that 30 ($n=30$) participants responded that they enjoyed using multiple languages for learning. The high mean shown in the table ($M=3.07$), which is way over 70%, and a lower standard deviation ($SD=.583$) show that most participants enjoyed using multiple languages in class for learning. This finding compares with previous research, which documented that an environment that restricts multilingual students to one language does not

reflect their everyday practices at home or in society (Rowe, 2018: 31). Making use of the students' linguistic repertoire in class for learning instead creates a space that is 'safe' for students as they can function entirely without linguistic boundaries. A learning space that allows a free flow of languages brings students enthusiasm and excitement, and they become intrinsically motivated.

5.6.2 Comprehension enhanced

The researcher asked participants whether using multiple languages improved their comprehension of content, assessing the impact of using many languages on comprehension in reading literacy. The results of their responses are shown in Table 5.24 below.

Table 5.24: Comprehension enhanced

No of Participants	Mean	Standard Deviation
30	3.20	0.664

The table above shows that 30 (n=30) participants rated whether using multiple languages in class enhanced their reading comprehension. The high mean of (M=3.20) is a percentage of over 80% of the participants' total population, confirming that using multiple languages in class improved their reading comprehension. The lower (SD=.664) in the table also shows that most participants responded positively. The implication is that a pedagogy that allows students to use their diverse languages in class contributes positively to their reading comprehension. This finding affirms previous research stating that using multiple languages in class improves reading comprehension gains (Makalela, 2015). Translanguaging in this study contradicts monolingual ideologies that using various languages in class 'contaminates' the target language learning.

In the next section, the study presents results for improving students' creative and critical skills.

5.6.3 Creative and Critical Skills improved.

The study asked participants one question that assessed their ability to come up with new solutions to specific problems given in their textbooks. The purpose of the question was to determine how having a multilingual classroom aided students in coming up with solutions and evaluating their answers. Results are shown in Table 5.25 below.

Table 25: Creative and Critical skills improved

No. of Participants	Mean	Standard Deviation (SD)
30	3.13	0.571

The table above shows a high mean ($M=3.13$), which indicates that many participants confirmed that when they use multiple languages, they can develop new solutions to problems raised in their textbooks for solving. The average score is way above 50% of the total possible scores (highest possible score of 4), and the standard ($SD=.571$) is far lower, indicating less variability among participants. The result implies that the student population concurs that using multiple languages in class improved their ability to create and critique solutions to questions raised in their textbooks. This finding compares with previous research documenting that learning spaces open to multiple languages allow students to be critical and creative because they can negotiate meaning and make sense of the world differently. For example, Garcia (2009) shows that students' creative and critical thinking skills develop when using translanguaging pedagogy. Macawile and Plata (2022) also confirm that translanguaging is valuable as it helps students make meaning and construct knowledge. This study extends this notion further to show that translanguaging allows students to think deeply about issues and develop new solutions, making them producers of information because it ensures deep comprehension of content.

In the subsequent section, the researcher analyses previous knowledge and the activation of inference skills.

5.6.4 Previous Knowledge and inference skills activated.

The study established whether using multiple languages allowed participants to connect what they know with new information taught in class. In other words, the researcher conducted the activity to establish whether using numerous languages in class activated the background knowledge that would allow them to connect the old and the new information. Table 5.26 shows the results of the responses.

Table 5.26: Previous knowledge and Inference skills activated

Number of Participants	Mean	Standard Deviation (SD)
30	3.20	0.551

The table also shows a high mean of 3.2 ($M=3.20$) and a lower standard deviation ($SD=.551$), which shows that about 90% of the total population of the participants rated the question with high positivity showing that they all concurred that using multiple languages allowed them to bring up what they already know to help them understand the new information. This finding corroborates previous knowledge that documented that using many languages in class activates prior knowledge, which allows readers to fill in the gaps in the texts that they read with old information that they already know and with imagined information that is not stated in the text which is accessed through clues in the text (Ozuru, Dempsey, & McNamara, 2009: 229). Translanguaging is an approach that unlocks the resources that are unconsciously stored in multilingual minds and brings them to good use in language learning. In other words, translanguaging refutes the notion that multilingual students come to school ‘empty-handed’ with no literacy experiences or background that teachers can use as learning and teaching resources.

5.6.5 Identity Investment

The study also rates participants on how using many languages in class gave them the confidence to become who they are in classroom discussions without fear. This task determines the effect of using many languages on the identity of the participants, and the results are shown in Table 5.27 below.

Table 5.27: Identity Investment

Number of Participants	Mean	Standard Deviation (SD)
30	3.53	0.507

The table above shows a high mean ($M=3.53$) and a very low standard deviation ($SD=.507$), indicating that most participants rated this question highly positive. They confirmed that using many languages in class gave them the freedom to bring themselves in, allowing them to participate fully as ‘whole’ individuals without fear of saying wrong things. The finding implies that the majority of the student population concurred that using multiple languages in class gave them the confidence to become who they are without feelings of fear or shame. This finding affirms previous research that translanguaging in class empowers students and removes all the guilt, humiliation and anxiety that usually come with monolingual practices, making translanguaging a humane pedagogy (Childs, 2016). Translanguaging builds on the identity of multilingual students positively.

5.6.6 Positive Learning Experiences

The researcher also assessed whether using participants' linguistic repertoires in class changed their learning experiences, and the results are shown in Table 5.28 below.

Table 5.28: Positive Learning Experiences

No. of Participants	Mean	Standard Deviation (SD)
30	3.20	0.551

The table above shows that 30 (n=30) participants gave their ratings to the question of whether using multiple languages in class gave them a new learning experience. Also shown in the table is a high mean (M=3.20) and a low standard deviation (SD=.551). These results mean that most of the participants rated with high positivity to the question on learning experiences. The implication is that most participants confirmed that using many languages in class created a new positive learning experience for them (Makalela, 2015), showing that a platform where students are encouraged to use their languages freely and formally is rare in most classrooms because of the dominance of monolingual practices. In this study, translanguaging transcends language issues into creating spaces that positively impact students.

5.6.7 Improved summarizing and paraphrasing skills

Another question participants responded to was how using other languages in class allowed participants to retell what they read from the textbooks in their own words in English and their home languages. This task determines how using multiple languages allowed them to retell and read information in their own words, and results are shown in Table 5.29 below.

Table 29: Improved summarizing and paraphrasing skills

No. of Participants	Mean	Standard Deviation (SD)
30	3.07	0.691

The table above shows that the number of participants responded to this question was 30 (n=30). Also shown in the table is a high mean of 3.07 (M=3.07) and a lower standard deviation of .691 (SD=.691). These results show that over 50% of the total population of the participants rated with high positivity that using multiple languages in learning helped them to retell in their own words the information they had read from their textbooks. The implication is that when

students use all the languages at their disposal in their learning, such as reading, they can understand the content and easily retell it in their own words because they have grasped the content. Research confirms that translanguaging equips students with summarizing and paraphrasing skills and critical skills in academic reading (Hungwe, 2019). Translanguaging equips students with the skills necessary for their success in academic reading.

5.6.8 Collaboration

The researcher asked participants to rate their participation level and cooperation with others in class when they used multiple languages, establishing their level of working together and sharing information with others. The results are shown in Table 5.30 below.

Table 5.30: Collaboration

No. of Participants	Mean	Standard Deviation (SD)
30	3.20	0.484

The table above shows the number of participants that responded to this question, which is 30 (n=30). The table shows a high mean of 3.20 (M=3.20) and a lower standard deviation (SD=.484). These results show that a participant population of over 50% concurred that using multiple languages enabled them to work with others and share information. The implication gathered from the results is that using many languages in class allowed the participants to work and share information with others. This finding validates previous research that documented that when students engage in diverse languages in a multilingual classroom, they create an environment of collaboration and cooperation among their peers that is culturally deep and linguistically rich. This collaboration and cooperation make the learning environment joyful, helpful and productive for the students. Rajendram (2021) and Mutekwe (2018) show that because translanguaging is collaborative, dialogue or conversation is increased where it is practised. This study further indicates how using translanguaging practices in class brings students together, promoting a culture of working together and allowing languages to flow freely into each other, creating a pool of resources that students can readily access for academic success.

5.6.9 Match in Classroom and Outside Conversation

The study also asked participants to show their ratings to establish if using many languages in class transformed classroom conversation. The results are summarized in Table 5.31 below.

Table 5.31: Classroom and outside conversation match

No. of Participants	Mean	Standard Deviation (SD)
30	3.13	0.434

The table above shows a high mean ($M=3.13$) and a lower standard ($SD=.434$). These results show that many participants rated using multiple languages in class as having made classroom conversations similar to discussions outside the classroom. The finding implies that the student population concurs that using multiple languages in class bridged the classroom and outside discussions because they could use their languages the same way they do outside the classroom. This finding validates previous research, which documented that creating spaces where multilingual students can use all their linguistic diversity allows students to appreciate the ‘class investment’ in the multilingual resources they bring to the classroom (Boughey and McKenna, 2016). Translanguaging in this study bridges the gap between classroom and society conversations, suggesting that linguistic and other resources that students bring to the classroom from their communities can freely be tapped into, challenging the monolingual ideology that aims at ‘emptying’ the students of the linguistic resources that they bring to school because they are not ‘compatible’ with the demands of the school.

5.6.10 Appreciation of linguistic diversity in class

Participants also rated their appreciation of using multiple languages in class to determine the participants' attitudes toward the used pedagogy, and results are shown in Table 5.32 below.

Table 32: Appreciation of linguistic diversity in class

No. of Participants	Mean	Standard Deviation (SD)
30	3.17	0.874

The table above shows that 30 ($n=30$) participants responded to the question and rated their appreciation of using multiple languages in class. The table shows a mean of 3.17 ($M=3.17$) and a low standard deviation of .874 ($SD=.874$). The results shown in the table show that a larger population of participants liked the approach. This finding compares with previous research, which states that multilingual students appreciate a pedagogy that makes them realise the potential of the multilingual resources they bring to school. Translanguaging in this study aims to bring consciousness to individuals about the power which lies in bringing languages

together for a common goal and show them how each language is not complete on its own but depends on the other for it to be complete, as postulated by Makalela (2016) in his Ubuntu translinguaging model.

5.7 Conclusion

This chapter presents quantitative data from a survey, pre- and post-reading intervention activities, and an evaluation questionnaire. Findings from the results have shown that translinguaging as a pedagogical approach to language learning has vast benefits. The survey establishes the prevalence of translinguaging among the students at the university. Findings that emerged from the survey have shown a high prevalence of translinguaging among students at the university because most participants in this study showed that they could speak more than two languages, with a few who could speak at least four languages. Results have also shown that multilingualism among the students is a norm because participants used multiple languages to converse with family at home and friends on university campuses. Another finding of the results is that content comprehension is enhanced when students use multiple languages in class. The pre and post-intervention activities assessed the comprehension levels of participants before and after a translinguaging intervention. As presented and analysed in the chapter, results from these activities have shown that creating translinguaging spaces in reading practices allows students to engage deeply with texts. Reading in one language and writing in another, as conducted in this study, has proved effective in ensuring students understand what they read. Findings from the pre- and post-intervention reading activities have also shown that when translinguaging practices are given space in language and literacy learning, students are equipped to engage with questions of a higher order, which is essential for academic success. The final consolidation of means and standard deviations of the pre- and post-intervention activities showed a marked improvement in participants' performance in the post-intervention activities, where the researcher used translinguaging for tasks requiring higher-order thinking.

The evaluation questionnaire evaluates the students' perceptions of using other languages to access knowledge. Findings from the questionnaire showed that students enjoyed using multiple languages during the translinguaging session, showing a lot of enthusiasm for the approach. Results discussed in this chapter also showed that using various languages increases content comprehension. This chapter demonstrated that translinguaging builds positively on the identity of multilingual students, improving participants' confidence levels and self-esteem.

Results also confirmed positive learning experiences made possible by translanguaging, allowing students to experience ‘learning freedom’ that enhances their performance in the classroom. Lastly, this chapter presented and discussed the results from the quantitative data collected. The findings discussed above have confirmed that most students have a positive attitude towards using multiple languages in class and that translanguaging is a natural phenomenon among multilingual students. Overall, the results have shown that translanguaging practices in the classroom improve the reading literacy of multilingual tourism students in a university of technology.

In the subsequent chapter, the researcher presents the closing remarks.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter gives an overall summary of this study's chapters, which is underpinned by the aim of investigating the efficacy of translinguaging in the reading literacy of multilingual tourism students at a university of technology in South Africa. The chapter outlines the results, the findings that emerged from the data, and recommendations for practice and future research drawn from the findings. Lastly, it presents a conclusion to the whole study. With this background, the researcher delves into the summary of the chapters.

6.2 Summary of Chapters

6.2.1 Chapter 1

This chapter gave the background of the study, emphasising the importance of reading for academic access. This chapter highlights the linguistic background of South Africa, which necessitates the adoption of pedagogical practices that promote multilingualism as it is highly multilingual. This chapter shows that despite this multilingual background, monolingual practices of teaching and learning are still prevalent in higher education classrooms and this is what creates the gap that this study intends to fill. The gap is in seeking alternative pedagogical approaches to help multilingual first-year university students comprehend texts better in academic reading and perform better in university tasks requiring them to apply higher-order thinking skills. This chapter also introduced translinguaging as a preferred approach to teaching and learning in a multilingual context. Discussed in this chapter was the problem statement that introduced the gap that the study intended to fill. Also presented in this chapter was the aim of the study to investigate the efficacy of translinguaging in reading literacy of multilingual tourism students at a university of technology in South Africa. The chapter presented research objectives that underpin this study and are shown below:

- To establish the prevalence and nature of translinguaging at the university.
- To establish students' levels of comprehension before and after translinguaging intervention.
- To explore how translinguaging practices promote identity construction among multilingual students.

- To evaluate students' perception of using multiple languages to access knowledge.

The chapter also highlights the research questions, the study's hypotheses, and the study's rationale and significance. In conclusion, the chapter gave definitions of key terms that frame the study: reading literacy, multilingualism and translanguaging.

6.2.2 Chapter 2

This chapter reviewed the body of literature relevant to the study. The study outlined the following theoretical frameworks:

- Heteroglossia. Heteroglossia (Bakhtin, 1934) posits that sources of meaning can be organised around languages, discourses and voices, meaning that students can draw on a repertoire of languages.
- Ubuntu translanguaging. Ubuntu translanguaging (Makalela, 2015) postulates that no language is complete. The central tenet of this philosophy is the interdependence of languages on each other for completeness.
- New literacy studies. New literacy studies (Gee 1990) situate literacy in a social context, making it a social practice.

Chapter two reviewed recent literature on issues of reading literacy of first-year multilingual students in a university of technology, and research showed that there was a shortage of research on the reading literacy of multilingual students in a university of technology in South Africa.

This chapter showed the interconnectedness of the theoretical frameworks in addressing the aim of the study, which was to investigate the use of translanguaging in reading literacy of first-year multilingual university students at a university of technology in South Africa. The research gap identified in this study influenced the literature reviewed in this chapter. The study intended to fill the gap in seeking an approach that can help multilingual university students from a university of technology improve higher comprehension levels in academic reading. This chapter also looked at the critical issues around the reading literacy of first-year university students. Literature was drawn from various empirical studies carried out globally and locally in South Africa in the area of reading literacy, showing how literacy has been instructed in

higher education and the impact this has had on multilingual students who form part of the majority of students at universities. Guided by the research objectives, the literature discussed singled out particular challenges that multilingual students go through in academic reading in their first year of study at university. The chapter also examined students' perceptions towards the translanguaging approach. The chapter concluded with findings from most of the studies that showed the need for an alternative pedagogy and gave insight into how 'new' adaptable pedagogies in literacy learning can offer solutions to the challenges that most students face to minimise the number of students that drop out of university in their first year.

6.2.3 Chapter 3

This chapter justified the methodology, research design, and analysis used in this study. It provided a thoughtful explanation of the mixed-method approach used in this study, outlining the concurrent design and going on to address the population, sampling techniques, research site, and population to shed light on the backgrounds of the participants. The chapter also described and discussed the data collection techniques used. This study used pre- and post-intervention reading activities, a questionnaire, semi-structured interviews, and a survey to gather data. The chapter gave an example of how to use SPSS Software's descriptive statistics for quantitative data analysis.

On the other hand, the researcher used the thematic analysis of qualitative data to characterise recurrent patterns, providing a more comprehensive understanding of the problem. This chapter also covers translanguaging intervention and discusses the study's limitations, such as time limits, translanguaging as a novel practice, and sample size. Finally, the chapter addressed the study's adherence to ethical principles, validity, and reliability.

6.3 Results and Findings of the Study

The following section presents results and findings that emerged from the discussions in chapters four and five.

Content retention and comprehension

Results showed that in instances where students were allowed to alternate between languages during learning, like reading in one language and writing in another, they engaged deeply with content because before they could write what they read in a different language, participants were supposed to understand first, assisting students in comprehending texts and retaining

information. The finding suggests that translanguaging practices enhance comprehension and retention of content read because students are mentally active when reading the texts. Various scholars confirm that students gain deep comprehension and content retention when alternating between languages in reading literacy (Tahir et al., 2018; Mbirimi-Hungwe, 2020; Makalela, 2015).

Translanguaging as an all-engaging experience

The results showed that when students use all the linguistic repertoires in class, they use their senses to mentally understand what they are learning. Results showed high student engagement in learning and familiarity with numerous languages used in the teaching and learning process. In other words, translanguaging activated their mental and visual representations of what they were learning. Translanguaging has proved to be a pedagogy that includes all students and engages the ‘whole’ being, meaning the senses, the physical, and the social, demonstrating that translanguaging provides an all-engaging experience. Dougherty (2021) affirms that translanguaging practices engage all the students in the classroom, suggesting that translanguaging is an all-engaging experience.

Motivation

The results revealed that translanguaging practices in reading remove obstacles that typically come with difficult words. Results show that by reading texts in English and carrying out discussions in students’ languages, participants comprehend the texts better as they develop interest in the text and motivation to read more. Translanguaging arouses intrinsic motivation, urging students to read more, suggesting that translanguaging increases motivation to read, which leads to improved reading literacy. The finding is consistent with studies stating that translanguaging practices motivate students to learn (Hungwe, 2020). Nonetheless, this study adds that students are encouraged to learn and read more, improving their reading literacy.

A conducive learning environment

Results also showed that translanguaging creates free spaces and allows the exchange of ideas. Results show that students were able to exchange ideas freely in class and were able to produce new information in new ways. Using multiple languages allowed students to unleash their creativity in multilingual, enabling them to present information differently. It further made the learning environment conducive, and students enjoyed the freedom that came with translanguaging in class. The results suggest that translanguaging has the potential to create

conducive learning spaces that allow students to freely engage with texts, content and other students and, in turn, makes them producers and not just consumers of information. Research shows that conducive learning environments created by translanguaging become unlimited possibilities because students can make meaning in different ways (Riswanto, 2022; Song et al., 2022).

Translanguaging is empowering

Another result that came up was that translanguaging is empowering in multilingual spaces. Students feel in charge of their learning outcome in spaces where multiple languages are used and took the responsibility diligently. Results show that translanguaging dismantles power relations in the classroom when the teacher consistently disseminates information to students, as students bring it to the front of the class and lead discussions. This finding suggests that translanguaging gave power to students to improve their reading literacy and fully function in class. Translanguaging empowered and gave the students the courage to lead discussions in class while the teacher was sitting down. This finding also corroborates with Seals (2021), who shows that translanguaging practices empower and encourage students to transform classroom spaces into places of great potential.

Multilingualism as a norm

The results revealed that most students participating in the study could speak at least four local languages, showing a high prevalence of translanguaging among the students, which meant that speaking in more than one language was the norm for most of them. The finding that speaking in multiple languages is natural to most multilingual students resonates with Makalela's study, where students showed that using various languages was their daily communication style (Makalela, 2015).

Previous Knowledge and Inference skills activated.

The results also showed that translanguaging activates students' previous knowledge and imaginations, facilitating them to make inferences about the texts they were reading. With an activated previous knowledge base, students could connect what they knew and the new information, helping them understand new information. These results suggest that translanguaging activates the background knowledge that links with new information and improves comprehension. This finding points out that translanguaging challenges the notion

that students come to school ‘empty-handed’ and wait for the school to fill their heads (Boughey & McKenna, 2016; Ozuru et al., 2009).

Improved summarizing and paraphrasing skills

The study's results also showed that when students interacted with texts using multiple languages to read, discuss the text and write, they refrained from copying the original words in the text. Alternating between the language of the classroom and their languages helped them to understand the text better. They could write better summaries without relying on the text and retell what they had read in their own words. These results showed that translanguaging fosters better summary writing and paraphrasing. Scholars who have used translanguaging practices in summary writing found that translanguaging improves summarizing and paraphrasing skills (Ngcobo et al., 2016; Hungwe, 2019).

Collaboration

The results also showed that translanguaging allowed students to work together. Most of the tasks required that students share or exchange ideas in groups, pairs or to the class. The dialogic nature of translanguaging created interactive and productive spaces. Conversation increased in the spaces where translanguaging was practised, and students could communicate with each other more. Using multiple languages allowed students to share ideas and discuss texts, promoting a sense of a community of readers. This maximised performance in reading literacy among students, something that could not have happened had students worked independently, implying that translanguaging promotes collaboration and reading literacy. In his study, Mutekwe (2018) also confirms that translanguaging promotes classroom dialogue.

As summarised above, this current study's findings showed the efficacy of translanguaging in enhancing the reading literacy of first-year multilingual students. This study discovered a closer relationship between data collected quantitatively and qualitatively through the same findings that recurred from both data collection methods. The findings pointed out that translanguaging is an all-rounder approach that seeks to involve the ‘whole’ individual in the learning process to get the desired outcome of reading literacy levels, meaning that translanguaging involves both the mental and affective domains. The study findings showed translanguaging promotes positive identity and a positive perspective towards one's languages and increases students' reading literacy performance, thus fulfilling the goal of achieving objectives and the aim set for this study.

6.4 Recommendations

The study aimed to investigate the efficacy of translanguaging in reading literacy of multilingual tourism students in a university of technology in South Africa. From the data gathered, the findings discussed above came up, and based on the findings, the researcher makes the following recommendations for both practice and future research.

6.4.1 Recommendation for Practice

- Students have shown throughout the study that they perform better with translanguaging in reading comprehension levels, which include recall, reorganization, inference, evaluation, and application. This study recommends that educational practices that allow students to alternate between languages be practised in the classroom to enhance comprehension and retention of content. Allowing students to read in one language and then write or discuss in another language (s) allows multiple languages to be actively engaged in the classroom.
- Another finding has shown that translanguaging in class ensures that all students are included in the learning process. This study recommends that students be allowed to use multiple languages, including the language of learning and teaching in the classroom, to increase the participation of everyone in class.
- The motivation to read more emerged as a finding afforded by translanguaging. University academic reading demands more reading and more complex texts; therefore, this study recommends educational practitioners to structure classroom reading activities in a way that students use other languages, not only English, to interpret the texts that they read in such a way that they remove obstacles like difficult words which might take away the interest to read more or hamper their comprehension.
- Another recommendation comes from the finding that translanguaging enhances creative and critical skills. For multilingual students to function at their full potential, this study recommends that they be given tasks derived from reading texts in their languages and the responsibility to design tasks to showcase their creativity in making meaning.

- Summarizing and paraphrasing are some of the desired skills in academic reading at university, and it is, therefore, crucial that students master these skills to avoid plagiarism that brings them down in educational success. This study recommends that summary writing be conducted in two languages, where students write one summary in English and another in their language. That way, the teacher can diagnose students' real problems in summary writing and easily correct them. If the teacher is unfamiliar with the languages, students can assist each other in this regard, which will again promote the culture of working together.

6.4.2 Recommendation for Future Research

This study acknowledges the need for further research exploring translanguage use in reading literacy for students taking technical courses like Engineering and Information Technology at a university of technology. These technical courses use a lot of jargon in their operations, mostly in English. This would probably be the starting point of creating a glossary of terms in the students' languages, leading to texts or books written in the students' languages and contributing to the translanguage drive of having more academic texts in African languages.

This study looked at only 30 participants, so there is a need for further research with many participants to get views from a large sample. Views from a larger group may be evidence strong enough to vouch for translanguage in the higher education classroom at the university of technology. In addition, to get a well-balanced perception of translanguage in the classroom, especially in higher education, further research should also interview lecturers to understand their standpoint regarding translanguage because its success in the school is in their hands.

6.5 CONCLUSION

The study aimed to investigate the efficacy of translanguage in the reading literacy of multilingual tourism students at a university of technology in South Africa. To fulfil this aim, 30 multilingual participants from a tourism course participated in this study. This study was centred on translanguage practices in a multilingual classroom in Gauteng province in South Africa and was based on three frameworks: heteroglossia, Ubuntu translanguage, and new literacy studies. The study used quantitative and qualitative methods to analyse data and found that translanguage improved students' performance in comprehension levels: recall,

reorganization, inference, evaluation and application. The findings suggest that translanguaging intervention had a positive effect on the reading literacy of the participants. Translanguaging helped enhance participants' reading literacy and promoted a positive identity construction among the students, suggesting it to be an all-rounder pedagogy that offers cognitive benefits and transforms both the learning space and the individual. Therefore, this study argues that translanguaging is a better option for helping students with reading literacy in higher education. It recommends that lecturers in higher education adopt translanguaging as a practice in their classrooms. It will solve the students' reading woes and help build their identities. There is a need to expand the translanguaging and reading literacy field to more technical subjects like engineering and information technology in higher education.

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APPENDICES

Appendix 1

PARTICIPANT CONSENT FORM



CONSENT FORM

To Whom It May Concern

I hereby consent to my participation in the research being conducted by Akulina Chihobo towards a PhD in Reading Literacy at Wits University. The methods, objectives and benefits of the research have been explained to me and I understand how the study will be conducted and what my involvement will be.

In summary:

1. I will not be paid for participating in the research and can withdraw from the study at any time.
2. There will be a 10-15 minute interview
3. I understand that anonymity cannot be fully guaranteed in this study
4. I have the option to review a copy of the transcribed interview and request any data be removed if required.
5. My personal information will be kept private and any report or presentation of the data will not reveal specifics of my institution or my name.
6. Quotes from my interview responses may be used in the research but only for analysis.

As part of the study, the interview will be audio recorded. As this is purely for record keeping purposes to improve the accuracy of the subsequent analysis, I specifically also agree to the interview with myself being recorded.

I agree that the information I provide may be used anonymously after this project has ended, for academic purposes by other researchers, subject to their own ethics clearance being obtained.

Signature

Name

Date

Primary Role

Appendix 2

PARTICIPANT INFORMATION SHEET



Participant Information Sheet

Good Day

My name is Akulina Chihobo, and I am a PhD student in the School of Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating 'Reading Literacy and Translanguaging' under the supervision of Professor Leketi Makalela. The aim of this research project is to investigate how the use of students' own languages can enhance academic reading of English texts of First-Year students at a university of technology. This study is aimed at introducing a teaching method that we are not very familiar with in the classroom where all languages can be used to facilitate learning. As this is a new method, this study will help us to assess whether using other languages enhances higher levels of comprehension in academic reading or not. All this investigative work is conducted to find ways that can help first-year students with their reading when they enter university.

As part of this project, I would like to invite all 30 of you first-year tourism students to take part in the study. Please know that, by taking part in the study you will be losing none of the work that you are supposed to do, nor will there be any marks allocated to the exercises, but you will get lots of new practice at the work that you would be doing, anyway.

The marks that you get in the pre- and post-intervention reading activities will not be used anywhere and will not count towards your class formal assessments. The marks will be used for this study only and should you choose not to take part in this study or wish to withdraw at any point during the study you are free to do so without any prejudice or penalty against you. Below is the procedure that you will follow:

In this study, there will be a survey, a pre and post- intervention reading activity, an evaluation questionnaire and an interview. The first stage is a survey. In the survey, you will be asked a few questions pertaining to your use of other languages other than English outside the classroom. This survey will take about 5 to 10 minutes to complete. We will do this in class or preferably send by email.

In the first lesson, the teaching of application verbs that will be tested on for this study will follow and this will be conducted during our class time as it falls under comprehension activities. Some of the application verbs that will be tested on are; analyze, compose, critique, solve, evaluate, apply and other verbs. These verbs will be taught in the context of reading passages to understand how questions with such verbs should be answered.

After the lesson, you will be given an English text which is an extract from a tourism text with questions that are organized in different categories. These questions will be answered individually. No names will be written on your answer sheets but pseudonyms and in your case numbers 1-30 will be assigned to each one of you. After this stage, these marks for this assessment will be recorded.

After the pre-reading intervention activity, five days will be allocated to our intervention activity. First day you will read one text in English and perform different tasks that will require you to use your own languages together with English to complete the tasks. For five days you will be getting a new text in English and perform tasks using English and the other languages that you speak.

Three weeks after the pre-intervention reading activity, you will write a post-intervention reading activity. After writing the post-intervention activity, you will answer questions on a questionnaire to evaluate your experience with translanguaging intervention as a teaching and learning method and this should take about 10 minutes to complete. This will help to check the effectiveness of the intervention. Again on these questionnaires no names will be required and this is a voluntary exercise participants are free to withdraw and will not be penalized for not doing this.

Lastly, some of you will be asked to participate in an interview which will be audio-recorded using a digital device with the permission of the participants and transcribed verbatim which will also be subject to member-check after transcription. The interviews will be aimed at

evaluating how the use of translanguaging or multiple languages in class impacts on the identity of the participants and should take about 15 minutes. Selected participants are free to withdraw from the interviews if they don't feel like sharing their experiences with no penalty imposed. Should you feel uncomfortable, distressed or vulnerable at any stage during the study and you need professional help, with your consent, you will be referred to the student counselling unit or you can contact them, their numbers are provided below.

In the process of this data gathering, none of your class time or assessments will fall behind as all the procedure will be conducted following the course scheduled topics. Participating in the study will help you with the necessary skills on reading comprehension, a topic that we need to cover for the course.

Apart from adding to the body of knowledge, this study will help to map the way forward for higher education institutions in implementing different teaching approaches that take into cognizance the languages of the students and consider them as resources. As such you will be contributing to this improvement. Participating in this study will expose you to a new method in academic reading. Also note that there are no potentially harmful risks related to participating in this study.

The University of the Witwatersrand and Vaal University of Technology have approved this research and below quoted are the ethical clearance numbers. If you have any questions during or afterwards about this research, feel free to contact me, my supervisor Professor Leketi Makalela on details below, or anyone on the details listed below. This study will be written up as a research report which will be available online through the university library website. The data collected from this research project will be stored in a safe under lock and key and will be kept for five years. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za You may also contact Prof A Munro at allanm@vut.ac.za should you wish to have further information about this study.

I would like to thank you for considering this, and I look forward to working with you. If you are willing to participate, please sign the Informed Consent that follows this letter.

Yours sincerely,
Akulina Chihobo

Researcher:

Akulina Chihobo

328573@students.wits.ac.za

Vut Ethical Clearance Number: 20082020-8.1

Supervisor:

Prof L Makalela

Wits University

Leketi.makalela@wits.ac.za

0117173002

Vut Counselling and Support

0169509665

0169509597

Appendix 3



VAAL UNIVERSITY OF TECHNOLOGY

LETTER FROM THE CENTRAL RESEARCH ETHICS COMMITTEE

Private Bag X021

Vanderbijlpark

1900

23 September 2020

FINAL APPROVAL

FINAL ETHICS CLEARANCE NUMBER –
VUT: CREC- 20082020-8.1

Dear Ms Akulina Chihobo,

PROJECT TITLE: *Investigating the use of Translanguaging in Reading Literacy Among Multilingual First Year Tourism Students in a University of Technology in South Africa.*

RESEARCHER/PRINCIPLE INVESTIGATOR: Ms A Chihobo

SUPERVISOR: Prof L Makalela

APPLYING INSTITUTION: - University of Witwatersrand

FACULTY / DIVISION: Management Sciences

Thank you for submitting the clarifications and expansions requested of you for the ethical conducting of the above research. Your revisions and clarifications served at the Expedited Review panel of the 23rd September, 2020 and were approved and accepted as having adequately addressed all concerns raised.

The research ethics of your application has been approved by the Central Research Ethics Committee (CREC) subject to the following conditions:

RECOMMENDATION:

Please add that the student may proceed with the research once the following has been received:

1. Final research ethical approval from the University of Witwatersrand so that the ethics number can be added to the information leaflet.
2. The receipt of the VUT Gatekeeper's letter.

Any revisions to the research documents, as shared in this letter, must reach the REC before further data gathering might occur.

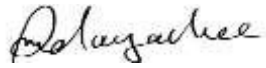
As the primary researcher you undertake:

- ☐ *To follow only those procedures for which the approval has been given;*
- ☐ *To inform the committee should there be significant deviations from that which has been approved;*

- ☐ *To report any Serious Adverse Events that might occur, within 14 days of the event (following the Guidelines procedure);*
- ☐ *That it is noted that this ethics clearance lapses on 31st December 2020, after which you will need to apply again; and*
- ☐ *To inform the committee on the completion of the project, when the findings have entered the public domain.*

We trust that, in this way, your valuable research can continue and we wish you well with it.

Sincerely,



Prof T Padayachee

Chairperson: Central Research Ethics Committee

Vaal University of Technology



LETTER FROM THE CENTRAL RESEARCH ETHICS COMMITTEE

Private Bag X021

Vanderbijlpark

1900

21 October 2020

**REQUEST FOR EXTENSION
GRANTED**

**ETHICS REFERENCE NUMBER –
VUT: CREC- 20082020-8.1**

Dear Ms Akulina Chihobo,

PROJECT TITLE: *Investigating the use of Translanguaging in Reading Literacy Among Multilingual First Year Tourism Students in a University of Technology in South Africa.*

RESEARCHER/PRINCIPLE INVESTIGATOR: Ms A Chihobo

SUPERVISOR: Prof L Makalela

APPLYING INSTITUTION: - University of Witwatersrand

FACULTY / DIVISION: Management Sciences

Thank you for your letter requesting an extension for Ethical Clearance. Your request was received and has been approved, you have been granted an extension until the 31st December 2021.

Any revisions to the research documents, as shared in this letter, must reach the REC before further data gathering might occur.

As the primary researcher you undertake:

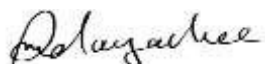
➤ <i>To follow only those procedures for which the approval has been given;</i>

- | |
|---|
| <ul style="list-style-type: none">➤ <i>To inform the committee should there be significant deviations from that which has been approved;</i>➤ <i>To report any Serious Adverse Events that might occur, within 14 days of the event (following the Guidelines procedure);</i>➤ <i>To inform the committee on the completion of the project, when the findings have entered the public domain.</i> |
|---|

In all correspondence concerning this research project, please use the Ethics Reference Number provided above.

We trust that, in this way, your valuable research can continue and we wish you well with it.

Sincerely,



Prof T Padayachee

Chairperson: Central Research Ethics Committee

Vaal University of Technology

UNIVERSITY OF
THE
WITWATERSRAND,
JOHANNESBURG



Research Office

HUMAN RESEARCH ETHICS COMMITTEE

(NON-MEDICAL)

RI 4/49 Chihobo

CLEARANCE
CERTIFICATE

PROTOCOL NUMBER: 1-120/09/04

PROJECT TITLE

Investigating the use of translanguaging in reading
comprehension of multilingual first year tourism students
in a university of technology in South Africa

INVESTIGATOR(S)

Ms A Chihobo

SCHOOL/DEPARTMENT

Education/

DATE CONSIDERED

18 September 2020

DECISION OF THE
COMMITTEE

Approved
Risk level: Minimal

EXPIRY DATE

22 March 2024

DATE 23 March 2021

CHAIRPERSON

A handwritten signature in blue ink, appearing to read 'J Knight'.

(Professor J Knight)

cc: Supervisor : Professor L
Makalela

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and ONE COPY returned to the Secretary at Room 10004, 10th Floor, Senate House: University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which i am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to submit an amendment of the protocol to the Committee. i agree to completion of a regular progress report. For Minimal and Low studies, this is due annually on 31 December. For Medium and High Risk studies, this is due twice annually on 30 June and 31 December.

Signature

Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL
ENQUIRIES

Appendix 4: PRE-INTERVENTION READING ACTIVITY

EARLY FOOD SERVICES

TEXT D

QUESTIONS FOR PRE-TEST

EARLY FOOD SERVICES

1. Which one of the following is not relevant to the text?
 - A. Wine Tasting
 - B. Restaurants
 - C. Franchising
 - D. Fast food

2. According to the text, the a la carte menu in Russia means
 - A. Nice food
 - B. Food made in a lodge
 - C. A complete list of all the food items being offered on that day
 - D. Expensive food

3. What business has put South Africa on the world map in the food industry?
 - A. Hotel and catering
 - B. Film industry
 - C. Fast food
 - D. Wine industry

4. What boosts the food-service industry in South Africa?
 - A. International industry
 - B. Tourist market
 - C. Game Park
 - D. Cape Town

5. What is the synonym of pastimes as used in the text?
 - A. Hobby

- B. Waste of time
- C. Duty
- D. Work

6. (a) Write the summary of the text in your own words in English in not more than 70 words. Include a heading and word count.
- (b) Write the summary of the text in your home language in not more than 70 words. Include a heading and word count.
7. Categorise the following under the headings below; coffee shops, hotels and motels, cafeterias, roadside service.

Restaurants, Travel food service,

8. If the fast-food service were to be discontinued because of the booming of other restaurants, tell us what you think would happen to the following; consumers of fast-food, employment and the economy of the country.
9. Much of the workforce in the US food industry shows a high number of single female employees. Imagine what would happen if the US were to lose these single female employees?
10. Do you think it is fair to put all the blame of obesity and health problems in South Africa on fast-foods? Answer yes or no. Give reasons for your answer in not more than five lines.
11. Looking at your situation in South Africa, what do you think is similar or different to the text regarding your own experiences with food. Is there any way things can be conducted differently?

PRE-INTERVENTION READING EXTRACT

THE FOOD SERVICE INDUSTRY

Early Food Services

SOURCE Goeldner, C.R., & Ritchie, J.R.B. (2009). *Tourism: Principles, Practices, Philosophies*. Eleventh Ed. New Jersey: John Wiley & Sons Inc. pp 169-172

Like the lodging industry, the food service industry is a very old business. Such service came out of the early inns and monasteries. In cities, small restaurants began serving simple dishes such as soups and breads. One such restaurant, *le restaurant divin* (the divine restorative), opened in Paris in 1765. (Like *tourist*, *restaurant* is a French word.) The famous English taverns provided food, drink, and lodging. In the United States, the early ordinaries, taverns, and inns typically provided food and lodging. Good examples of these can be found in Colonial Williamsburg, Virginia. Politics and other concerns of the day were often discussed in such taverns. With the development of stage coaches, taverns began providing food and lodging along the early roads and in small communities. Some believe that these roadside taverns were really the beginnings of the American hotel industry. As cities grew, so did eating establishments. Some names of historic restaurants in the 1820s in New York City were Niblo's Garden, the Sans Souci, and Delmonico's. French service was often used in these early restaurants. In French service, some kinds of *entrées* are prepared by the dining room captain right at the guests' table, sometimes using heat from a small burner, then serving from larger dishes onto the guest's plate. The kinds and amounts of each food item are chosen individually.

By contrast, in Russian service, the entire plate, with predetermined portions, is served to each guest. Menus can be of two types, *à la carte* and *table d'hôte*. The *à la carte* menu consists of a complete list of all the food items being offered on that day. The patron then chooses the individual items desired. In *table d'hôte*, a combination of items is chosen.

Eating and drinking places are big business. Although much of this activity is local, eating and drinking are favourite pastimes of travellers, and the food service industry would face difficult times without the tourist market. The National Restaurant Association (NRA) projected that food industry sales for 2007 would total \$537 billion and equal 4 percent of U.S. gross domestic

product. This level is 5.0 percent over 2006 sales and marks the sixteenth consecutive year of sales growth for the industry. The outlook for 2008 is continued growth with sales increasing by 3 percent to \$553.1 billion. The nation's 935,000 restaurants provide employment for 12.8 million people, over 9 percent of the U.S. workforce, making the industry the largest private - sector employer in the nation. The typical employee in a food service occupation is female (55 percent), under thirty years of age (53 percent), single (66 percent), working part - time averaging twenty - five hours a week, and living in a household with two or more wage earners (79 percent). The food service industry employs more minority managers than any other retail industry. Travelers contribute about \$130 billion to food service sales each year, whether for a coffee shop breakfast, a dinner on an airline, a sandwich from a bus station vending machine, or a ten - course dinner on a cruise ship. Travelers, including foreign visitors, spend more money on food than anything else except transportation, and travellers account for about one - fourth of the total sales in the food service industry. The food service industry consists of restaurants, travel food service, and vending and contract institutional food service.

Local restaurants are made up of establishments that include fast - food units, coffee shops, specialty restaurants, family restaurants, cafeterias, and full - service restaurants with carefully orchestrated "atmosphere." Travel food service consists of food operations in hotels and motels, roadside service to automobile travellers, and all food service on airplanes, trains, and ships. Institutional food service in companies, hospitals, nursing homes, and so on is not considered part of the tourism industry. Over the past two decades, the food and beverage business has grown at a phenomenal rate. This has been especially true for the fast - food segment, with the franchising portion in the fast - food segment becoming the dominant growth sector. This remarkable increase has been gained at the expense of other food service operators and supermarkets. Franchisees control approximately three - fourths of the fast - food outlets, whose hamburgers, chickens, steaks, and pizzas dominate the fast - food business. Fast - food chains have enjoyed great success in part because they limit their menus, which gives them greater purchasing power, less waste, more portion control, and, of importance to the consumer, lower operating costs. They are leaders in labour productivity in the restaurant industry. Most fast - food operations use disposable paper and plastic; the expense for these materials is more than offset by the savings resulting from not providing regular service and from not employing the personnel required to wash the dinner service. Fast - food operations also enjoy the advantages of specialization; they have become specialists in menu items, job simplification, and operating systems.

Franchising has been used extensively in both the restaurant field and the lodging field as a means of achieving rapid growth. Using the franchisee's capital, the entrepreneur can get much more rapid penetration of the marketplace. As noted earlier, franchise units' account for approximately three - fourths of the growing fast - food portion of the industry. Advantages of franchising accrue to both sides. The franchisee gets the start - up help, advice from experienced management, buying power, advertising, and low unit costs from spreading fixed costs over large numbers of units. The franchisor has the advantage of a lower capital investment, rapid growth, and royalty income. The fast - food franchise operators have a great deal of concentration in their segment of the industry. The seven largest account for almost half of the fast - food units and almost half of the sales. Franchise firms are household words: McDonald's, KFC (Kentucky Fried Chicken), A & W, Wendy's, Dairy Queen, Burger King, Pizza Hut, Arby's, and Taco Bell. Although the fast - food segment is the most rapidly growing segment, the high - quality segment of the restaurant industry must not be overlooked. Much of this business is based on customers seeking a special or different experience in dining out. Local entrepreneurs who emphasize special menus, varying atmospheres, and high - quality food and service have most effectively satisfied this demand. New concepts or trends include ethnic restaurants, especially those with an Asian or Mexican flavour; increased demand for health foods, fish, local produce, and regional dishes; and variety in portion sizes.

Post-Intervention Reading Activity

TEXT F

FOOD AND BEVERAGE SERVICES

REVISED POST TEST QUESTIONS RECENT

RECALL CATEGORY

1. In your own words, explain why the fast-food restaurant is popular with customers.
2. In your own words state what makes organic foods sustainable
3. How is the F& B industry attracting better and different diners?
4. In your own language, retell what the author has presented in the text.

REORGANIZATION

1. In English, write a summary of the text in not more than 150 words.
2. In your own home language, write a summary of the text in not more than 300 words.

INFERENTIAL

1. Full service restaurants are said to be fluid in the text. In a short paragraph, explain what this means. Why do you think they become fluid?
2. What do you think would happen if all food types stayed the same in the fast food restaurant?
3. Imagine that you were running a fast food restaurant near a high school, what types of foods would you consider and why?

EVALUATION

1. Do you think it is a good idea to include beer services in family restaurants? Say yes or no and in two short paragraphs give reasons for your answer.
2. There is need for more ethnic restaurants than fast food restaurants. State in one paragraph what you think about this statement and give reasons.

APPLICATION

1. In English, design a menu from an ethnic restaurant that includes food that is common in your community.

2. In your home language, design a menu from an ethnic restaurant that includes food that is common in your community.

POST-Intervention Reading EXTRACT

TEXT F

Skripak, S.J. (2018). *Fundamentals of Business*, 2nd edition. Blacksburg, VA: VT Publishing.

PP 313-318

FOOD AND BEVERAGE SERVICES

The food and beverage sector is commonly known to industry professionals by its initials F&B. The F&B sector grew from simple origins to meet the basic needs for food and beverage services to increasing demand for unique experiences and broader options. As the interests of the public became more diverse, so too did the offerings of the F&B sector. The increasing awareness and demand for organic, sustainable, local or craft options as well as special dietary needs in food and beverage continue to challenge this industry. In addition, in order to better attract and serve a diverse array of diners, the F&B industry now consists of a variety of segments. The following is a discussion of each.

Formerly known as fast-food restaurants, examples of quick-service restaurants, or QSRs, include Chick-fil-A, Subway, and Pizza Hut. This prominent portion of the food sector generally caters to both residents and visitors, and it is represented in areas that are conveniently accessed by both. Brands, chains, and franchises dominate the QSR landscape. While the sector has made steps to move away from the traditional “fast-food” image and style of service, it is still dominated by both fast food and food fast; in other words, food that is purchased and prepared quickly, and generally consumed quickly as well.

Fast Casual restaurants focus on higher quality ingredients than QSR’s and provide made-to-order food in an environment that does not include table service. Customers usually queue and order at a counter. The seating area is more upscale and comfortable. Examples would include Chipotle Mexican Grill, Panera and Jason’s Deli.

Full-service restaurants are perhaps the most fluid of the F&B operation types, adjusting and changing to the demands of the marketplace. Consumer expectations are higher here than with

QSRs. The menus offered are varied, but in general reflect the image of the restaurant or consumer's desired experience. Major segments include fine dining, family/casual, ethnic, and upscale casual. Fine dining restaurants are characterized by highly trained chefs preparing complex food items, exquisitely presented. Meals are brought to the table by experienced servers with sound food and beverage knowledge in an upscale atmosphere with table linens, fine china, crystal stemware, and silver-plate cutlery. The table is often embellished with fresh flowers and candles. In these businesses, the average check, which is the total sales divided by number of guests served, is quite high (often reviewed with the cost symbols of three or four dollar signs: \$\$\$.) Examples include the Inn at Little Washington, Ruth's Chris Steakhouse and Capitol Grille.

Casual restaurants serve moderately-priced to upscale food in a more casual atmosphere. Casual dining comprises a market segment between fast casual establishments and fine dining restaurants. Casual dining restaurants often have a full bar with separate bar staff, a larger beer menu and a limited wine menu. This segment is full of chains such as Chili's, Outback, Red Robin and Cracker Barrel as well as many independent restaurants in regional or local markets. Family restaurants offer affordable menu items that span a variety of customer tastes. They also have the operational flexibility in menu and restaurant layout to welcome large groups of diners. An analysis of menus in family/casual restaurants reveals a high degree of operational techniques such as menu item cross-utilization, where a few key ingredients are repurposed in several ways. Both chain and independent restaurant operators flourish in this sector. Examples of chains in this category would be Golden Corral, Cici's Pizza and Ponderosa Steakhouse. Ethnic restaurants typically reflect the owner's cultural identity, Vietnamese, Cuban, Thai, etc. The growth and changing nature of this sector reflects the acceptance of various ethnic foods within our communities. Ethnic restaurants generally evolve along two routes: toward remaining authentic to the cuisine of the country of origin or toward larger market acceptance through modifying menu items. Examples would be P.F. Chang's, Tara Thai or Pei Wei.

The beverage industry continues to evolve as well with a strong focus on local craft beers, wines, cider and distilling. Wineries exist in almost every state, with over 250 in Virginia as of 2015. Wine, bourbon, cider trails and brew pub crawls, etc. are used to generate awareness and create experiences for customers. Wineries often use event space or festivals to take advantage of the beauty of the winery and supplement their revenues. Institutional Food Service Institutional food service is large scale and often connected to governmental (National Parks)

or corporate level organizations. Often run under a predetermined contract, the institutional F&B sector includes:

- Hospitals
- Educational institutions
- Prisons and other detention facilities
- Corporate staff cafeterias
- National Park restaurants and concessions
- Cruise ships
- Airports and other transportation terminals and operations

Accommodation Food Service includes hotel restaurants and bars, room service, and self-serve dining operations (such as a breakfast room). Hotel restaurants are usually open to the public and reliant on this public patronage in addition to business from hotel guests. Collaborations between hotel and restaurant chains have seen reliable pairings such as the combination of Shula's Steakhouse and Marriott Hotels. With the Restaurant Industry Profitability and Cost Control, according to the National Restaurant Association, QSRs have the highest pre-tax profit margin at 6.3%, while full-service restaurants have a margin of 4.7%. There will be significant variances from these percentages at individual locations, even within the same brand.

A number of costs influence the profitability of an F&B operation. Some of the key operating expenses (as a percentage of revenue) where food cost and salaries & wages are the two major expenses, each accounting for approximately a third of the total. Other expenses include rental and leasing of venue, utilities, advertising, and depreciation of assets. These percentages represent averages, and will vary greatly by sector and location. Cost control and containment is essential for all F&B businesses. Demanding particular attention are the labour, food, and beverage costs, also known as the operator's primary costs. In addition to these big ticket items, there is the cost of reusable operating supplies such as cutlery, glassware, china, and linen in full-service restaurants.

Appendix 5: Prevalence and nature of translanguaging

Prevalence and nature of translanguaging

Dear Participant

Kindly respond to the questions below. Your feedback remains anonymous and highly appreciated. If there are any questions that make you uncomfortable, please do not respond to them.

1. I use more than one (1) language for communication at home with family

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

2. I use more than one (1) language for communication at campus with friends

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

3. I understand the information that I read from our Tourism textbooks

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

4. The language that is used in the textbooks is not different from the language that I use everyday

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

5. I am able to use the information that I get from the textbooks outside the classroom

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

6. I am able to present the information that I read from the textbooks in different ways like drawings

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

7. I can explain what I read from the textbooks in my own words

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

8. I use other languages not only English to discuss what I read from Tourism textbooks with my friends in groups outside the classroom

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

9. I also use other languages not English to discuss any Tourism assignment with my friends

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

10. I do use many languages when I tell my family and friends about my Tourism course

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

Your Name Please Use your Nickname

Please write all the languages that you know in the space below

Thank you for taking time to participate in this survey.

Appendix 6: Students' Perception on the use of other languages.

1. I enjoyed using other languages not English only in my Tourism class

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

2. Using other languages in class helped me to come up with questions on some issues raised by authors in Tourism topics

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

3. Using many languages in class other than English only made the understanding of what I read from the textbooks much easier

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

4. Using more than one language enabled me to come up with new solutions to the problems in the work that we get in class

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

5. Using many languages in class allowed me to share what I know and compare with what I read in the textbooks

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

6. Using other languages in class gave me confidence in what I said without fear of saying wrong things

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

7. Using many languages in class made me an active participant

1. Strongly Disagree	2. Disagree	3. Agree	4. Strongly Agree

8. Using many languages in my Tourism class helped me to connect what I read to what I have known outside the classroom

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1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

9. Using other languages in class allowed me to retell what I read from the textbooks in my own words

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1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

10. Using other languages in class helped me to work well with others in groups and share information

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1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

11. Using many languages in class made classroom conversation similar to what I normally have outside the classroom.

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1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

12. Using other languages in my Tourism class allowed me to see beyond the text that I was reading and I was able to imagine what was not stated in the text.

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1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

13. I think we should be allowed to use other languages when we read and discuss information from the textbook.

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1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

14. I would appreciate it when we have more languages used in our Tourism lectures

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1. Strongly Disagree

2. Disagree

3. Agree

4. Strongly Agree

Write Your Name Below Please Use your Nickname

Thank you for your participation and time to complete this questionnaire.