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Investigation of complex multilingual practices of learners and teachers in a Johannesburg school.

A thesis submitted by:

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Student number: 718392

In partial fulfilment of the degree of Doctor of Philosophy in the field of languages, literatures and literacies.

Supervised by Prof. L. Makalela

Faculty of Humanities

School of Education

University of the Witwatersrand

DECLARATION

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

Mariyeni Matariro on the 15th day of March 2023.

ACKNOWLEDGEMENTS

I would like to thank the following people:

My parents, whose love and unwavering support got me interested in academic work. Thank you for charting a path for me that always satisfies my inquisitive mind. It is a pity that as I finish this journey, that we started together, you are no longer here to celebrate with me. May your souls rest in eternal peace. I will always love you.

To my supervisor, Professor Leketi Makalela, thank you very much for the long thought-provoking discussions on language issues in the Global South. It is out of these conversations that this work was conceived and nurtured. Without your support and encouragement, I would have not been able to complete this work. Thank you for having very high expectations of what I could achieve. I aimed to live up to them and I hope this work makes you proud.

A special thank you to the teachers and learners who participated in this study. You were the most important part of this study. If you were not there, or had refused to participate, this study would not be here today. To the learners – thank you for your willingness to participate even when you were supposed to be playing or going home. To the teachers – thank you for opening your doors and agreeing to share your knowledge and expertise with me. You displayed the true spirit of ubuntu: “we welcome strangers, and it is through them or by them that we achieve a true state of completeness.” God bless you.

My hosts, Misty Sailors, and Jim Hoffman when I was a visiting scholar at the University of North Texas. Thank you for the long hours of enriching discussions on everything language and education. Your work towards equity in education was inspirational. It was an honor to know you and to work closely with you.

Dr Joseph Oppong and his wife Mrs. Comfort Oppong, thank you very much for making me feel at home away from home. To Dr Oppong, your support during those writing retreats was able to bear fruit. So, thank you very much.

To my youngest child, Timukudze. I feel you basically grew up without a fully present mother. Because of my continuous absence from home, you have grown to be the most independent young man I have ever seen. A gift that came to you in disguise. I believe this will make you a great person as an adult. Thank you, Tim, for your patience and ability to grow and do it all, by yourself. This degree is for us both.

Tafadzwa and Takudzwa, your graciousness to allow me to finish this work was amazing. I hope I inspired you two to pursue your dreams no matter what. I am waiting to celebrate too, like you always celebrated all my wins, no matter how small they were.

To my husband, Jotam Matariro, my first reader and editor of this work, thank you for your patience, care, and unwavering support. You made it all easy for me to finish what I started. You saw the light at the end of the tunnel when to me it was all dark. You held my hand tight when I wanted to give up and encouraged me to finish strong. Your enthusiasm kept me going even through the toughest of times. Thank you so much.

To my mother and father-in-law – *it is mothers and fathers like you that any daughter in law wishes to have.* I thank God every day for giving me the two of you to call mum and dad. Your love is amazing. Be blessed in everything.

To my siblings, I could have never asked for a better group of people to call my own brothers and sisters. Thank you for the long life and energy giving discussions and encouragement when I was weak. The *Mburuzamtoko* group was formed by the girls as a pillar of sisterhood and support. It served a great purpose. I learnt that sometimes, if not all times, all the therapy I need is to talk to my sisters. To Kiri, I did not lose focus, that is why we are here today.

To all my friends, Sr Regina Kunze, Amini Ngabonziza Dr Munene Mwaniki (the cheer leader) Vusa Mhlanga, Hloza Khumalo, and kaMqwayi. Thank you, guys. To all my friends at UNT: Dr Rossanna Boyd and Dr Nancy Nelson, my peers and friends, Monas Allotey, Fiaz Nadeem, Sohaila Rahman, Jyotheeswaran Panapakam, Chris Ham, Wonder Mumbongo, Anto Barces, Cornelius Anderson, Mathenge Murage, Adepeju Olaniyi, Peter Kamau, Joyce Price, Molly Marek, Mutiat, Julia, Caleb, Kingsley, Arthur, Mireya, Virginia, and Edmund. I would have been very miserable in the United States if I had not met all of you. The different roles you played were amazingly important for a comfortable extended stay, away from home.

Last but very important, I give glory and honor to God, without whom, nothing that has been started can be accomplished! I put you first in everything. Thank you for your everlasting love and grace. All glory and honor be unto you.

For Yullita and Cephas Mtanha

Honai zvino ndazopedza chikoro chiya. Ndinovimba kuti murikuzviona kuti ndazopedza.

Ndazadzikisa mashoko enyu baba - ini mwanasikana wenyu asina chaanokonewa.

Zvinogwadza sei kuti ndazopedza musisipo.Dai maivepo movhaira Shumba!

Mutandidzigwa!

Vatombe!

Vachigure!

Ndinotenda Vasivo!

It is your faith in my capabilities that kept me going baba.

To my mum- the Queen herself.

Shoko Mukanya!

Thank you *MaNcube.*

You taught me that beauty alone is not enough…

…that a real woman needs the capacity to make good decisions. You stressed the importance of a good education.

I stand now at the summit of this mountain,

Ready to start another climb, for the summit of one is the foot of another,

Wish you were here for the tears of joy,

They will be meaningless if I shed them alone.

So, this time I won't shed even one. However,

I know you are here,

... you should be very proud.

Death be not proud!

Rest in peace mum and dad.

Ndinokudai!

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ABSTRACT

This thesis investigates the experiences and affordances of using more than two languages for literacy development for Grade 8 learners in a Johannesburg multilingual school. It investigates how languages are used in the teaching and learning of multilingual senior phase learners and what this affords them in the development of literacy in selected subjects.

Underpinned by the sociolinguistic view of literacy the study adopted translanguaging and Ubuntu translanguaging as both conceptual and theoretical frameworks. A Johannesburg high school was purposefully chosen as the research site. Adopting an ethnographic case study design a single class was purposefully chosen to participate in this study. Over a period of 16 weeks data was collected in the form of observations, semi structured interviews, metacognitive reflections, focus group discussions and mediated translanguaging. Three teachers who taught this class, Natural Sciences, English, and Social Sciences also took part in this study. Data was collected using both quantitative and qualitative methods. The collected data was analysed using both quantitative and qualitative approaches.

In analyzing the collected data, the thesis demonstrated a huge mismatch between the learner's language practices and the ways they are expected to use language in the school setting. The hegemony of the English language is overpowering even though the context is a rich multilingual space among both the teachers and the learners. This was evident in classroom language use, school notices, classroom display charts and the absence of any other language except English and very little Afrikaans within the school. Besides this, teacher practices indicated a huge monolingual bias which favors English even though both learners and teachers are fluent in the same languages that are not languages of the school.

The study also demystifies the myth that learners do not want to be associated or to learn in their own languages. This cohort of learners who participated in this study demanded the use of their languages within the school for teaching and learning. However, for as much as the learners would want their languages included, they are not familiar with the orthography of the languages and as a result they cannot read or write in those languages.

The study also found that translanguaging and UT are a good starting point for teaching learners with complex linguistic profiles. However, besides the work on UT there is very little translanguaging work that is informed by research carried out in Africa. Consequently, most translanguaging work refers to the use of two languages, a Western view that does not hold in

this context. The study gravitates from this weak view of translanguaging and calls for further research for translanguaging work, which delves deeper into the realities of African contexts to understand and appreciate the pervasiveness of multilingualism in this context and leverage on it as a resource for teaching and learning.

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

Although many parts of the world today have bilingual or multilingual language speakers, in sub-Saharan Africa, using at least one language for communication is a norm. Children are introduced to multiple languages before they even speak, and they grow up adding to this repertoire, resulting in most of them speaking several languages when they enter school.

The linguistic profiles of learners in today's classrooms show that many learners speak more than one identifiable language. Several scholars refer to the use of more than one language for communication using two terms: namely, bilingualism and multilingualism. Although there is a thin line of difference between the meanings of the two terms, with bilingualism referring to the ability to use only two languages for communication and multilingualism referring to the use of at least two languages, the current study will refer to both instances as multilingualism.

Various scholars have pointed out that 70% of the world's population now communicate using two or more languages in varying degrees. Irrespective of whether an individual is in Asia, Africa, the Americas, Europe, or Australasia, multilingualism is the norm (Berthele, 2021; Garcia, 2019; Barratt, 2018; Coady et al., 2019). This means that the 21st century has seen an increase in the number of people who can speak multiple languages (Coady et al., 2019; Garcia, 2019; Wei & Lin, 2019; Probyn, 2019).

There are several reasons that contribute to people using more than one language for communication and the significant contributor to this scenario is the movement of people. The movement of people between and within nation states is not a new phenomenon. Historical accounts are well documented with reports of colonization, missionization, conquest, empire building, enslavement, and human trafficking (García, 2019 and Duff, 2015). Such issues, together with natural disasters, disease, and economic hardships, on the one hand, and the desire for better, safer, and enabling environments have resulted in many people living under others' linguistic, cultural, and political regimes creating contexts with a potpourri of languages all in one (Duff, 2015).

In the Global North, the increased movement of peoples and contact between languages is referred to as superdiversity. Superdiversity refers to an increased mixing of people with different socio – economic backgrounds, cultures, languages, beliefs and varied statuses into same communities (Cummins, 2019; Duff, 2015). In the Global South transnational movements are as old as humankind. There have always been overlaps between languages spoken in different states because of trade, migration, and intermarriages. Before colonization, in the 17th century, history states that the inhabitants of the Congo, Monomotapa and Lozi kingdoms traded in gold and agricultural products between each other and even traded these across the Indian Ocean. The Mapungubwe, Luanga and the predominantly hunter gatherers San and Khoi lived side by side and the civilization in the area survived using porous and flexible language systems and accommodation of differences (Makalela, 2016). Thus, the Global South has always been a multilingual zone. However, it is important to note that in this century, the movement of people and contact between languages has intensified resulting in heightened multilingual communities. In this century mobility between nation states is not only physical but also virtual, affecting individuals and communities in their original and transnational spaces (Duff, 2015). This has also led to the formation of another kind of self or "another identity" (Schneider, 2014). This means that local communities or large parts of the Global South have followed global trends resulting in complex multilingual communities. Other scholars have observed that in urban settings, there are even new languages that have developed out of this coming together of these various languages. These languages which are regarded as nonstandard by monolingually orientated groups are referred to as African Urban Youth Languages (hereafter, AUYLs) or Tsotsitaal (Hurst-Harosh, 2020; Makalela, 2013) or Lokshin lingua (Sibanda, 2019). Whether these languages are standard or not, they increase the level of multilingualism thereby calling for teaching methods that are aligned to the needs of these learners for effective communication and academic success.

Educationists and academics have always, over the years, responded to various levels of multilingualism. This is evident in the ways in which at the different levels, educationists came up with theories to best educate or develop literacy to the learners of the time. The traditional method of literacy development was influenced by the enlightenment era in Europe which was based on nation building. In this era, it was believed that to foster unity within nation states, one language was to be adopted as the official language. This ideology dominated all institutions of learning until the 1980's. This era was replaced by the social era, commonly referred to as the social turn

(Pearson & Cervetti, 2013). During this period, there was an increased prominence of a range of social perspectives on reading literacy. The period witnessed more emphasis on the social, cultural, and even political contexts of teaching and a shift towards teaching that is contextualized and situated. The social era was replaced by the multilingual turn (Conteh & Meier, 2014) the pluri or dynamic turn (Kubota, 2015) or the dynamic turn (Flores, 2013). Scholars supporting the multilingual turn argue for the breaking down of perceived boundaries between languages for effective teaching and learning. They suggest the need for ways of teaching practices that validate the beingness of learners who speak multiple languages arguing that this promotes equality, social justice, social cohesion, belonging and empowerment of both learners and teachers (Makalela & White, 2021; Garcia, 2020; Conteh & Meier, 2014; May, 2014; Kubota, 2015; Flores, 2013). The turn focuses on the plurality, multiplicity, and hybridity of language and language use. The notion challenges the traditional language policies and ways of thinking about language and demands for the loosening of fabricated boundaries between languages for improvement in academic achievement for multilingual learners (Otheguy et al., 2015; Garcia, 2009).

More recent studies advocate for a further widening of the use of languages within classroom set ups. Researchers now argue for an approach that recognizes the use of the language skills that multilingual learners come with to the classroom set up for effective epistemological access. They posit that current multilingual complexities call for a multilingual approach that is informed by a departure from separatist views anchored in the colonialist view on languages. This has been commonly referred to as the human turn. The turn is premised on a pedagogy founded on a plural world view encapsulated in **Ubuntu,** which is an African ideology that values social, cultural, and linguistic interdependence and fluidity. This is found in the theory proposed by Makalela (2016) known as Ubuntu Translanguaging **(UT).** Ubuntu translanguaging valorizes interdependence over independence and offers a useful framework to enabling cross pollination of all the linguistic skills learners bring with them to different learning environments. Makalela (2016) argues that the African context has been a multilingual zone before colonialism hence the fuzziness between language resulting in the lack of the terms first or second or even third as children are exposed to more than two languages before they turn 6. In a study with data from African classrooms, Makalela (2019) reports that learners benefitted academically from being allowed to use all the language skills they brought in the classroom. Uptake of learnt content was increased and learners portrayed better understandings. This calls for new understandings of how languages must be used

in educational settings. There is a need to shift from the monolingual biases influenced by the purists' colonial ideologies of "boxing" languages and hierarchical ordering of languages with the view that other languages are better than others. This ordering system does not work in a context with a potpourri of languages like South Africa.

1.2 Statement of the Problem

While evidence suggests that language is the most important factor for literacy development, educational practices in many contexts have continued to marginalise mother tongue speakers of other languages which are not languages of learning and teaching (hereafter, LoLT). This has led to poor literacy levels across the curriculum for many multilingual learners at all levels of learning. There is a wealth of evidence that using multilingual pedagogies have positive results for learners who speak multiple languages, (Probyn, 2019; Makalela, 2019; Coady et al., 2019; Guzula et al., 2016; Ngcobo et al., 2016; Nkadimeng & Makalela, 2015; Creese & Blackledge, 2015). However, practice has remained monolingually biased, and learners continue to be taught in languages they are not fluent in, which leads to poor literacy levels in all subjects.

Literacy is one of the most important academic competencies for learners at all levels during their academic journeys (UNICEF, 2021). It entails the ability to extract and understand the relevant information from texts and the ability to use and reflect on this information, a crucial skill for academic success. However, reading literacy was declared a global crisis as learners worldwide fail to read with understanding at all levels (UNICEF, 2021). This failing phenomenon is more pronounced during the early secondary school years (Westbrook et al., 2019; Sinclair et al., 2019; and Pretorius & Klapwijk, 2016).

As children enter the senior phase (Grades 7-9), there is a variety and complexity of the texts they are expected to engage purposely and strategically. This challenge significantly affects learners who speak languages other than the school's LoLT. Holmes (2018) observes that it is well documented that in the United States of America and in many Western European countries multilingual learners achieve poorer results than their monolingual peers in both reading tests and in other subject areas. Studies in Africa at large corroborate these findings where it is noted that reading comprehension levels are worrisomely low and school instruction outcomes are not promising (Alcock et al., 2018). Several sub-Saharan African countries have been reported to have

very poor literacy levels across the curriculum (Martin et al., 2019). In South Africa, school outcomes continue to be poor as learners progress within primary school and throughout their high school years.

Makalela (2013) presented the graph below to highlight this phenomenon:

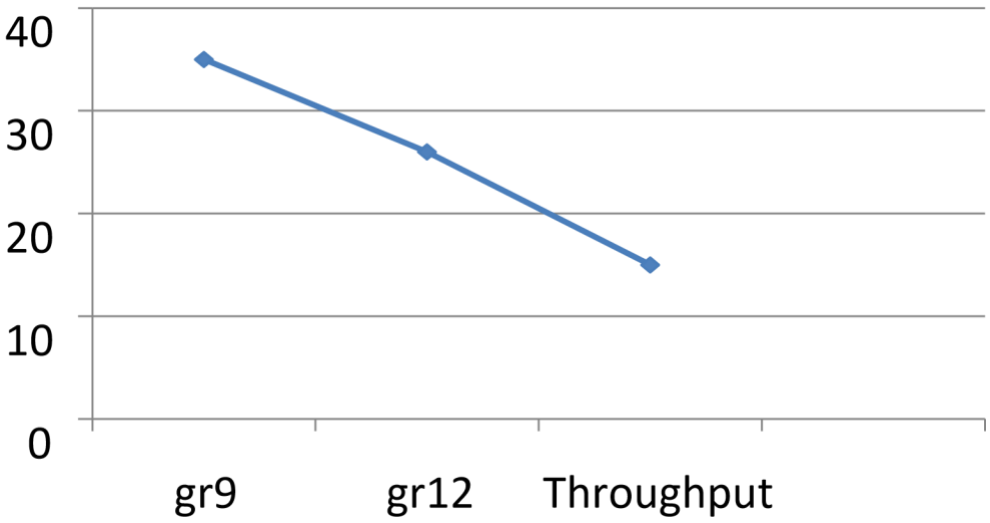


Figure 1: Regressing literacy trajectories high school to university trends (Makalela, 2013).

Learners struggle with comprehension of texts across the curriculum and this drop is acute from the time they enter high school and never gets better (Makalela, 2013). However, it is important to note that work carried out in the field of translanguaging offers hope for the challenges faced by several multilingual learners worldwide. A plethora of studies have mushroomed in the past two decades arguing that allowing learners to use all their language skills may help address this challenge (Garcia & Kliefgen, 2020; Makalela, 2016, 2018, 2019; Madiba, 2014).

The use of all the linguistic skills in classroom settings is known as translanguaging, which is a new term in bilingual and multilingual education. Translanguaging is the engagement of a speaker's full linguistic repertoire without a concious adherence to the manmade boundaries of named languages (Otheguy et al., 2019). Translanguaging views the ways in which multilingual students use language as governed by a unitary linguistic system, which refers to a cognitive terrain where languages are not fenced off from each other. Languages are seen as embedded on each other and can be used as the need arises for effective communication.

A substantial body of literature from the United Kingdom, United States of America, Indonesia, and Africa presented assessments of the pedagogic efficacy of translanguaging. These studies have supported the idea that if engaged accurately, flexible language use within learning environments can help enhance the academic proficiency of children with heterogeneous linguistic profiles (Coady et al., 2019; Martin et al., 2019; Bin-Tahir et al., 2018; Kiramba, 2018; Makalela, 2015; Molyneux et al., 2016; Madiba, 2014; Creese & Blackledge, 2010).

Molyneux et al. (2016) report on a three-year longitudinal study in a diverse primary school in Melbourne, Australia where a bilingual teaching strategy using Karen and English was adopted. Results reported that the learners of English as an Additional Language (EAL) benefited and performed better across the curriculum than learners from English only backgrounds. The pedagogy was not only beneficial academically, the learner's levels of social cohesion, ability, and willingness to work and play across language groups also improved. They were also more accepting of the diversity within their classrooms. The study concluded that a framework that places the child at the centre and recognizes that learning takes place within a specific socio-cultural context that embraces the home, family school and community is bound to help learners excel academically (Molyneux et al., 2016). Similar results were observed in Indonesia in a study that aimed at measuring the effect of translanguaging in the teaching of Arabic reading comprehension to second semester students. The results indicated that the approach improved student's abilities in all three levels of comprehension across the curriculum (Bin-Tahir et al., 2018).

Locally, a study aimed at measuring the effect of translanguaging in an introductory course at the University of Cape Town had similar results with those noted above. Besides increasing student motivation, the study also found that translanguaging allowed students to participate fully in class discussions. The students who were always disadvantaged due to the use of an unfamiliar language were suddenly empowered. They could engage with literacy activities meaningfully (Hurst & Mona, 2017; Madiba, 2014).

Although research is replete with findings that translanguaging has academic advantages for multilingual learners across the curriculum, there is very little research on its use in South African schools and particularly in the early secondary school years (Fawole & Pillay, 2019). Translanguaging work in South Africa is concentrated at the lower levels in education (Grades 1

to 6) and in Further Education and post Grade 12 levels. Translanguaging work has not adequately addressed the challenges in the middle school years (Grades 7-9). Many learners are either forced to repeat a grade or to completely drop out of school yet very little is known about the literacy experiences and performances at this stage to inform policy and change in practice. The paucity of studies focusing on the senior phase cohort needs to be addressed. There is a need to understand how the learners in the middle schooling years' experience literacy multilingually and what the affordances of this are. It is against this backdrop that this study filled this gap by investigating the experiences and affordances of using more than two languages for literacy development among grade 8 learners in a Johannesburg multilingual school.

1.3 Research Aim

The aim of this study was to investigate the experiences and affordances of using more than two languages for literacy development for grade 8 learners in a Johannesburg multilingual school.

1.4 Research Objectives

The specific objectives that guided this study were:

- To examine teachers' pedagogical practices of multilingualism in selected subjects;
- To determine grade 8 learners' experiences and reactions to multilingual stimuli in selected subjects;
- To explore the funds of knowledge brought into classroom and outside of classroom literacy events;
- To establish multilingual affordances in selected subjects; and
- To assess the extent to which mediated translanguaging impacts on learners' engagements with subject matter in selected subjects.

1.5 Research Questions

The central questions that guided this study were as follows:

- What pedagogical practices of multilingualism do teachers use in selected subjects?
- How do grade 8 learners respond to multilingual stimuli in multiple languages in selected subjects?
- What funds of knowledge do learners bring to in and out of the classroom literacy events?
- What does the use of multiple languages afford learners in selected subjects?
- To what extent does mediate translanguaging impact on learners' engagements with subject matter in selected subjects?

1.6 Rationale for the Study

There is very little debate, if any, on the efficacy of translanguaging for reading literacy development in multilingual contexts. In this regard, all the studies that have been conducted indicate that the disruption of perceived boundaries between languages in learning contexts at all levels result in improved academic achievement as opposed to monolingual practices. (See for example, Makalela, 2018, 2019; Coady et al., 2019; Garcia, 2019; Otheguy et al., 2019; Ngcobo et al., 2016; Nkadimeng & Makalela, 2015;

Probyn, 2015). These studies indicate that acknowledging an individual's full communicative repertoire enables them to communicate fully and communicate meaningfully. This repertoire includes the linguistic and the non-linguistic which includes gestures, gaze, posture, visual cues, and even human technology interactions (Wei & Lin, 2019; Bezemer & Kress, 2015). Several studies have proven that translanguaging has academic advantages for multilingual learners. It is however important to highlight that except for the work carried out by Nkadimeng and Makalela (2015) most of the studies were mainly carried out with or between two languages and in most cases if not all the cases, the studies looked at English and one African language. There are few studies that have zoomed on how all the languages in one context cross pollinate in their multiplicity in a context like the one in which the current study is set. This is the first gap that the study addressed.

At the methodological level, there is a paucity of lengthy studies concerned with the development of literacy for early secondary school learners, yet they are the ones acutely affected by poor academic achievement. As noted in the statement of the problem, learners do not do well at school as they enter high school, and the situation does not improve up to the end of their high school years (Makalela, 2013). Studies have either been too short and have focused on comprehension skills or have been qualitative in nature. Very little has been quantitative in nature or has used mixed methods. Consequently, most of the findings of these studies have failed to inform practice. The present study therefore seeks to address this gap by doing an ethnographical case study where both quantitative data in the form of a survey and qualitative data will be collected sequentially over a period. The choice of doing an ethnographical sequential case study is to get deeper understandings of what it means to do literacy in such a linguistically diverse context.

Besides the above justifications for the current study, I was drawn into carrying out this study by my experiences as an English Home Language teacher where I always was in search of innovative ways to best help my learners achieve at acceptable levels in different subjects. I noticed that outside the classroom setting, multilingual learners use several indigenous languages all at once to converse with each other and to communicate effectively whereas they are expected to stick to English only when they are in class. In other words, the classroom was an English only space whereas learners used all their language skills without adherence to any boundaries out of the classroom setting. These learners live in an extensively multilingual society. This means that outside school, these learners are diversely flexible in their language use, using all the languages they know for communication and meaning making. However, when they are at school, they are expected to access information in a monolingual way. The mismatch between the ways these children are used to conveying and accessing information and the way they are expected to access epistemological knowledge could be a factor that might be contributing to their low literacy levels across different learning areas. Interventions are not helpful also to these learners as they are carried out in the LoLT. This further puts them at a disadvantage even though they are receiving "support to excel." If the interventions do not help them improve, learners would be asked to repeat a grade. Most would repeat the grade and only proceed after acceptable achievement or after reaching the maximum number of years in the phase. Others would simply drop out because of repeated failure. From this discussion, the importance of investigating the performances and

experiences of reading literacy as a social practice in a South African multilingual school to inform practice is clear.

1.7 Significance

There are far reaching implications for a study focusing on literacy experiences in a multilingual classroom particularly with senior phase learners for several reasons. Firstly, studies in translanguaging have ignored the early secondary school years. Not much is known about how translanguaging can affect reading literacy development for this age group. Secondly, research on literacy has also skipped this age cohort and very little is known about the literacy challenges of many multilingual adolescents in today's South African schools. Most studies report on either Grade 3 or Grade 5 and 6 or Grade 9. Very little has focused on the Grade 8 cohort, yet learners at this level are the ones who, as mentioned earlier on, are experiencing several transitions all at once. Firstly, these learners are transitioning from the primary school to the high school and even if it is in the same school, the environment is different, the teachers are different, the school day is longer, the number of subjects increases, and the texts being read become more challenging. The task demands are a bit challenging as well. At the same time, these learners experience some physiological changes which include the transition from childhood to adulthood and these adolescents are also at a stage where they are finalizing their identity choices (May 2014; Conteh & Meier, 2014). All these transitions have a bearing on their academic performance and the paucity of studies for this age cohort needs attention. The current study contributes to a growing body of knowledge, which valorizes multilingualism as a resource for language learning and teaching and learning across the curriculum.

Findings emanating from this research could be beneficial to:

- Language policy makers whose duty is to design policies that guide how languages are used in schools and classrooms - with the diversity, fluidity, and hybridity of languages that South Africa is currently experiencing, the country requires different approaches to how its citizens are resourced.
- Teacher development programs who prepare teachers to teach 21st century learners - the findings of this research could help teachers to be aware that a pedagogy that encourages monolingualism no longer holds in this century. Such an awareness would help teachers to

use appropriate teaching methods such as translanguaging to promote multilingualism in their classrooms. The results of this study would help teachers in their task of guiding classroom language practices that will prepare learners for a future in which their success not only depends on an ability to understand diverse perspectives and cultures, but also on an ability to communicate in different languages.

- The learners could also benefit from the implications of the study. If the teachers promote biliteracy and multiliteracy in the learning process, this will enable learners develop identity positions that will help them excel academically.
- Parents who are still bound in the primitive ideology of accepting the hegemony of English at the expense of local languages – parents need to know that excellence in one owns language can help boost academic performance. They also need to allow the learners to value their culture and identity so that they develop identity positions that can help them excel in education.

1.8 Definition of Terms

1.8.1 Codeswitching

Codeswitching is whereby a speaker alternates the use of two language when talking. In a codeswitching instance, a speaker introduces a stretch of speech exhibiting the other language's morphological features. Codeswitching focuses on the movement from one language to another, a view heavily influenced by a monolingual ideology where languages are viewed as separate entities and bilinguals as manipulating two separate linguistic systems (Garcia & Lin, 2017). It is important in this study to know the characteristics of codeswitching so that one does not confuse it with translanguaging. Although the two are language practices performed by bilinguals, they have distinct differences.

1.8.2 Translation

Translation involves the repetition of words said in one language into another language without changing the meaning of the original sentence (Johnson et al., 2019; Canagarajah, 2011). So, in translation there is no creativity that is involved. It is important to note that this is important to know in this study which aims to investigate the performances and experiences of literacy as a

social practice in a diverse multilingual setting. The researcher attempts to find out how language is used to achieve literacy development in three different subjects. There is therefore a need to understand all the language practices of multilinguals to capture what is observed accordingly.

1.8.3 Languag(e)ing

Language is the basic human tool for communication. Perhaps to put it in other words, language is a mode of communication between humans. It is the distinctive feature that separates humans from other animals (Fromkin et al., 2018). Language is a rule governed system as it comprises of sounds of our language (phonemes) to form meaningful words (lexical items) and we do so according to the rules of the language we speak. These lexical items can be combined to make meaningful structures (sentences) according to the syntactic rule of our language (Wei, 2020). These sentences are what we use to communicate meaningfully within our communities.

The concept of languaging involves not only the knowledge of the language, but the understanding and shaping of that knowledge and making sense of the experiences using the language. The concept moves language from being viewed as a noun to a verb and this may include speaking, hearing.

(listening), writing, reading, 'signing' and interpreting sign language. Thibault (2017) states that the term languaging refers to the praxis in and through which language events are achieved and recognized. The term therefore allows us to be able to include all communicative instances. An understanding of this is pivotal in this study which aims to investigate how multilingual learners perform and experience literacy.

1.8.4 Bilingualism

When one person has mastered the use of two or more languages for communication, they are called bilingual. As mentioned earlier on, a large amount of the world's population today uses two or more languages for work, family life and leisure. In support of this view, Wei (2020) states that the word 'bilingual' refers to someone who can use two languages for communication. In other contexts, the term can also be taken to include the many people who have different degrees of proficiency in the ability to use three, four or even more languages for communication. Thus, bilingual people are those who can use at least two identifiable languages at varying degrees. The

concept is important for this study as it aims to see how multilingual adolescents use the languages they know to "do" literacy.

1.8.5 Subtractive bilingualism

Basically, bilingual theoretical frameworks can be divided into the traditional models and the new models. Under the traditional models is subtractive and additive bilingualism (Garcia & Wei, 2015). In subtractive bilingualism, learners lose their home language(s) after being exposed to the school's LoLT. Subtractive bilingualism makes learners see their language as useless in school as it would not be helping them succeed at school hence, they develop a negative attitude towards their language. Subtractive bilingualism can be described as in figure 2 below:

$$L1 + L2 - L1 = L2$$

Figure 2: Subtractive bilingualism.

Figure 2 illustrates that children come to school confident in one language and this language is completely disregarded by the schooling system where a second language the LoLT is introduced leading to the loss of the first language. Children end up using the school language and losing their own language resulting in monolingualism which as mentioned earlier on is at loggerheads with the 21st century dynamics characterized by fluidity and hybridity of languages. Although subtractive bilingualism is a bilingual method of teaching, it would not be helpful in solving the South African literacy problem because it starts with monolingualism and at the end of it all, still ends with monolingualism.

1.8.6 Additive bilingualism

The second tradi**ti**onal bilingual model is additive bilingualism. South African subscribes to additive bilingualism as shown in Figure 3 below:

$$L1 + L2 = L1 + L2$$

Figure 3: Additive bilingualism.

In additive bilingualism, the two languages are separated as bound entities and are learnt side by side (Garcia & Wei, 2015). In some cases, the home language spoken by most of the learners is the school LoLT and the learners do another language as a subject, at First additional level. The participants in this study do English at Home language level and they do IsiZulu and Afrikaans as First additional languages according to which language they speak at home. This is in accordance with the school policy decided upon by the school governing body. The problem with additive bilingualism is that the two languages are taught and developed separately, and the result is a monolingual in two different languages. The two languages are not used in any way to edify each other, skills learnt in one language are not used to support the learning skills in the language the learner is not very fluent in. The model also just like subtractive bilingualism considers a first and a second language something that is not compatible with the 21st Century language dynamics. If bilingualism is seen as the norm there should be no distinctions between the first and second language.

1.8.7 Recursive and dynamic bilingualism

For education to produce good results and people who can fully cope in the 21st century the new bilingual models would be very helpful. Under the new models is recursive and dynamic bilingualism. Both recursive and dynamic bilingualism appreciates all the linguistic skills an individual has. Recursive bilingualism appreciates the ancestral use of the language of the group. Although the language might to some extent appear suppressed it still is valued and is used in traditional ceremonies and different levels and for different purposes in society.

Language practices in this scenario reach back to pick on the ancestral practices 'the designed" and uses them in the now "redesigned" (Cazden et al., 1996). Once these practices are redesigned and used as new in the now this gives them the power to be used even in the future. This brings about the recursive nature of language use. Garcia (2011) argues that bilingualism in this case is recursive because it reaches back to the ancestral use of language and in the process is reconstituted for new functions and as such gains momentum to be thrust forward towards the future. In a similar vein, dynamic bilingualism refers to using language(s) in unpredicted ways, mostly depending on the communicative demands of any given situation. In other words, this entails that an individual is able and allowed to use several languages all depending on the needs of each communicative

task. These new models of bilingual education and particularly translanguaging offer a distinctively useful framework / model for this study.

1.8.8 Translanguaging

The term translanguaging originated from the Welsh word traiwsiethu. It was firstly translated to translinguifying (Brooks, 2022) and later to translanguaging. It is a process which alternates the language of input and output in all modes, and these include the written, spoken, aural and oral mode. The term was coined by Cen Williams after observing how learners moved between Welsh and English to make meaning. The term "trans" captures the ability to go beyond the socially created boundaries between languages. Brooks (2022) writes that the term "trans" captures the movement with ease across and between languages for effective meaning making.

The term translanguaging moves the act of using language from a noun to a verb, hence languaging a word that captures agency. Thus, multilingual speakers have agency, making instant shifts while using language depending on the demands of the communicative act they are engaging with.

Translanguaging challenges the view that languages are separated from each other and prefers to view all the linguistic skills an individual has as a single repertoire of languages from which speakers can assemble and use depending on their communicative needs. Translanguaging further challenges the oneness ideology in educational contexts as this is seen as limiting creativity and limiting meaning making. This monolingual, monologic approach is thought to stifle creativity, impede cognition, reduce understanding, and make learners stupid. Under translanguaging then, all the languages that a learner has are embraced in learning contexts. Learners are then able to use these languages to negotiate meaning in texts (Makalela, 2014; Garcia, 2009). In support of this Hornberger and Link (2012) write that translanguaging practices provide a fuller understanding of the communicative repertoire's students bring to school and helps identify how to draw on these repertoires for successful educational experiences for all students. Thus, the use of translanguaging as a pedagogical tool is one that should be seen as important as it would help learners do well at the end of their academic journeys, which is very important not only for the learner but also for the teacher who will feel their efforts have been rewarded. An all-encompassing definition of translanguaging is perhaps the one given by Wei (2011, cited in Lewis et al., 2012) which explains that the idea of a translanguaging space derives from the psycholinguistic notion of language which

moves on language as a noun to language as a verb thus stressing an ongoing psycholinguistic process which creates a social space for the multilingual language user by bringing together their personal histories, experiences and environment, their attitude, beliefs and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and make it into a lived experience. Thus, translanguaging brings about education of the total individual by valuing the languages the individual has at his disposal, his background, his experiences, skills, and intellectual capacities all channeled into helping them understand educational material.

In corroboration, Garcia (2009) argues that translanguaging creates an environment not threatening to the learners' identities but builds multiplicities of language uses and linguistic identities and at the same time maintaining academic rigor and upholding high expectations. A good example of this would be the studies carried out in South Africa where students used Translanguaging at the University of Limpopo where they discovered their own culture and the great ideas in the literature with one unlocking the other or paving the way to understand the other (Hornberger & Link, 2012). In the same vein in a study where students at a University in Johannesburg used Translanguaging to learn Sepedi as a new language, had interesting results (Makalela, 2005). Vocabulary among the students increased as the students were motivated to use multilingual resources at their disposal. They also learnt that there are interconnections between Sepedi, Sesotho and Setswana and they also learnt that they could learn another language without devaluing their own (Makalela, 2014). This was the most interesting discovery for me as it tends to challenge or question some social settings that were maybe set during the apartheid era where the apartheid government used languages to separate, to divide and to rule the African people. Translanguaging then provides a platform where one views learning with a different lens and can challenge and question the status quo leading to new understanding of social phenomena. One other example that supports the relevance of Translanguaging is the study carried out in the United States (Garcia 2009) where a Spanish Fourth grader translanguages while writing an essay which gives her a "scaffold" to write fluently in English five months down the line. More evidence from the US in the same article is when kindergarteners are allowed to translanguage in the class and this speeds up their use of correct English. (Garcia, 2009, p. 155) states that "Translanguaging in the classroom enables language acquisition without having to wait for the teacher to assume a direct teaching role".

Several advantages of using Translanguaging as a pedagogical tool have not only been reported in South Africa and the USA. Works in the UK have also brought up interesting results, works like the one reported by Creese and Blackledge where their work focused on complementary school revealed that when children are allowed to use the language, they are most fluent in, they are able to question, contribute, challenge, and gain more understanding of concepts being discussed. Creese and Blackledge (2010) write that, through the use of translanguaging, teachers are able to leverage the leaner languages for effective teaching and learning. Because translanguaging accepts the learner cultures within learning environments, this creates an environment that promotes effective learning. Translanguaging brings a relaxed environment in the classroom set up, an environment which is not threatening to the learners' identities and at the same time maintains academic rigor and upholds high expectations (Garcia, 2009).

Translanguaging also affects identity for the teacher as well as the learners. Through translanguaging schools can be alternative, safe spaces for multilingualism and transnational literacies, sites where young people creatively use varieties of language including standard, regional, class and youth-orientated varieties as well as parodic language to take up, resist and negotiate multiple academic and identity positioning (Hornberger & Link, 2012).

Through the translanguaging lens, language is seen as an ongoing 'process' rather than a 'thing, a verb rather than a noun, as in the notion of 'languaging'. The focus moves from how many languages an individual may have at their disposal to how they use all their language resources to achieve their purposes (Otheguy et al., 2019). Through translanguaging, multilingual individuals have the advantage to achieve all their communicative needs more effectively as it allows them to engage all their linguistic resources in the act of communication. In support of this view Garcia (2009) explains what translanguaging is by giving an analogy of an all-terrain vehicle whose wheels bend and contract, flex, and stretch, making possible over highly uneven ground, movement forward that is bumpy and irregular but also sustained and effective. Using translanguaging a learner can engage fully with learning content as they are allowed the use of all the linguistic repertoires at their disposal (Coady et al., 2019; Makalela, 2016; Hornberger & Link, 2012).

In support of the notion of a linguistic repertoire and in addition, other scholars have posited that translanguaging challenges the conventional understanding of language boundaries between

socially and politically labelled languages and have argued that translanguaging goes beyond the linguistic system itself to incorporate doing language, which means assembling the linguistic and multimodal practices that speakers have acquired through social interaction, as well as their embodied cognition.

Since the speaker's lexical and structural resources constitute only a small part of this assemblage, translanguaging not only posits a single linguistic system, a single set of linguistic resources, but also goes well beyond it to encompass a communicative repertoire that is often seen as outside of what traditionally is defined as the 'linguistic.' (Pennycook, 2017). This means that translanguaging goes beyond understanding language as simply what we have traditionally called the linguistic, which may include among other things like named languages or their components, for example, lexicon, morphology, and phonology. Translanguaging incorporates an understanding of how different modes, including our bodies, our gestures, our lives etc., add to the semiotic meaning-making repertoire that is involved in the act of communication. (Garcia & Otheguy, 2020).

1.8.9 Ubuntu translanguaging

The Ubuntu Translanguaging (UT) framework is the most current framework in multilingual education. It is a framework translated from the African value system of ubuntu that is understood within the logic of ***I am because we are we are because I am***. This saying reflects a state of being which depends on the co-existence of the entities of 'I' and 'we', which may not have a separate existence individually (Makalela, 2016). The Bantu people believe in a oneness ideology and that no being is complete without the other. Basically, Africans believe in togetherness or team/communal effort for success. In the same vein, the UT framework in as far as one's language skills are concerned posits that for effective communication and meaning making, an individual needs all his languages working together. In other words, according to the UT framework, a speaker needs to employ their full communicative skills to convey messages meaningfully or successfully. The UT framework disregards the view that languages are fenced off from each other and views them as complex repertoires that are fluid in everyday meaning making interactions. All the language skills an individual has are viewed as equally important for effective communication. No language is better than the other and each one must be engaged when needed to send a message successfully. Makalela (2016) explains that:

*There is also no sense of competition for space as these entities are cosmologically intertwined and invariably tied to have a complete state of being. Understood from this logic is that speakers of languages with the 'ntu' or 'tho' root have a complex identity matrix of unboundedness, confluence, and overlap, which is embedded in the typology of the languages they speak. It is useful here to consider that the cultural competence of ubuntu is found in the way speakers make sense of their world through languages. In the same way that one human entity is not complete without the other, one makes similar deductions about the languages spoken: a language is because another language is. In this connection, languages are a representation of the human cultural logic of being and they are therefore inseparable from the soul of their speakers. (*Makalela, 2016, p. 191)

In short, the UT framework argues for the use of all the languages for effective communication and epistemic access for multilingual learners and thus becomes a very important frame for this study where the participants are speakers of multiple languages.

1.8.10 Literacy

Traditionally, literacy was viewed as the ability to read and write. However, many researchers have argued that this view is essentialist in nature as it fails to capture the wide range of skills and abilities related to the ability to read and write (Gee, 2016). These skills may include listening, viewing, and performing along with the view that literacy does not occur in a vacuum but a sociocultural context. This traditional definition also fails to acknowledge or recognize the effect of the digital age and its impact on what literacy is or could mean. Perhaps, the definition that captures what literacy is most accurately is the one that views it as a means of identification, understanding, interpretation, creation, and communication in an increasingly digital, text-mediated, information-rich, and fast-changing world (UNICEF, 2021). Thus, literacy is not merely the possession of the skills of reading, writing, listening, and speaking. The context in which these skills are carried out, shape these practices and vice versa (Street, 2017) and such an understanding is pivotal in this study.

1.8.11 The autonomous view of literacy

The view of literacy as a set of skills that an individual either has or does not have is known as the autonomous view of literacy (Street, 1984, 1996). This view, however, is seen as too narrow

and restrictive as the term literacy encompasses more than just mere knowledge of letters and sounds or merely the ability to inscribe and decode text (Gee, 2015; Street, 1984). Literacy is bigger, as the acts of reading, listening, speaking, or writing do not occur in a vacuum. They occur in a specific context that shapes how literacy is done. This view is known as the ideological view of literacy.

1.8.12 The ideological view of literacy

The ideological view of literacy does not put emphasis on the skills individuals have but rather on the ways they use written language in their everyday lives (Street, 2017). The act of reading and writing is viewed as not happening in a vacuum but in a context with unique ways of being and behaviour. The sociocultural context has a bearing on how texts are produced or interpreted. It is this sociocultural context and the practices that take place within it that give reading its meaning. The ideological view places emphasis on the fact that learning always takes place within a situated context. Street (2017) states that for as much as there is a cognitive component to learning there is always a social element as learning takes place within a situated context.

1.8.13 Literacy event

A literacy event is any occasion in which a text is central to the actions of the participants in the event. The actions are always guided by rules learnt or picked up from the context and these guide the participants reactions and what they say. The context has a bearing to the way in which participants interpret text (Heath, 1983). This means that a literacy event is an observable activity where participants read a text following given rules and engage in writing or discussions about the text using their background knowledge.

1.8.14 Literacy practice

Literacy practices refer to the broad cultural conceptions of ways of thinking about doing reading and writing within a cultural context (Street, 1984).

1.9 Chapter Outline

Chapter 1 invites the reader into a discovery journey (Badenhost, 2007) into the pedagogical belief and practices of three teachers of 35 multilingual adolescents in a city school in Johannesburg.

The chapter also states the problem statement, the objectives of the study and the research questions that the study addresses. The chapter also gives the rationale and the significance of the study and offers definitions of key terms that were used throughout the study.

The second chapter focuses on the literature that was reviewed and used to frame the study. This is to show how research in the field has progressed thus far and to identify the gaps which this study will address. The literature was reviewed under the following themes: (a) Translanguaging (b) Bakhtinian views on language and language learning (c) Ubuntu Translanguaging.

Chapter 3 delineates the research design, the population, sampling procedures and the methods of data collection. The data analysis spiral (Creswell & Poth, 2018) was explored in this chapter too as the method that was used to analyze the data that was collected in this study. Data was organized into themes as they emerged throughout the data collection phase. The study was an ethnographic case study, hence there was a need to give a thick description of the context of the study in this chapter.

However, this study was a sequential mixed method design where the researcher began with a survey of a larger group, which was reduced in staggered ways to pursue depth on literacy experiences and affordances of multilingual senior phase learners. A small section of the study was quantitative in nature. This was carried out for triangulation purposes on the breadth, to offer the researcher confidence in the claims that are made in the study. The chapter also offers the ethical considerations that were followed during the time the research was conducted.

Chapter 4 presents and discusses the quantitative data resulting from the learner survey on language use. It also sheds light on the extent of multilingualism in the school.

This chapter address the second and third objectives which are:

- To explore the funds of knowledge brought into classroom and outside of classroom literacy events.
- To establish different levels and categories of multilingual literacy performances by learners in selected subjects.

Chapter 5 presents findings from the data that was collected from the leaners. This chapter addresses two objectives. The first one sought to determine the grade 8 and 9 learners' experiences

and reactions to multilingual stimuli in selected learning areas and the second one sought to explore the funds of knowledge brought into classroom and outside of classroom literacy events. The chapter reports on all the data collected from the learners through observations, semi-structured interviews, metacognitive reflections and focus group discussion. The data is organized under the themes which emerged during data analysis.

Chapter 6 presents findings from lesson observations and the teacher semi-structured interviews. These were carried out to address one objective which sought to establish the teacher pedagogical practices of multilingualism in Language, Natural Sciences and Social sciences learning areas. The first part of the chapter outlines the teacher demographic information to determine whether their demographic profiles have any bearing to their pedagogical practices. The second part then presents findings from the observational and semi – structured interview data.

Chapter 7 gives a general summary of the study, a summary of all the chapters and the objectives of the study. The chapter further gives a summary of the study's major findings and highlights the recommendations emerging out of these findings. The chapter also offers a conclusion to the study.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of the theories and the literature that informed this study. Underpinned by the sociolinguistic view of language and learning, the study will adopted translanguaging, Ubuntu translanguaging and the Bakhtinian views of language and learning as both conceptual and theoretical frameworks.

2.2 What is Literacy?

Traditional perspectives restrict literacy to rading and writing text in classroom and schooling contexts. This is a very essentialist view of literacy as it situates literacy in the individual rather than in the social worlds in which individuals actively participate. The opposing view is that literacy must be viewed as social practice as all communication is social (Labov, 1972). Literacy as a social practice is a contemporary view of literacy which acknowledges that the meanings represented in oral written and visual texts are socially constructed and situated (Makin et al., 2007).

The 'New Literacy studies' (NLS) (Gee, 1991; Street, 1996) also advance this view of literacy preferring to view it not as a set of skills or a technology of the mind, but as multiple and changing according to time, space, and power relations. Street (1984) makes a distinction between "autonomous" and "ideological" models of literacy.

2.2.1 The autonomous and the ideological view of literacy

The autonomous model of literacy reduces literacy to the imparting of skills which may have effects on other social and cognitive practices. On the other hand, the ideological model of literacy offers a more culturally sensitive view of literacy as literacy practices vary from one context to another. The ideological model holds that literacy is a social practice embedded in socially constructed epistemological principles. In this view, the meaning and practice of literacy is always contested, forcing it to be based on world views with the power to dominate and to marginalise others (Gee, 1990; Besnier & Street, 1996). This was clearly shown in Heath's (1983) study in Trackton and Roadville, two communities in the rural Carolinas in the USA. The study revealed

that some communities' literacy practices are not valued by schools and consequently children from such communities' struggle to succeed at school. The children's home literacy practices were not valued at school and as such they were labelled as 'at risk' and ultimately did not do well at school. This shows that literacy is rooted in world views which may privilege some children and marginalize others.

In other words, but in a similar vein, literacy can be viewed as integrated with, and interwoven into, the very texture of wider practices that involve talk, interaction, values, and beliefs (Bruner & Bruner 1990; Gee, 1989;). These ways of talking, interacting, thinking, and valuing which may often include reading and writing are referred to as "Discourses" with a capital **D** (Gee, 1989, 1990; Foucault, 1985). A Discourse is a socio – culturally distinctive and integrated way of thinking, acting, interacting, talking, and valuing, connected with particular social identity roles. A Discourse governs one's ways of talking, writing, and acting on different social stages. Gee (1986) refers to this as ones 'identity kit'. This therefore entails those Discourses or ways of being, are not mastered by overt instruction but by enculturation or apprenticeship into social practices supported by people who have mastered the Discourses (Gee, 1986).

Bakhtin (1981) states that all learning is, at its core, social. The social interactions that are most effective in promoting learning are those that are filled with tension and conflict. Individuals struggle with these tensions as they develop their own ideologies, which helps them to come to new understandings. Bakhtin (1981) argues that these struggles are pivotal to one's individual consciousness. Thus, the individual influences the social world just as the social world influences the individual. This frame is very important for this study which aims to study the literacy practices of multilingual learners in a city school. The study will therefore assess, how the literacy practices and the literacy events that these students engage in, develop their literacy and how this helps them come to new understandings of themselves, their peers, and the texts that they engage with.

2.3 Transitional Literacy

Transition may be defined as a change from one form or type to another or the act of passing from one state or place to the next or an event that results in transformation. On the other hand, the term literacy is complex and dynamic, the meaning of which has evolved over time from simply meaning the ability to read and write or acquiring these cognitive skills to using these skills in

ways that contribute to socio-economic development, to develop the capacity for social awareness and critical reflection as a basis for personal and social change (Barton & Hamilton, 2000). With the two definitions in mind, transitional literacy would therefore be or refer to literacy activities that learners engage in while in transition, that is moving from one phase to another. In the case of this study, the focus will be on Grade 8 learners transitioning from Primary school to high school. Although this phase starts in Grade 7 it is important to highlight that the school in which the study took place is a high school. It has no primary school in the same yard as is the case with other schools. This therefore means, all the Grade 8 learners who are in this school came from primary schools in and around Johannesburg. This grade is the first grade when they enter high school, so it becomes a transitional grade.

The online oxford dictionary defines transition as the process or a period of changing from one state or condition to another. Thus, transition may be the changes that occur in the lives of the learners as they move from one school environment to another. There are several frameworks that are used to describe transition but for the purposes of this study I will focus on educational transition which entails the process of change of environment and set of relationships that children from one setting or phase of education to another experience over time.

Transitional changes are bound to exert a lot of anxiety on learners as they try to adapt to the new environment. The anxiety could be as a result of fear of loss of friends, fear of getting lost when trying to locate new classrooms, curriculum changes like increased numbers of teachers, subjects and school hours (Ganeson & Ehrich, 2009), failure to grasp new content owing to a number of factors like poor academic literacy to cope in the different subjects, low proficiency in the LoLT and generally failure to cope with new academic demands (Callahan, 2005). Other factors, as mentioned earlier on are because of physiological changes. Grade 8 learners are at the stage where they are transitioning form childhood into teenage hood. This stage has challenges of its own like identity crisis, identity formation and the development of a self-concept. These factors exert some pressure on learners transitioning form Primary School to Secondary school and might have a negative impact on their academic performance.

Most of the learners, particularly from African backgrounds, would therefore be doubly shortchanged in that they have to deal with this anxiety and must access epistemic knowledge in a monolingual way and to worsen their situation, this is carried out in a language they are not

confident in. This results in challenges during transition for most multilingual learners leading to high failure rates particularly at Grade 8 and throughout high school. However, schools maintain one language as the LoLT, despite evidence in research that maintaining mother tongue instruction could improve learner achievement (Taylor & von Fintel, 2016). South African schools have become monolingual entities, and this has negatively impacted on most South African learners who are mostly multilingual.

2.4 Translanguaging: What it is Not?

The term translanguaging is usually confused with several terms like plurilingualism, codeswitching and translation. To offer a firm understanding of the term, this section begins by explaining the difference between translanguaging and the identified terms so that when I give the definition of translanguaging all the misconceptions on the term will be cleared.

2.4.1Translanguaging and plurilingualism

In some instances, the term Translanguaging is used interchangeably with the term plurilingualism (Galante, 2018) as both concepts value the cultural and linguistic backgrounds that students bring to the classroom. However, there are major differences between the practices and such an interchange needs not be carried out carelessly. The first and most significant difference is the fact that although both concepts value multilingualism, plurilingualism upholds the separation of languages whereas Translanguaging acknowledges multilingualism as a product of socio – political categorization, centrally important for identity purposes (Otheguy et al., 2015, 2019). This may be because Translanguaging, as discussed earlier on originated from a minoritized community in Europe and as such Translanguaging epistemological practices strive to address the effects that colonialism and nation building has had on a peoples' identity, language, and economic participation. On the other hand, plurilingualism was coined by the Council of Europe because of the greater importance of multilingualism and language learning among Europeans (Council of Europe, 2001). Thus, the focus of plurilingualism becomes the turning of monolingual speakers into multilinguals whereas the focus of translanguaging is to create a safe space for multilingual learners to do language and communicate their thoughts effectively with total disregard of the manmade boundaries between languages. In support of this view, Vogel et al. (2018) write that translanguaging supports the idea that embodied social actions become part of the individual's

meaning-making semiotic repertoire and this may include, gestures, gazes, posture, visual cues, and even humantechnology interactions.

The other major difference between translanguaging and plurilingualism is that plurilingualism originated from a position of power as it was a government policy whereas translanguaging originated from the observations of a teacher. Mignolo (2000) terms this the locus of enunciation and explains that for real societal change to take place, there is need to change the locus of enunciation and allow change to come even from positions of little or no power (Otheguy et al., 2019).

Flores (2014, in Garcia & Kleyn, 2016) writes that translanguaging is a political act as it works against the ideas of nation building advanced under the guise of one state, one language practices. These language purity ideologies were associated with ventures of colonial conquest and expansion (Makoni & Pennycook, 2007) and the need to "other" and exclude speakers of minority languages and mostly in the Global South, speakers of indigenous or local African languages from fully participation in political and economic activities thereby limiting their upward social mobility. In support of the idea of limiting opportunities or excluding speakers of other languages other than the national language, Garcia and Otheguy (2020) write that the state languages work to exclude other communities of speakers from civic opportunities by authorizing, legitimating, naturalizing and opening paths only to those who speak the majority languages.

2.4.2 Translanguaging and codeswitching

Some scholars have argued that translanguaging is old wine in new skins, arguing that it is the same with codeswitching. This claim does not hold because the two are very different in as far as their affordances in classroom practice is concerned. Translanguaging allows for more flexibility in classroom practice whereas codeswitching does not thus already translanguaging offers more for the multilingual learner in class than codeswitching which separates the languages that a multilingual learner can use by reducing them to bounded codes. This limits the languages a learner can use to maximise learning as there will be notions of the right and wrong language.

Kersten and Ludwig (2018) state that the term codeswitching denotes the perceived mixing of two named languages and therefore does not adequately reflect the dynamic and creative practices multilingual speakers engage in and the underlying 'complex linguistic realities' and may lead to

fluid practices being viewed as a ‘contaminated’ or ‘corrupted’ version of a named language and therefore derided by society. Codeswitching focuses on the movement from one language to another, a view heavily influenced by a monolingual ideology where languages are viewed as separate entities and bilinguals as manipulating two separate linguistic systems (Garcia & Lin, 2017). On the other hand, translanguaging views the multiplicity of the language skills brought into the classroom by a multilingual learner as a resource for learning as it opens up the artificial boundaries between languages and views the languages an individual is able to use as an internal unitary linguistic system configured as an idiolect or individual language which can be used to maximize learning and teaching (Otheguy et al., 2015).

Translanguaging incorporates code-switching but goes beyond codeswitching. In corroboration, Nguyen (2019) states that translanguaging can include code-switching, language mixing, language brokering, translation, and other communicative modes, but emphasises on speakers’ ability of sensemaking in communication and their language socialisation practices in a certain context. Wei (2018) explains that translanguaging is not an object or a linguistic structural phenomenon but a practice and a process – a practice that involves a dynamic and functionally integrated use of different languages and language varieties but more importantly a process of knowledge construction that goes beyond language (s). Translanguaging therefore can be viewed as an effective pedagogical tool for multilingual learners.

It is however important to note that some scholars have not fully accepted the notions discussed above. Coady et al. (2019) write that the concept of multilinguals having a single unitary linguistic repertoire with a single underlying language system with features of different languages is still being contested by different scholars (e.g., MacSwan, 2017) and has not received universal acknowledgement to date. Whether there is agreement or not, the fact is that in this century, almost every learner is multilingual and finding ways to adjust from monoglossic educational practices which prevailed during the colonial and nation building era (Garcia, 2011; Makoni & Pennycook, 2007) to flexible pedagogical practices like translanguaging which have the potential to bring change in linguistics by resisting and transforming power asymmetries, would improve the academic performance of learners who do not speak the LoLT (Johnson et al., 2019).

2.4.3 Translanguaging and translation

Often, translanguaging is equated to translation. Although both are natural and complementary phenomena that occurs in multilingual societies (Creese et al., 2018) the two concepts are different. Johnson et al. (2019) notes that translation, according to more recent definitions can be related to translanguaging in that these are both social practices that 'stress the permeability of boundaries, issues of agency as well as the importance of determining 'what the "code" is through the analysis process rather than assuming it is linguistically determined a priori'. On the other hand, translanguaging is using one's idiolect, that is one's linguistic repertoire, without regard for socially and politically defined language names and labels' (Wei, 2018). This entails that both translation and translanguaging operate in such a way that boundaries between languages are not recognized and languages are embedded on or leak into each other (Makalela, 2009) but are to some extent different. Translanguaging differs from translation in that the former is proactive while the latter is reactive (Mgijima, 2019). This means that translation works with repeating what has been said in one language in another language whereas translanguaging is a planned process of using two languages within a single lesson to maximise the meaning making opportunities of learnt content or expressing one's own thoughts or ideas by shuttling between languages (Johnson et al., 2019; Canagarajah, 2011). Translation, therefore, maintains the separation of languages into codes just like codeswitching while translanguaging views the communicative competencies an individual has as a single unitary system that can be invoked as the need arises. Translanguaging enables multilingual learners several advantages in classroom contexts which include among others the comprehension of learnt material and the ability to express their thoughts and contribute their ways of knowing, experiences, and culture within the learning contexts. Translanguaging affords or gives multilingual learners identity positions that allow them to excel in school, hence the need for a translanguaging pedagogy with clearly outlined purposes for speakers of other languages and multilingual speakers who speak numerous languages that are not the national or in the case of education in the Global South languages which are not the LoLT.

2.5 Translanguaging - What it is?

The multilingual turn (May, 2014) ushered in a new gaze from the traditional ways of language teaching to the promotion of educational policies and practices that accommodated multilingualism like translanguaging. First used in Wales as *trawsieithu*, translanguaging refers to

the pedagogical practice which deliberately switches the language modes of input and outputs in multilingual classrooms (Cenoz & Gorter, 2022; Sah & Kubota, 2022; Garcia, 2020). Other scholars defined translanguaging as the process of making meaning shaping experiences, understandings, and knowledge using two or more languages. The meaning making through two languages is true for western contexts where two languages are predominant. In sub - Saharan Africa, the definition needs to be widened to include meaning making using at least three languages as most of the learners in contemporary classrooms in southern Africa speak at least three languages. Otheguy et al. (2015) write that translanguaging is the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages. Here, Otheguy calls the language as politically defined boundaries to show that the naming of languages or the view that languages should be separated was a philosophy that spread during the Enlightenment period in Europe where it was believed that one state, one language, brought about greater unity. In support of this view, Lauwo (2021) explains that translanguaging refers to the fluid use of linguistic resources from speakers' full linguistic repertoires in ways that transcend the socially constructed borders around named languages in their standard forms. Translanguaging pushes back against the construct of language as bounded, autonomous, stable systems and prefers instead to talk about communicative practices, linguistic repertoires, and discursive resources. For this study, where learners speak at least three identifiable languages in most cases, this would be the most suitable definition. It does not refer to two languages but rather repertoires to include all the meaning making or communicative resources of multilingual learners. Translanguaging transforms the misunderstanding of bilingualism as simply two separate language systems as well as of language as exclusively made up of bounded linguistic features. Translanguaging is described according to how it shifts the emphasis to the actions of multilinguals in their spontaneous performances, always emergent as they engage in assemblages of the forms of semiosis that are made available. Also considered here is how translanguaging acknowledges the role of social categories, specifically those in how others listen to and read minoritized bilinguals (Garcia & Kliefgen, 2020).

Through the translanguaging lens, language is seen as an ongoing 'process' rather than a 'thing, a verb rather than a noun, as in the notion of 'languaging'. The focus moves from how many languages an individual may have at their disposal to how they use all their language resources to achieve their purposes (Garcia & Otheguy, 2020). Through translanguaging, multilingual

individuals have the advantage to achieve all their communicative needs more effectively as it allows them to engage all their linguistic resources in the act of communication. In support of this view Garcia (2009) explains what translanguaging is by giving an analogy of an all-terrain vehicle whose wheels bend and contract, flex, and stretch, making possible over highly uneven ground, movement forward that is bumpy and irregular but also sustained and effective. Using translanguaging a learner can engage fully with learning content as they are allowed the use of all the linguistic repertoires at their disposal (Coady et al., 2019; Makalela, 2016; Horberger & Link, 2012).

In support of the notion of a linguistic repertoire, other scholars have posited that translanguaging challenges the conventional understanding of language boundaries between culturally and politically labelled languages and have argued that translanguaging goes beyond the linguistic system itself to incorporate doing language, which means assembling the linguistic and multimodal practices that speakers have acquired through social interaction, as well as their embodied cognition. Since the speaker's lexical and structural resources constitute only a small part of this assemblage, translanguaging not only posits a single linguistic system, a single set of linguistic resources, but also goes well beyond it to encompass a communicative repertoire that is often seen as outside of what traditionally is defined as the 'linguistic.' (Pennycook, 2017). This means that translanguaging goes beyond understanding language as simply what we have traditionally called the linguistic, which may include among other things like named languages or their components, for example, lexicon, morphology, and phonology. Translanguaging incorporates an understanding of how different modes, including our bodies, our gestures, our lives etc., add to the semiotic meaning-making repertoire that is involved in the act of communication. (Garcia & Otheguy, 2020). In support of this notion, (Vogel et al., 2018) write that translanguaging acknowledges the entire range of multimodal resources that make up the speaker's full communicative repertoire and this may include, gestures, gazes, posture, visual cues, and even human-technology interactions. This means that, the concept of translanguaging also pays attention to the multimodal ways in which students make meaning both with their bodies and outside of their bodies. Thus, through translanguaging an individual's entire linguistic ethnography, including their bodies, place, and things are acknowledged as personal tools for effective communication (Garcia & Otheguy, 2020). In corroboration, Wei (2018) states that translanguaging is transformative in nature; it creates a

social space for the multilingual language user by bringing together different dimensions of who they are.

2.5.1 Translanguaging, identity and language learning

Identity is defined as a way a person understands his or her relationship with the world, how that relationship is structured across time and space and how the person understands possibilities for the future (Langman, 2018; Norton & De Costa, 2018). According to this definition, identity is created through relationships with self, others, and the world. Relationships are created through communication and the primary mode of communication is language. Karam (2018) explains that identities are constructed within the context of figured worlds or socially produced, culturally constituted activities through the medium of language by acting, talking, and writing ….it is in this process of active identification which is essential to deep learning. This echoes what Garcia and Otheguy (2020) write about language and language use through translanguaging. They posit that translanguaging goes beyond the linguistic system itself to incorporate doing language, which goes on to include the multimodal practices that speakers have acquired through social interaction, as well as their embodied cognition. Thus, as noted earlier on, the primary mode of establishing and maintaining social interaction is through language, thus there is a very complex relationship between translanguaging and identity formation. Thus, as learners use all their language skills for learning, this helps them develop positive identities that are crucial for improved academic performance. If learners are allowed to enact who they are in classroom set ups, they are likely to develop identity positions that enable them to excel in school (Garcia, 2013). When translanguaging is used in a classroom and all the linguistic resources a learner brings to class are welcome, this is likely to create a safe environment for them. An environment where their identities mater, where they are confident to use all their communicative skills to engage actively and productively with content for critical and creative learning (OECD, 2018; Garcia & Wei, 2015).

2.5.2 The Translanguaging framework

The translanguaging framework was put forth by Johnson et al. (2019). The three components of the translanguaging framework teacher practices are known as stance, design, and shifts. The teacher's stance is defined as the philosophical ideology or a belief system that teachers can draw from to develop their pedagogical framework (Kleyn & Garcia, 2019). The teacher stance is

defined as the teacher beliefs and ideologies about emergent bilingual students and other language practices, regardless of the name variety. When instruction is guided by the translanguaging framework, teachers are expected to adopt a stance that enables them to question the monolingual bias, inherent in school-based language practices and position students' language practices as fundamental resources, and not deficits. Researchers argue that without a teacher stance practice cannot leverage on learners' full linguistic repositories as part of a translanguaging pedagogy.
In this study, the teacher's stance will be examined to assess how or to what extent multilingual literacies are developed in this context.

Garcia et al. (2017) outline three underlying beliefs for an effective teacher stance as follows:

(i) to recognize that students' language and cultural practices, work together.

(ii) views, students, families, and communities as resources to be leveraged for learning; and

(iii) perceive classrooms as a democratic space where teachers and students co-create knowledge challenge the status quo for a more equitable and just society.

The second component of the translanguaging framework is **design.** This refers to the affordances or opportunities created by the teacher for multilingual learners to practice their being. For example, Kleyn and Garcia (2019) explain that teachers must set up group work with speakers of similar home languages and design collaborative tasks to give students the opportunity to use their full linguistic and semiotic repertoire which includes gestures, facial expressions, and technology. A translanguaging design also requires the inclusion of a large range of resources that are both multilingual and multi modal. It must allow them to use all their communicative skills to acquire knowledge. Further, Kleyn and Garcia (2019) emphasize the importance of such a design to be reflected, even during an assessment.

The third and last component in the translanguaging framework is shifts.

These refers to the moves a teacher makes in response to student's needs. This means a teacher must be ready to make instant shifts or changes within, and during the lesson to support the learning of the multilingual learner. In a bid to explain shifts, Garcia et al. (2017) makes an analogy of a flowing river to refer to a dynamic and a continuous movement of language features that change the static linguistic landscape of the classroom. A teacher who can shift in response to learners'

needs, shifts towards an education that liberates and gives space to students' voices thereby promoting effective learning.

2.5.3 The weak and the strong versions of translanguaging

Translanguaging pedagogical practices can be divided into two depending on the extent to which they are transformative. The weak version of translanguaging occurs when multilingual pedagogical practices are employed without affordances or opportunities for multilingual learners to practice their being. Garcia and Lin (2017) explain that the weak version of translanguaging refers to instances where multiple languages are used but a teacher does not adopt a translanguaging stance. In this instance, a teacher supports the inclusion of learners cultural and linguistic resources but maintains the boundaries around languages as socially named (Kleyn & Garcia, 2019). The stronger version of translanguaging starts from a position that leverages all the features of the children's repertoire, while also showing them when and why and with whom they should use some of the features of their repertoire and not others, enabling them to also perform according to the school norms of named languages as expected in schools (Garcia & Kleyn, 2016). In their paper on translanguaging and to show the differences between the weak version of translanguaging and the strong version of translanguaging (Cenoz & Gorter, 2021) present Table 1 below:

Table 1 below indicates that, the weaker version of translanguaging does not engage the learners critically and does not allow learners to employ their own culture, language, and practices. The stronger version of translanguaging demands more from the learner. In all the instances of the stronger version of translanguaging, pedagogical practices require the learner to use or engage in classroom practices that leverage on the learners' linguistic skills. The stronger version of translanguaging enables teachers to create a space that is conducive for learning. A space created by and for translanguaging.

Table 1: The weak and the strong version of translanguaging. (Adpated from Genoz and Gorter, 2021, p.30).

Purpose	Type	Version of translanguaging	Sample / illustrative activities
Enhancing metalinguistic awareness	Pedagogical	Strong	Students use two or more languages in the same class and focus on analyzing and reflecting on languages cross linguistically.
Use of whole linguistic repertoire	Pedagogical	Strong	Students are encouraged to use two or more languages in the same class to carry out different activities: find sources in different languages, change language for input and output, etc
Integrated language curriculum	Pedagogical	Weak	Students only use the target language in class the syllabuses of the language's curriculum are meant to reinforce each other.
Translanguaging shifts	Spontaneous Pedagogical	Strong	Students ask for the translation of the word that they do not understand when reading a text. The teacher translates or gives a short explanation in a language that is not the language of instruction.

2.5.4 The translanguaging space

The notion of a translanguaging space was propounded by Wei (2011). It is seen as a space brought out by the transformative nature of translanguaging. It is a space created by the bringing together of the different dimensions of the learners' personal history, experience, attitudes beliefs and ideologies, their cognitive and physical capacity all into one coordinated and meaningful experience (Wei, 2011). The term translanguaging space is thought to have some transformative power as it is in this space that cultural translation takes place (Bhabha, 1994). In this space, multilingual learners with different languages, cultures experiences values identities and ideologies do not only co-exist in this space, but they also combine to form new identities, values,

and practices what Makalela (2016) calls continuous disruption of order and continuous creation of new order and realities. The translanguaging space is a space for creation of new order. It is also important to note that creation of the translanguaging space is an ongoing and lifelong process which has as discussed below a cognitive domain a socio-historical dimension and a cultural dimension (Wei, 2011). In this study, this is important as the researcher will observe how teachers create a translanguaging space for the effective teaching of their multilingual learners. Another important aspect of the translanguaging space is that it embraces criticality and creativity The two aspects are symbiotic. One cannot be critical without being creative and vice versa. The concept of the translanguaging space enables both criticality and creativity. Creativity is the ability to decide to follow or to disrupt the rules and criticality refers to the ability to use evidence appropriately, systematically, and insightfully to inform new views of cultural, social, and linguistic phenomena to question and problematize received wisdom and to express views adequately using an acceptable level of reasoning (Wei, 2011).

If well planned, a translanguaging pedagogy has the possibility of creating a space that is safe for multilingual learners to language meaningfully and with better understanding of content.

Johnson et al. (2019) states that the practice of translanguaging can create a 'translanguaging space' – where the people who communicate can combine 'different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into coordinated and meaningful performance. A translanguaging classroom is therefore thought as transformative and having the potential to enable both teachers and learners to go between and beyond languages which challenges if not dismantle the old beliefs that view languages as bounded entities and potentially generate new and liberating educational practices.

García et al. (2017) identify four purposes of a translanguaging pedagogy:

i. supporting students as they engage with and comprehend complex content and texts.

ii. providing opportunities for students to develop linguistic practices for academic contexts.

iii. creating space for students' bilingualism and ways of knowing, and students' bilingual identities.

iv. supporting the learners' subjectivities and ways of knowing as active bilingual subjects.

Thus, in this study focusing on multilingual learners and their literacy practices and how their teachers develop their literacy the concept of the translanguaging space is very important in that one needs to see how teachers create this space and how learners respond or react to it. The ideas of both creativity and criticality are very important in developing literacy and close attention will be given to how the translanguaging space encourages learner creativity and criticality. The next section of this literature review will now turn to discuss criticality and translanguaging.

2.5.5 A critical translanguaging pedagogy

Translanguaging is in its nature a theory and a pedagogy that questions the validity of borders around languages. It pushes against these borders arguing that the construct of languages in itself is a social construct (Wei, 2022; Garcia, 2020; Kleyn & Garcia, 2019). A critical translanguaging pedagogy works to decolonize the prejudiced view of learners who speak multiple languages. Teachers who adopt this pedagogical practice disrupt the perceived borders. Martin et al. (2019) explain that the critical translanguaging pedagogy considers the individuals idiolect, and views it as a unitary repertoire composed of an inventory of communicative features which are assembled and used accurately depending on the speakers' communicative needs. For listeners who are monolingually biased, such a practice is seen as deficient as the multilingual speaker will be crossing imposed borders (Otheguy et al., 2015; Flores & Rosa, 2015). However, to the speaker, this is natural as the languages are internal to them and are embedded on each other. It is the hearer who can distinguish between the languages used in the act of communication. Makalela (2016, 2021, & 2022) has discussed this at length and referred to this as the hearer-centred and speaker-centred perspective. The hearer-centred perspective is external to the hearer and explains it according to his view, but the speaker-centred perspective is internal to the speaker and in most cases poorly understood by one who pushes for the monolingual agenda.

A critical translanguaging pedagogy makes effort to understand the speaker-centred view and to leverage on it for effective teaching and learning. Martin et al. (2019) write that teachers who employ a critical translanguaging pedagogy prioritise the idea of a unitary linguistic system and espouse:

> a belief counter to a raciolinguistic ideology, learn to listen to children for their *meaning-making, their creativity, their imagination, their criticality. They do not racialize them but*

listen to their singularities. They do not simply assess them or judge them based on whether *they have the features that schools say are needed to think and do academic tasks.*

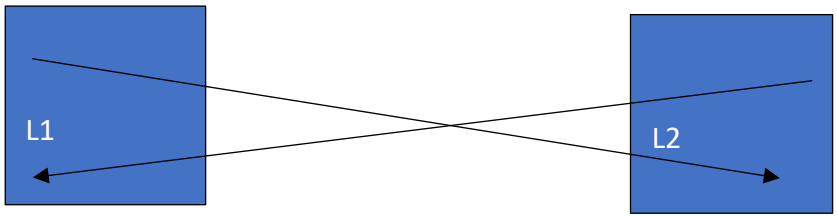
These teachers do not value standardized language features over the process of doing" language. They do not value oral and written texts that show what students know over bodily actions that include gestures, drawings, or music, and that demonstrate students' able language performances. To center the speakers' dynamic multilingual practices in the classroom (and not simply the named standardized languages), teachers in translanguaging classrooms view the bilingual child as an agentive individual with a rich repertoire that is not truncated, incomplete, or limited. They listen attentively without previous assumptions about the children's racialized experiences. It is from this position of the children's strength, not deficit, that teachers then can design pedagogy that leverages their multilingual repertoires and that positions them not as racialized beings, but as agentive producers of knowledge. (pp. 30–31).

Thus, when learners' ways of being are acknowledged, learning and teaching is effective. Learners are not judged using standards that are alien to them but way of being from their daily experiences. However, the educational practices have remained monolingual to date despite ample evidence in research that acknowledging the learners' ways of being gives them identity positions that contribute to success, educationally. Similarly, another view of translanguaging which is almost the same with critical translanguaging is the translanguaging view of literacy. The following section will discuss the translanguaging view of literacy showing that there is a very thin line of differences between the two views.

2.5.6 The translanguaging view of literacy

As already discussed in the earlier sections, the orthodox practice of teaching languages always treats languages separate from each other (Garcia, 2020; Makalela, 2021). Multilingual learners are viewed as switching from one language code to another in the act of communicating, and as such instruction was organized in the same way. In some contexts, multilinguals, were expected to switch off all their other linguistic skills in language and learning. This was informed by the belief that the first language, L1, was acquired first, then second language, L2, followed. Thus, language learning was compartmentalized or separated. However, when in contexts where language use is

not controlled, multilingual learners use language flexibly, displaying that all the languages at their disposal, are heavily embedded on each other and must be used together for effective communication This practice makes translanguaging visible. To offer a clearer explanation on translanguaging, (Kleyn & Garcia, 2019) offer the figure below:



Translanguaging

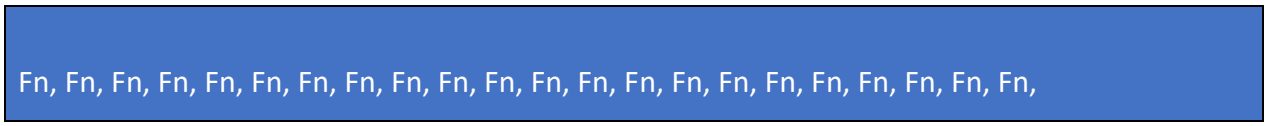


Figure 4: The translanguaging view of literacy (Adapted from Kleyn & Garcia, 2019).

In the figure above those who have a heavily monolingual bias will give instruction in one language, and then another language separately as in the top part of Fig 4, and those who view languages from a Translanguaging lens (bottom of figure 4) nominal features (Fn) will treat the languages of multilinguals as one unitary system and will offer opportunities for the cross pollination or use of these languages in one classroom without observing the language of the text or of the school (Garcia, 2020). When reading texts multilingual learners need not be confined to using one language.

Multilingual learners who are exposed to strict adherence to monolingual educational practices experience minimal success educationally and they spend all their educational journeys performing at unacceptable levels and always being identified as at risk of failing. Some of them end up failing or repeating grades. The bottom part of Fig 4 indicates a situation where all the communicative skills of the learner are leveraged in the act of teaching and learning. Such an environment boosts learner confidence and helps them achieve better educationally. In support of this (Wei, 2015) argues for the creation of a Translanguaging space. A space which enables multilingual learners to fully express their being in a classroom context for effective learning and teaching to take place.

2.6 Ubuntu Translanguaging

Ubuntu Translanguaging (UT) is a translanguaging paradigm borne out of the African belief system, which is based on the mode of human existence that has been translated from the African value system of Ubuntu that is understood within the frame of reference: ***I*** *am because* ***we*** *are we are because* ***I*** *am (*Makalela, 2016). Ubuntu itself represents the worldviews of indigenous black populace of sub-Saharan Africa, which has been handed down from generation to generation orally or through observation, experience, language, and through art. As acknowledged by its terms of reference Ubuntu rests on the maxim that a person is a person through other persons (Mugumbate & Chereni, 2019). This shows that relationality is a fundamental component for human excellence and existence. Drawn into language education, the Ubuntu translanguaging theory expresses the complementarity effect of languages. In essence, the languages are seen as incomplete without the other and the boundaries between them are regarded as fluid and porous (Makalela, 2015). In this sense, for effective communication and meaning making, speakers, particularly those from linguistically diverse contexts like the Global South, need the full use of their communicative repertoires.

The Ubuntu translanguaging framework shows a confluent, fluid and porous existence of language entities that resonate with the multilingual languaging practices that operate in the logic above, I X WE. The pillar of Ubuntu translanguaging rest on the fact that the languages cannot exist separately and are universally intertwined and invariably tied to have a complete state of being (Makalela, 2016).

2.6.1 Translanguaging and ubuntu confluence

Ubuntu describes the essence of being fully human, and the term literally means ‘humanness’ in Bantu languages (Ewuoso, 2020). Research has shown that Ubuntu embodies numerous inter-connected principles, and these may include solidarity, spirituality and harmony (Mugumbate & Chereni, 2019). In many cases this solidarity is regularly understood in the phrases, *‘I am because we are’* (Makalela, 2015; Mugumbate & Chereni, 2019) and a person is only a person in the context of other persons (Tutu, 2010). This phrase usually summarises the concepts interconnections between and among people and their shared, mutual responsibility. It is in this context that one depicts this humanity as inseparably bound up in into one another, which also suggests that through

Ubuntu we unearth our sense of beingness. Therefore, this research needs to unpack how the concept of interconnectedness plays off in language education in multilingual contexts. In as much as there are so many facts the make up humanness. There are also many languages that make up languaging. In Ubuntu Translanguaging (Makalela, 2014, Sefotho & Makalela, 2017), languages complement each other in their fluidity. Drawing from the African Tradition, Ubuntu Translanguaging (UT) signals an ancient African value system of human, cultural and linguistic interconnectedness (Makalela, 2014, 2015; Sefotho & Makalela, 2017).

The Ubuntu ideology stresses that people need each other in their existence and it, therefore, follows that languages also need each other to function and survive. In language education, Ubuntu translanguaging serves a crucial role in releasing voices and new prejudices for the multilinguals by affording them with alternative representations that release knowledge and voices that have been silenced especially because of monolingual bias. Ubuntu manifests itself in Ubuntu languaging. It is evident that translanguaging is an inherently social phenomenon in that it is conditioned and exhibits itself as a social response to communicative needs and within sociocultural and semiotic contexts (Canagarajah, 2011). This also points to the fact that translanguaging is an ecological practice which goes both laterally and horizontally (Makalela, 2015). Research has also confirmed the unitary view of languages making it clear that languages are not separate entities but connected, fluid and have porous boundaries between them (Makalela, 2015, 2016; Garcia, 2009, Otheguy et al., 2015). There is need to unpack how this connection benefits school practices that rely on it.

In Ubuntu translanguaging, notions of incompleteness and interdependence are highly recognized. Although some researchers argue against Ubuntu, as an obsolete tradition which has outlived its validity the notions of incompleteness and interdependence are still recognized in speech and human existence. In speech, the overlapping of the languages in multilinguals is a norm and, according to Makalela (2016), a multi directional interdependence reflects a discontinuation continuation. This means a disruption of language boundaries and the creation of discursive speech repertoires that occur simultaneously (Makalela, 2016). This incompleteness and interdependence in Ubuntu tradition brings about the same semblance with the translanguaging practices where there is incompleteness in one language and completeness is only achieved when there is interdependence among languages.

Ubuntu translanguaging shifts the focus from language separation to complex repertoires that are fluid and flexibly used in everyday meaning making interactions. This model elucidates a confluent, smooth and permeable existence of language entities. The model operates under the logic *I am because you are you are because I am. (I x We*) Makalela (2016) and it is hinged on other pillars namely incompletion, interdependence, vertical and horizontal axis. The *I x We* principle means both the *I* and the *We* do not make up a coherent whole in fact they need each other to be complete (Makalela & White, 2021). This also may mean that the individual needs the others to be complete or vice versa. When translated into language the I x We concept explains how languages become incomplete without other languages. This means that a speaker of multiple languages needs to be allowed to use all their linguistic skills to communicate fully or with meaning. A condition not accessible in many schooling contexts where only one language is used for teaching and learning.

The next pillar in Ubuntu Translanguaging is incompleteness. This pillar lies on the I x we principle, in the same sense that humans cannot be complete without others, it becomes a simple deduction about languages. In that sense, languages cannot be complete without one another, and *a language is because of another* (Makalela, 2016). The pillar of interdependence is another important feature of Ubuntu translanguaging. Interdependence refers to the consistent state of being incomplete. This also relates to the idea that languages exist in a complex relationship and cannot afford to be separated (Makalela & White, 2021). It is within this understanding that the Ubuntu counts in as binding matters into infinite bond of connections, and this suggests inseparable existence of humans, as well as languages. This is also evident in the language features like idioms and proverbs. One good example of this description of inseparability and interdependence can be found in Zimbabwean Shona proverbs like *Chara chimwe hachitswanyi inda* (One finger cannot crush lice) *or Zimbabwean Ndebele proverb Izandla ziyagezana (For the hands to be totally clean, they must wash each other).* This shows the communal nature of Ubuntu and how interdependence is valued as opposed to individualism. Identifying with others is more valuable and seen as more productive, one is always viewed as part of the WE and vice versa (Ewuoso, 2020). This automatically shows the concepts of interdependence is deeply rooted in the African tradition of Ubuntu. Interdependence is core to the African world view. Achievement or success is better achieved communally. This, therefore, can be explained in language education specifically in multilingual environments to explain the language interdependence of multilinguals as

heteroglossia speakers. The speaker depends on a complex repertoire to make sense of their own worlds and the world around them. Hence, it is often safe to say one language does not suffice in multilingual environments where Ubuntu languaging occurs.

The fourth pillar of the UT shows horizontal and vertical mobility of information and their axis become the end and starting points of the flow of direction of information (Makalela & White, 2021). This is a complex flow of information both horizontal and vertical mobility of information in communicative events takes place at the same time. This means that speakers can speak more or produce language out put in more than one language. Therefore, these four pillars are important in the execution of UT because they relate to the principles of African traditions of Ubuntu.

2.6.2 Pedagogical implications of UT

The core value of **UT** lies in the oneness ideology as espoused in the African ideology of Ubuntu the **I X WE** as discussed above. This is pivotal in the extent to which UT informs how multilingual learners must be educated.

The following are suggested practices for multilingual classrooms:

i. Learners' identities need to be affirmed so they can develop identity positions that will help them excel in school. This can start by valuing their ways of reading the world so they can successfully read the word. Teachers of multilingual learners can do this by creating spaces for learners to use their languages within classroom contexts so they can engage fully with content. When learners are seen as people with a way of life that needs to be respected, they will develop confidence to do well at school (Garcia, 2020; Makalela, 2016; Garcia & Wei, 2014).

ii. Allow learners to make use of the full range of their communicative repertoires for effective learning. Borders or languages as they are socially known should cease to exist so that learners can oversee their learning. When borders between languages cease to exist, learners can be active linguistically by being imaginative and creative. It is at this stage where they develop skills necessary to cope in a world in which there is constant change. Skills like being agentive, disruptive, critical, and innovative (Jurgens).

iii. Because change takes time, teachers of multilingual learners should be strongly guided by the tenet of incompleteness to design classroom activities that indicate the need for languages to complement each other for effective teaching and learning. While they encourage the full use of one's entire idiolect – they need to be guided by the fact that output should be in the LoLT and hence maintain high standards while teaching effectively. Garcia and Lin (2017) write that there is need to maintain a balance between the LoLT and standards needed for academic purposes.

iv. If multilingual learners are expected to use only one language, some incompleteness is created as they are used to access the world multilingually. As a result, they fail to communicate their ideas meaningfully. This results in academic achievement that is way below the expected standards. In other words, monolingual practices silence multilingual learners leading to failure in school. This results in huge epistemic disadvantages for many learners. The educational implication of this is that teachers of multilingual learners need to create spaces that enable learners to express themselves using all the communicative skills available to them. A space created for and by translanguaging (Wei, 2011, 2015). In this space, learners are able to engage with content at very deep levels. This will also enable them to participate fully in their learning, question given or taught content and be able to contribute meaningfully to knowledge creation.

v. If effectively implemented UT can train learners to be better global citizens as they will be able to live harmoniously with people from different cultures and different nationalities as espoused in the Ubuntu ideology of sub-Saharan Africa.

To offer practical examples on how UT can influence classroom practice, Makalela (2016, p.193) gives the following suggestions:

- Turn and talk partners: learners listen to a voice of an adult reader and then respond by speaking in a different language from the language of input during mini-lessons or group work.
- Phonological awareness contrasts in L1 and L2 (e.g., syllabic structure, pseudo-words);
- Read aloud contrasts.

- Word/sentence walls in different languages: vocabulary and syntax develop in more than one language, side-by-side).

2.7 Empirical Translanguaging Studies

The past decade has seen a growing body of literature in the fields of sociolinguistics and psycholinguistics lending support to the view that the century's populations have increasingly become multilingual and as such new ways of teaching literacy need to be adopted. Within this time several terms have emerged, as scholars have sought to describe and analyze linguistic practices in which meaning is made using signs flexibly. These include, among others, polylanguaging, polylingual languaging (Jørgensen, 2008), flexible bilingualism (Creese & Blackledge, 2010), codemeshing (Canagarajah, 2011), polylingual languaging contemporary urban vernaculars and metrolingualism (Otsuji & Pennycook, 2010), translingual practice (Canagarajah, 2013) and translanguaging (García, 2009; Makalela, 2012; García & Li, 2014; Otheguy et al., 2015, 2019; Wei, 2011, 2018). Other scholars have simply used the concept of heteroglossia first introduced by Bakhtin (Creese & Blackledge, 2015; Busch, 2014). These terms have slight conceptual and theoretical differences but the golden thread that runs through all of them is their rejection of the notion that languages are bound entities. They all prefer that languages are used fluidly in multilingual contexts. The shared perspective represented in the use of these various terms considers that meaning making is not confined to the use of languages as discrete, enumerable, bounded sets of linguistic resources. These terms are different from each other yet in many ways similar. They all represent a view of language as a social resource without clear boundaries, which places the speaker at the heart of the interaction.

A substantial body of literature from the United Kingdom, United States of America, Indonesia, Kenya, and South Africa have presented assessments of the pedagogic efficacy of translanguaging. These studies have supported the idea that if engaged accurately, flexible language use within learning environments can help enhance the academic proficiency of children with heterogeneous linguistic profiles (Bin-Tahir et al., 2018; Kiramba, 2018; Makalela, 2015; Molyneux et al., 2016; Madiba, 2014; Creese & Blackledge, 2010).

In a study set out to describe flexible bilingual approaches to language teaching and learning in Chinese and Gujarati community schools in the United Kingdom (Creese & Blackledge, 2010),

found that translanguaging allows teachers and students to construct and participate in a flexible bilingual pedagogy for effective practices around the school. For example, both languages were used simultaneously at an assembly meeting to convey the information about school openings. Both English and Gujarati were used simultaneously but to convey a different informational message. It is imperative to note, however, that the bilingual strategy was an enabler. It became a linguistic resource to help send the message in full. In another instance, the students asked the teacher to clarify the requirements of the task in both languages and this practice is sure to provide the links needed for epistemic access, the connection between the social, the cultural, the community and linguistic domains of the classroom participants (Creese & Blackledge, 2010). A similar study in Australia, Molyneux et al. (2016) reports on a three-year longitudinal study in a diverse primary school in Melbourne where a bilingual teaching strategy using Karen and English was adopted. Results reported that the learners of English as an Additional Language (EAL) benefited and performed better across the curriculum than learners from English only backgrounds. The pedagogy was not only beneficial academically, the learner's levels of social cohesion, ability, and willingness to work and play across language groups also improved. They were also more accepting of the diversity within their classrooms. The study concluded that a framework that places the child at the centre and recognizes that learning takes place within a specific socio-cultural context that embraces the home, family school and community is bound to help learners excel academically (Molyneux et al., 2016).

Similar results were observed in Indonesia in a study that aimed at measuring the effect of translanguaging in the teaching of Arabic reading comprehension to second semester students.

The results indicated that the approach improved student's abilities in all three levels of comprehension, the literal inferential and critical skills (BinTahir et al., 2018). This offers insight into the efficiency of multilingual teaching strategies. In a study aimed at understanding the views of international learners of Chinese and Chinese language teachers in a Chinese University with multilingual adult college students aged between 19 and 25, from 27 different countries, similar results were found. The strategy created a classroom ecology where student's voices and inputs were legitimized and valued (Wang, 2016; Garcia, 2011). The study also revealed that there is need for practical models of translanguaging in a contextualized classroom rather than leaving teachers and students to engage in a process of trial and error (Wang, 2016). A case study with a fourth-

grade class in Kenya found that where English as a Medium of Instruction (EMI) is a challenge in rural schools, translanguaging allows the teachers to leverage on the learner's multilingualism as a resource for epistemic access (Kiramba & Harris, 2019).

Locally, a study aimed at measuring the effect of translanguaging in an introductory course at the University of Cape Town had similar results with those noted above. Besides increasing student motivation, the study also found that translanguaging allowed students to participate fully in class discussions. The students who were always disadvantaged due to the use of an unfamiliar language were suddenly empowered. They could engage with literacy activities meaningfully (Hurst & Mona, 2017; Madiba, 2014). This shows that translanguaging is a pedagogically sound strategy for teaching bilingual and multilingual learners. At a similar level, in two case studies of translanguaging practices at a university class setting and another of a primary school setting in a remote rural area in the Limpopo Province report that using the UT model is a necessary and relevant feature of the 21st century as this enhances epistemic access for speakers in complex multilingual spaces. It is also indexical to the African ideology of Ubuntu, which posits that people depend on each other; therefore, languages depend on each other for successful communication (Makalela, 2016). Results in the two cases, though at very different levels of learning show that using translanguaging techniques is an effective way to teach languages in multilingual contexts as they increase epistemic access for bilingual and multilingual learners and students and enhances positive language learning experiences. It also improves their perception towards African languages as social goods worthy of study. The study concluded that Multilingualism is a resource useful for learning in a complex multilingual context. Thus, for robust, effective engagement in the classroom setting, the ways of knowing for the learners outside the classroom practices, need to match those of the school (Makalela, 2015; García & Wei, 2014).

Although the studies discussed above report on the successes and the effectiveness of using translanguaging for second language development, it is highly important to note that both the studies carried out locally and internationally focused on the development of only two languages. The studies that were carried out here in South Africa were a good starting point but would seem inadequate in a context where there are twelve official languages. This entails that even bilingual teaching strategies will not be effective for South African learners who particularly are in contexts where they speak at least three identifiable languages in their out of school contexts. As mentioned

earlier, translanguaging has the flexibility to allow the use of all these languages in one classroom. Unless and until multilingual learners are allowed to communicate in a way natural for multilingual contexts within the classroom, the schooling system will continue to alienate multilingual learners and they will remain labelled as under achievers. There is therefore a mismatch which needs to be addressed. Makalela (2015) be cries the plight of many South African students who come to classrooms where they are expected to use one language when they come from contexts where they speak more than four identifiable languages. As mentioned earlier on, in the study by Nkadimeng and Makalela (2015), results indicated that the learners were diversely flexible in their language use, yet they are limited to the use of one or only two languages when they come to school. This is the only study that looked at the complexity of the diversity of the linguistic profiles of township school learners. However, it does not go further to discuss or assess how these languages can be used to enhance epistemic access. The other study, which was discussed earlier on that bothered to make use of all the linguistic resources brought into the learning environment, was the case study of university students learning a new language (Makalela, 2016). However, it was carried out with students at tertiary level. There seems to be a paucity of studies where the use of all the languages the learners bring to the classroom are used for literacy development in the early secondary schooling years. This was one of the gaps this study identified and attempted to fill. The next section will focus on yet another important view of language teaching and learning, particularly for multilingual learners, the work of Mikhail Bakthin.

2.8 Bakhtinian Perspectives on Language Teaching and Language Learning

The other theoretical construct framing the study is based on the work of Mikhail Bakthin (1895–1975). Bhaktin's theory of heteroglossia became popular during the social turn (Pearson & Cervetti, 2013). During this period, there was an increased prominence of a range of social perspectives on reading comprehension. The period witnessed more emphasis on the social, cultural, and even political contexts of teaching and a shift towards teaching that is contextualised and situated. Thus, in the same vein with translanguaging discussed above, the context and situation in which multilingual learners are taught should be considered when deciding and selecting the methods that can best enable epistemic access.

Mikhail Bakthin was well known for his radical philosophy about language and his theories underpinned by concepts such as dialogism and polyphony, all resting on the concept of

heteroglossia. Bakthin (1981) views language as dialogic and as comprised of heteroglossia. He argues that no language is ever a unitary system of shared linguistic norms and conventions and that it will always be characterised by heteroglossia or linguistic diversity. Language is seen as innately dialogic and that utterances do not simply carry the intended meaning of a speaker or writer, but it is also invested with meaning both in the process of its reception by an addressee and in its interaction with other words directed at the same object. He posits that the living utterance cannot fail to brush up against thousands of living dialogical threads, woven by socio ideological consciousness around the given object of an utterance; it cannot fail to become an active participant in social dialogue (Bakthin, 1981). Bakthin's position here indicates that meaning arises from re-articulating the thoughts and languages of others (Teo, 2019). This means that for multilingual learners to fully develop their comprehension and thought levels, the classroom pedagogies that they are exposed to must allow them to articulate their thoughts. They need to be allowed to discuss their ideas and thoughts with their peers and their teacher about the texts that they engage with in the classroom. Many scholars have noted that it is through the interactive engagements that learners are exposed to that enable learning to take place. In support of this, Teo (2019) states that it is through dialogic classroom talk where learners develop the skills to filter ideas through their own experiences, they are also taught how to think and not what to think. Thus, as mentioned earlier on, learners should be allowed to use a language (s) that there are fluent in so they can engage meaningfully for learning. Using familiar languages will enhance learner understandings of what is taught or learnt. This will be enhanced by the fact that in such environments, learners are able to explain their ideas, discuss disagreements and co – operate in the solution of complex problems for it is through the grappling and wrestling with new ideas that knowledge is co constructed, understandings recalibrated and learning deepened (Teo, 2019).

Heteroglossia refers to the multilingualism, the multivoicedness and the multidiscursivity of society, and approaches the study of language and multilingualism in terms of situated practices and not as abstract and absolute competences (Teo, 2019; Liddicoat, 2018; Haneda, 2017; Bakhtin, 1981). The idea of heteroglossia favours the notion of multilingual competencies organized around activities, situations, and topics. Such a view is important in this study which aims to assess the efficacy of Translanguaging for comprehension development for multilingual learners who, to be understood and to communicate meaningfully need to draw on salient models for how particular

kinds of meaning get made along with communicating identity or identification characteristics of their own.

In a study which aimed to do a naturalistic study of dialogic pedagogy in an Israeli primary school with 6th graders, it was found that the interactional patterns within the classroom were lively. Most of them were framed as responding to and building on another's idea (Segal et al., 2017). Thus, if learners are allowed and guided to engage in a "talking" classroom, they will be able to contribute meaningfully and learn successfully.

Segal et al. (2017) argue that there are conditions which need to be met for learners to be able to engage in a meaningful dialogic classroom interaction and exercise their voice. They explain that learners should be able to explain their own ideas, on their own terms and should to a larger extent be heeded by others as shown in table 2 below.

Table 2: Conditions for exercising voice.

Condition	Explanation
1. Opportunity to speak	The first and most basic requirement is having the ability to speak or express oneself (having been given permission to speak/ given the floor).
2. Expressing one's own ideas	Boundaries between our own and others' ideas are not very clear cut, but we can animate another's voice and at the same time take a unique stance – a double voiced utterance. The stance illuminates or helps our voice emerge
3. On one's own terms	Making oneself heard and understood in one's own terms. (Accent; styles; genres and experiences…etc.)
4. And be heeded by others	We speak to be heard and attended to. To take part in the conversation

The conditions outlined above suggest that for a successful dialogic classroom, the learners need to meet all the four conditions. The role of the teacher in creating such an interactive environment and guiding and enabling each student to learn successfully is critical. The ability to engage in deep conversations about learning material results in the ability to contribute to the expansion of knowledge and deeper levels of comprehending learnt material.

In a study with teenagers in a science classroom to highlight the critical role of the teacher in creating a dialogic classroom, Lo and Lin (2019) examined the classroom discursive practices of one experienced and one less experienced teacher. Results indicated that the experienced teacher drew on a much wider repertoire. S/he effectively used follow-up moves to facilitate the co-construction of science content, while also creating more second language (L2) learning opportunities and increasing student engagement in the lesson through drawing on students' communicative resources and everyday experiences. The less experienced teacher established 'thematic patterns' in a particular science topic via 'monologic' presentation. One can conclude that learners from the class with the experienced teacher learnt more as they were able to connect with learnt content on a personal level and discuss about it with understanding. (Krause & Prinsloo,

2016) also reported comparable results in an ethnographic case study in Khayelitsha where they found that teachers' heteroglossia /translingual practices enabled learners to engage meaningfully with content and this resulted in improved comprehension of learnt material.

Although there is a wealth of literature focusing on the efficacy of multilingual pedagogies like translanguaging for literacy development for learners who speak languages other than the LoLT there is paucity of ethnographic studies which have focused on learners in the early secondary school years in a context where participants speak more than two languages. Moreover, very little research has focused on subjects that may be seen as the core of the grade 8 curriculum. Further, this review of literature also shows that there is very little translanguaging work or theories for translanguaging that are informed by the realities of the African context except for the work on Ubuntu translanguaging. Most of the literature on translanguaging comes from Europe and the United States of America where there are bilingual or dual language programs where only two languages are used in many contexts. There is very little translanguaging work that has come from Africa that has been carried out in contexts where learners speak more than two languages as in the context under study. We need to gravitate from a translanguaging theory that views multilingualism as the ability to use two languages only to view it as the ability to use more than two languages. It was against this complex backdrop that this study sought to address the identified gaps by investigating the experiences and affordances of using more than two languages for literacy development in selected subjects with grade 8 learners in a Johannesburg multilingual school. The study focused on this to celebrate and leverage on the extent of multilingualism in current contexts to advance the scholarship of translanguaging and to understand the challenges of monolingual bias in complex multilingual schools.

2.9 Conclusion

This chapter has reviewed the literature that offered the conceptual, theoretical, and analytical frameworks of the current study. The chapter opens by discussing what literacy is, delineates between the ideological and the autonomous views of literacy, and adopts the former as it values the learners' ways of being in schooling contexts.

The chapter further discusses translanguaging, Ubuntu translanguaging and other constructs like plurilingualism, codeswitching, translation and heteroglossia. All these concepts were viewed as

important for the current study which sought to investigate the experiences and affordances of multilingualism for literacy development in selected subjects with grade 8 learners in a city school. The chapter has also shown the pedagogical benefits of using translanguaging as a practical and just tool for teaching multilingual learners as evidenced by that, success with using translanguaging is not only peculiar to some subjects and not others. The discussion above shows that in all instances where this practice was used, the result was an improved performance. In the same vein, the current study examined the efficacy of translanguaging in the teaching of English, Social sciences, and Natural science.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study was to investigate the experiences and affordances of using more than two languages for literacy development for grade 8 learners in a Johannesburg multilingual school. Several objectives were set, and several questions were asked to address this aim. The previous chapter has discussed the theoretical and conceptual frames that guide this study. It was in this chapter that a rigorous plan of action that enabled the answering of these questions was laid out in the form of a research methodology.

3.2 Research Design

Creswell and Clark (2017) define the research design as a procedure for collecting, analyzing, interpreting, and reporting data. In corroboration, Dane (2011) states that a research design is a master plan or strategy that moves the underlying philosophical assumption to specifying the selection of participants, the data gathering methods to be used and the data analysis to answer the research questions. Thus, the research design is a study's masterplan. The current study was qualitative, and it adopted the ethnographic case study design (Geertz, 1983). The decision to employ this design was influenced by the nature of the objectives for this study, which were:

- To examine teachers' pedagogical practices of multilingualism in selected subjects.
- To determine grade 8 learners' experiences and reactions to multilingual stimuli in selected subjects.
- To explore the funds of knowledge brought into classroom and outside of the classroom literacy events.
- To establish multilingual affordances in selected subjects.
- To assess the extent to which mediated translanguaging impacts on learners' engagements with subject matter in selected subjects.

Underpinned by a sociolinguistic view to language and learning, the ethnographic case study was seen as the most appropriate design for the collection of data on affordances of using more than two languages for literacy development.

The objectives stated above demanded that the researcher employs the sociocultural constructivist/ interpretivist framework to gain insight into the meanings that participants attach to the way they ***do literacy.*** Under this framework, reality is not objectively determined but is socially constructed by studying people in their social contexts or natural environment as this affords a greater opportunity to understand the perceptions people have about their own activities (Tracy & Headley, 2013). Thus, for a better understanding of how reading literacy is experienced and performed in this context the researcher immersed herself in the daily literacy experiences and performances of the learners at this school. She became part of the natural setting and engaged in both participant and non-participant observation to fully understand the group or any culturally significant acts of how literacy is performed or experienced (Bertram & Christiansen, 2018; McMillan & Schumacher, 2010).

The next section will define the ethnographic case study to show how this design is best suited to address the objectives of the study and answer the research questions asked.

3.2.1 Ethnographic case study

The word ethnography comes from the Greek words, ethno which means "folk or people" and graphia which means to "write". Thus, ethnography is writing about people, their lives, and their culture. Merriam and Tisdell (2016) explain that the ethnographic inquiry falls within a qualitative, interpretive paradigm where the researcher is primarily concerned with meaning in context. This characteristic of ethnography makes it suitable for this study whose main aim is to investigate performances and experiences of reading literacy in a multilingual school.

Thus, for the researcher to fully understand the pedagogical practices and the learner's responses to literacy stimuli in this context, she needed to invest some time observing and collecting data within this context. This helped the researcher address the first and second objectives in this study.

Thus, the researcher participated overtly or covertly in the learners' daily school lives for an extended period, watching what occurs, listening to what is said, asking questions and collecting any other relevant data in a bid to get a clear picture of how literacy is conducted in this context. As mentioned earlier on, nothing was left untouched, every occurring, every statement and every tool used for learning and teaching was recorded for analysis to get a deeper understanding of how literacy is conducted and experienced in this context. In other words, what the participants said,

what they did and the tools they used for literacy development were analyzed to add depth to the study. Thus, ethnography is a collection of data about a group of people in its natural setting.

The main characteristic of an ethnographic study is its commitment to the study of the culture of the phenomenon under study. Ethnography starts from the assumption that the shared cultural meanings of the group are crucial to understanding its behaviour (Punch, 2009). For a better understanding of the literacy experiences and performances, an ethnographic case study approach was deemed suitable as the researcher would invest some time with the group under study to understand why literacy is conducted the way it is in this context. In other words, the reading literacy experiences or reading literacy performances of this group were observed in a bid to understand the participants' actions and the meanings they attach to what they do in or how they 'do' literacy. The researcher thus spent considerable time in the field observing, taking notes, interviewing, and engaging in discussions with the participants to get a holistic view of the group's literacy performances and experiences. This leads to yet another important characteristic of an ethnographic study, the fact that an 'insider's perspective" is a very important element in ethnographic research (Bertram & Christiansen, 2018; McMillan & Schumacher, 2010). The researcher must be sensitive to the values and meanings that participants attach to their life events. The researcher, therefore, needs to record this information accurately and cross check with the participants if their interpretation of what has been observed and recorded matches the participants meanings of the observed act.

The other equally important characteristic of ethnography is that ethnographic data collection is prolonged and repetitive. This is because it takes time for the researcher to get access to the deeper and most important levels of any group hence the need to observe until nothing new is being learned (Dane, 2011). The researcher spent considerable time at the school under study until she reached saturation point, that is when she realized, she cannot learn anything new in the context.

From the point of view of data collection techniques, ethnography is eclectic and not restricted. For the current study, ethnography was blended with the case study methodology.

The study shifted to deeply explore a unit of analysis within a wider cultural and social context. The study was a case study of a multilingual high school in Johannesburg. The school is uniquely multilingual because of where it is situated in this polyglot city. This will be given in detail in the

sections below but perhaps for the purposes of clearly painting the picture of why this school was purposefully chosen as a case for this study it would be prudent to mention that all the South African official languages except sign language are represented in this school. The linguistic complexity of the city spills over into that of this school. The school is a hub of multilingualism with not only South African languages represented here but also languages from Africa and beyond. This makes the school uniquely different when it comes to linguistic complexity and language use and literacy experiences and performances. It is in this context that the study adopted an ethnographic case study for the purposes of data collection. However, a small section of the data collection will be quantitative in nature, and this will be explained in the following section.

3.2.2 The quantitative angle

Although this study is mainly qualitative in orientation, it includes a small section of quantitative measures for triangulation purposes on the breadth to offer the researcher confidence in the claims that are made in the study. The researcher began with a survey of a larger group in the languages of the school (see appendix 10 and 11). This large group was reduced in staggered ways to pursue depth on reading literacy and multilingual events and performances.

3.3 Setting



Figure 5: The empirical site.

This study took place in a massive high school just outside the Johannesburg Central Business District (CBD). Founded in 1886, the city of Johannesburg is a common destination to many and a world class city. The city is informally known as eGoli, Jozi, Joburg or the City of gold. Johannesburg is in the mineral rich Witwatersrand range of hills and is the centre of largescale gold and diamond trade. It is characterized by contradiction and an apparent seamless combination of irreconcilable differences, a result of the apartheid history of the country. It is on the borders of the haves and the have nots of the city on which the school in which the study took place is situated. The school caters for children from both worlds, the rich and the poor.

3.3.1 The school

The first time I walked through the gates of Asifundeni (pseudonym) Secondary school I was on duty for the University to supervise preservice teachers doing their practical to meet the requirements to be certified as teachers. At that time, I had not identified a school from which I would collect my data for the current study. As I walked out of the classroom after my first observation and discussion with the student, I have visited it was breaktime at the school. The

learners were excited and sitting in groups eating their food. A beautiful “buzz” of the languages they were using to converse as they ate and played could be heard. In that instant, I was struck by the amount of noise the children made as the ate and talked. There was a stark difference between what I heard in these noises as compared to the ones I had listened to an hour earlier during the lesson. The current noise was dynamic and diverse. It was like the holy spirit was upon the learners and now they were speaking in tongues as opposed to the classroom set up. The learners spoke in many different languages at this time. It was at this instant that I made the decision that I would come and collect the data for my study from this school.

In the new year, I returned to this school to ask for permission to use it as a research site for my dissertation. Owing to the global lockdown to control the spread of the Covid 19 pandemic, many things had changed in the school. The noises were controlled by masks and students were having supervised breaktime sessions.

The entrance to the school was walled on one side with red bricks. I thought the walls had just been built as they looked new and clean but when I was told the school was very old, I began to see the walls differently. They made me feel as if I was entering into a mining tunnel. The entrance to the buildings in the school passed through a reception desk. The desk was massive. I don’t know why it was called a desk because it was not a desk in so many ways. To the left were picture frames of the president and the Member of the Executive Council (MEC) for education. No learners were allowed beyond this point. Just as one finished the corridor, there was a receiving area for the school principal and her two deputy principals. The receiving area was adorned with beautiful couches and flowers, more picture frames and medals and many shiny trophies. Sometimes, on the couches, you would find boys and girls in school uniforms looking as pale as pale could be. These would usually be waiting for a hearing for one misdemeanor or another but the most common was truancy.

The principal spoke English and Afrikaans fluently. One of the deputy principals spoke Afrikaans the other one spoke indigenous South African languages and other languages spoken in countries neighboring South Africa. Perhaps this was to cater for the languages that the learners brought to the school. No reason was ever given as to why or how the management of the school spoke all the official languages of the country. I found this fascinating as I was strongly convinced it was intentional.

Directly opposite the Principals office was a staircase that would take you out to view the magnificent, majestic expansive Asifundeni school (see appendix 17). One would safely conclude that billions of thousands of rands were used to build the school. It would appear the school was built on a mountain as one could see from this position, classrooms on top of each other, classrooms hiding from other classrooms, classrooms on the ground floor, classrooms on the "basement" but visible on the ground, classrooms on the first floor and classrooms around you. Right in front of me was a stairway that would take me down to a quad. This is where the school assembly was held on Monday mornings. It is marked in bold white lines so that each class stands in a single file. Although songs were sung in Isizulu, Sesotho or English, all announcements were in English. This is the heart of this school because it is here where one can see most major structures in the school.

On the right side of the quad, and on slightly elevated ground was a massive staff room. The staffroom was carpeted in emerald green and had gold and marron curtains and more picture frames. This was where all the teachers met for devotions in the morning. Teachers took turns to share the word of God from the bible, give a motivational speech or pray.

Although all announcements, the word or motivational speech were in English – teachers had the agency to pray in any language they were comfortable in. The devotion part was my favorite in this school. I left the place feeling full every morning from getting to know the teachers better and learning from them. It was interesting to note that mostly, people prayed in their native languages.

To the right of the staffroom was a massive wooden door that let into the school hall. An expansive building with desks used for school functions and the prestigious high stakes Matric examination. On the wall of this wall were names of students who have passed well in their matric examinations. These were labelled as dux students. The word dux comes from the Latin language, and it means leader. This is the top student in a school. These names were inscribed on a shiny wooden surface and were kept looking sparkling clean. Surely, these would motivate learners to do their level best to have their names inscribed there, one day.

To the left of the staffroom and few stairs upwards, was the school library. The corridor towards the entrance to the school library is adorned with pictures of other world school libraries. On the entrance are Library rules and you see these everywhere in the library too (see appendix 19). All the library rules and instructions are given in English. Every class in the grade 8 -9 cohort had a library lesson once in a ten-day cycle. Learners were allowed to loan a book to read for the ten

days. You could see them excitedly picking books every time they went for the library lesson. The other grades were allowed to go and get books or use the library whenever they had a chance except when one of the junior classes had a library period.

The library also ran a spelling bee competition. This was not done within the school only. Winners at school level could proceed to district, province and national competitions. However, during the time I was at the school for data collection, any gatherings and competitions had been cancelled to curb the spread of the deadly corona virus. From casual discussions with both the learners and the librarian, I could tell that this was disheartening.

Outside the library, one other thing that stands out on every wall, every corner and every classroom are the covid19 warning signs (see appendix 21 for samples of warning signs around the school) The school has done a very good job in raising awareness on the pandemic and how to stay safe during the pandemic times. These signs were all over the school in all sizes, in all shapes and in all colors. No one could say they had not seen information about covid19 within the school. In addition, the teachers emphasized the importance of observing all covid19 protocols inside and outside the classrooms.

All the posters were in only one language of the school, English. There was no poster in the languages used or taught in the school. All posters were in English. There were only 3 signs that were written in at least 2 languages. One sign that had two languages is the one showing the principal's office and the two doors showing the offices of the deputies. Only one sign was in three languages, English, Afrikaans and Isizulu, in that order. This was the sign to the electrical engineering classroom (see Appendix 20). This gives a hint of the level of multilingual diversity within this context.

Besides the charts warning learners about the Covid19 pandemic, there are charts in every classroom. The charts are quite informative and explain the content of the subject clearly. These charts are all written in English.

3.4 Population

Perhaps it is pivotal to outline the phases in the South African schooling system before delving into the population for the current study. This will shed some light on the reasons underpinning the selection of the group as participants for the current study.

The South African schooling system is divided into four phases which are the Foundation phase, Intermediate phase, General Education and Training (GET)/Senior phase and the Further Education and Training phase (FET). The foundation phase spans from Grade 0-3, the Intermediate Phase from grades 4-6, the General Education and Training (GET) also known as the Senior phase, starts from grades 7-9 and the FET phase from Grades 10- 12. Grades 0 to 7 are taught/ learnt in the primary school unless it is a combined school which in such cases goes up to Grade 9. There are very few schools which are combined schools and as such most learners must leave the primary school and seek places in secondary schools to continue to Grade 8. This therefore meant that all the Grade 8 learners who participated in this study were all new in this school.

As mentioned earlier on this study took place at a school just outside the Johannesburg CBD. The school boasts of an enrolment of over 800 learners from Grade 8 to Grade 12. The senior phase, also known as the General Education and Training (GET) which spans from Grade 8 to 9 has 12 classes in total. The Grade 8's makeup 4 classes of the GET band in the school and the remaining 6 are Grade 9 classes. Nine subjects are offered at this level and these subjects are Mathematics, Natural Sciences, Technology, Social Sciences, English, Economic and Management Sciences, Creative Arts, Life Orientation, and an additional language which in this case could be Isizulu, or Afrikaans depending on the language spoken at home. All the learners take all the subjects at this level. Of 341 learners in this phase, 120 are in grades 8 and 221 are in Grade 9.

The Grades 10 to 12 make up the Further Education and Training (FET) band and are made up of 16 classes. There are 6 Grade 10 classes, 5 Grade 11 classes and 5 Grade 12 classes. The subject range that learners can choose at this level is quite wide, but the languages remain the same. It is important to highlight that at both the GET and FET levels, the LoLT is English.

The school has a staff complement of 86 people including non-teaching staff members. The teachers in the school have diverse backgrounds in many aspects and these include nationality, race, age, and the languages they speak. The school as mentioned earlier is at the border of the Johannesburg CBD and as such is unique in that, taking from the city itself, it is a hub of horizontal multilingualism.

3.4.1 Participants

The learner participants in this study were in Grade 8 and were in their first year of secondary school. This means that participants for this study had spent 9 years in school. In their first 4 years in school, they experienced literacy in their mother tongues. English as the LoLT was introduced to them at Grade 4. Although Grade 8 was their 9th year in school it is important to note that they would have learnt in the medium of English for 5 years with Grade 8 being the 5th year of exposure to English as the LoLT or medium of instruction (MOI). These learners were aged between 14–16 years and were in the GET /Senior phase. The learners all came from middle class families and were all diversely multilingual and had different racial backgrounds. All the learners in the school were multilingual. The language profiles of these learners represent all the official languages spoken in South Africa except for Sign Language (SASL). As highlighted earlier on, these languages are Isizulu, IsiXhosa, Afrikaans, Sepedi, Setswana, English, Sesotho, IsiNdebele, Xitsonga, Siswati and Tshivenda. As mentioned earlier on, some of the learners spoke languages from South Africa's neighboring countries, some spoke languages from other African countries which are not neighbors of South Africa. Thus, besides speaking the official languages, some of the learners brought to the school languages that are spoken beyond South African borders. Making the school a potpourri of languages, a hub of multilingualism.

Three teacher participants took part in this study. These three teachers are the ones who taught English, Social Sciences and Natural Sciences. This will be outlined in detail in the next section.

3.4.2 Sampling procedures

Multistage sampling procedures were used in the current study as the purpose for sampling changed at each stage. The school was purposefully chosen to participate in this study for several reasons which include among others, the fact that it is uniquely multilingual, multiracial, and multi-ethnic both in the learner and teacher linguistic profiles. The school is a miniature representation not only of the diversity of Johannesburg but also that of the country. All South African languages except for SASL are represented in the school. This method of sampling was seen as applicable for this study whose aim was to explore the experiences and affordances of using more than two languages for literacy development for grade 8 learners in a multilingual school. The school was selected for the unique quality of housing mostly multilingual learners. Learners at this school

spoke a wide array of languages found in South Africa and beyond. The school was seen as typical or as in possession of the characteristics the current study wishes to explore and the sample from learners in this school provided a sample which can cater for the needs of the research (Cohen et al., 2011).

Purposive sampling was also used in the second stage of sampling. As mentioned earlier on, the learner population in the school from Grades 8 to 12 was 812 in total. The 812 learners were in 28 classes of on average 35–36 learners in the lower grades, the GET phase and 28–30 learners in the higher grades, FET phase. Of the 812 learners, only the grade 8 learners participated in this study. The grade 8 learners constituted a sampling frame of 120 learners. Out of this sampling frame, only one class was purposefully chosen to participate in this study.

All the grade 8 classes took the same subjects, and these were Mathematics, Natural Sciences, Technology, Social Sciences, English, Economic and Management Sciences, Creative Arts, Life Orientation, and an additional language which in this case could be Isizulu or Afrikaans depending on the language spoken at home. Of these 6 classes all offering 9 subjects per learner, this study zoomed into only one class. The class with the smallest number of learners was chosen to participate in this study. This enabled the researcher to be friendly enough with the learners for good rapport. This helped deepen the interactions between the researcher and the participant for a deeper understanding of how the learners and the teachers behave, think and how they used their artefacts to do literacy in their/ this context.

Further purposive sampling was used in the selection of learners who participated in the focus group discussions and the metacognitive reflections. These were learners who displayed deeper levels of multilingualism and would have enthusiastically participated in the mini translanguaging lessons.

Out of the 9 subjects offered at this phase, the researcher purposefully chose to observe 3 subjects. These subjects were chosen to represent 3 broad areas which might be seen as representing the base of the grade 8 curriculum.

These are the linguistic, the social and the natural sciences. These areas were represented by English, Social Sciences and Natural Sciences subjects. This selection gave a broader view of how these multilingual adolescents perform their multilingualism not only in a language as a subject

but also in content subject areas. This added value in giving a panoramic view of how multilingualism is performed across different learning areas and across the wider spectrum of the curriculum.

Finally, convenience sampling was used to select the teachers who participated in this study. Convenience sampling involves choosing the nearest individuals or those who occur to be available or accessible at a given time (Cohen et al., 2011). Three teachers participated in this study. These were the teachers who taught this class the three subjects which the researcher sought to observe the multilingual literacy experiences, practices, skills, and performances.

3.5 Data Collection Instruments and Procedures

The following data collection instruments and procedures were used for data collection purposes.

3.5.1 Observation

Observation is the primary data collection tool for an ethnographic study. It is a way for the researcher to see and hear what is occurring naturally in the research site, an everyday activity whereby the researcher uses their senses of smelling, hearing, seeing, touching, tasting and their intuition to gather data (Bertram & Christiansen, 2018; McMillan & Schumacher, 2010). Participant observation is when the researcher participates in the daily activities of the group and non-participant observation is when the researcher does not interfere with the daily activities of the researched group. This study used both non-participant and participant observation for the duration of the study. For the first few weeks into the study the researcher used non-participant observation. During these observations, the researcher sat with her notebook and observed quietly in three subjects, that is English, Social Sciences and Natural Sciences. During this time, she sat unobtrusively for the duration of these lessons and recorded all instances of multilingual performances in the content of the subjects. When the learners knew the researcher well, she then began to participate during lessons. As an experienced teacher, the researcher offered to teach some of the lessons in the selected subjects. This helped lessen the gap between the researcher and the researched, leading to more rapport which then gave the researcher deeper understanding and clearer insights about the life of the researched group.

For the six weeks the researcher spent in the school, she collected data in two lessons from each of the three subjects. This meant that data was collected for 6 (45-minute lessons in alignment with the time allocated for a single lesson within the school) for each subject for 6 weeks. This resulted in 36 lesson observations and 6 audio recorded data for the duration of the study.

3.5.2 Translanguaging lessons: Intervention through participant observation

After a week of unobtrusive observation, the researcher offered to teach two translanguaging mini lessons which focused on the content that had been taught in the previous week. The researcher as an experienced teacher of the 3 subjects being observed chose one topic per subject and retaught this in one lesson during school hours. These translanguaging mini lessons were multilingual in nature and counted as revision of the 'normal' lessons such that it did not disrupt the pace of the curriculum for each of the selected subjects. In the first lesson the researcher facilitated a class discussion on the topic by intentionally using different language cues and eliciting responses from the learners in different languages. Learners were asked to be in groups of their choice and within a range of languages they preferred to work in and discussed the subject matter presented. As part of the facilitation tasks, the researcher asked the learners to do turn and talk serial (i.e., where one member of a group turns to the next group to continue conversations that may require use of different linguistic repertoires).

Using the Ubuntu translanguaging pillar "discontinuation continuation (Makalela, 2016), this serial continued until everyone had a chance to move at intervals of 10 minutes to ensure that there was sufficient mobility and engagement of each learner in a variety of languages represented by each group. At the end of the lesson the researcher consolidated the main points of the topic in a whole class discussion and allowed the learners to share via presentations that highlighted how they understood the new concepts and content of the lesson.

A second translanguaging mini lesson was given following the procedures outlined above to ensure that there was saturation of emerging themes relating to identity and depth of knowledge access. Both lessons, which are not wholly natural to the classroom environment form part of what may be defined as ethnographic intervention. This refers to an intervention where the researcher heightens awareness of an already existing phenomenon such as the organic use of more than one language in this classroom. These lessons were audio-recorded, and field notes were written

immediately after each of the lessons to capture the researcher's impressions and thoughts about the classroom experience.

3.5.3 Multilingual focus group discussions

After the mini translanguaging lessons, the researcher chose 12 learners who had participated enthusiastically during the lessons to take part in multilingual focus group discussions. A focus group is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions, and attitudes of the participants through a moderated interaction (Nyumba et al., 2018; Hayward et al., 2004). The purpose of this multilingual focus group session was to deepen the translingual engagements and derive conceptual clarity and depth in more than one language. The researcher, with the assistant of some of the learners, facilitated the sessions as a detailed follow up of the translanguaging lessons model observed in class. The learner-participants were asked to stay for 3 consecutive afternoons to discuss their understanding of the content learnt. Class rules were relaxed, and the learner-participants were allowed to use any language they were comfortable in using. The researcher took field notes and audio-recorded the sessions, which took 45 minutes long at each weekly interval.

Altogether, there were 6 focus group sessions for the duration of the study.

3.5.4 Metacognitive reflections: learners and teachers

While focus group discussions continued throughout the 6 weeks, metacognitive reflections were conducted in the intervals. During metacognitive reflections, learners were asked to write anecdotes of how they felt when using multiple languages for learning different subject content. Metacognition can be described as the act of thinking about thinking or the ability to know what we know and what we do not know, how we think, and what helps us learn (Teng, 2020; Langdon et al., 2019). Thus, after some of the lessons, some learners will be invited to reflect on the lessons. They were asked to share their success moments and areas of failure and explain why they felt the way they did. They were particularly prompted to share lived experiences of identity stances and epistemic access points enhanced or debilitated by translanguaging. The learners were given two questions to guide them on both speaking and writing their reflections. The following prompt was

used to stimulate writing pieces, which were followed by oral discussions based on the written pieces:

> *What were your best or worst moments during your use of more than one language in class and focus group discussions were held this week? Give as many details as possible and use any language/s you are comfortable with to speak and write about your experiences*.

The second metacognitive reflections involved the teacher participants. In addition to the learner-participant responses, all the three teacher participants were invited individually to give written and follow up oral reflections on their ordinary lessons. These sessions were based on the nonparticipant classroom observations. They were asked to engage on this soon after the lessons to engage with their recent memory of events as they unfolded in their classes. These sessions were repeated twice to allow for saturation points in understanding the teachers practices and their ideological stances. All in all, 6 teacher reflections and 12 learner reflections were collected for this study.

3.5.5 Interview schedules

The first set of interviews was carried out before the focus group discussions. Their purpose was to offer historical information on the language use for literacy development within the school. Both teachers and students took take part in the first set of the interviews and all the other interviews during this study.

Six learner and 3 teacher interviews were held during the first week of data collection. The teacher interviews were 30–45 minutes long, that is one lesson according to the school timetable. Learner interviews were 15–20 minutes long so that two learners may be interviewed within one lesson. This was meant to avoid disrupting the school program at all costs.

After this, the second teacher interviews were carried out during the final week of data collection. This therefore means that, all in all, 6 teacher interviews were administered. All the teacher interviews took 3 hours. For the learners, 6 interviews occurred every other week. This means that 18 interviews took place for the duration of the study. The researcher spent 27 hours doing learner interviews (see Table 3 below). Both the teacher and learner interviews were audio recorded.

Jones (1985) in Punch (2009) instructs that to understand other persons' constructions of reality, we would do well to ask them… and to ask them in such a way that they can tell us in their terms (rather than those imposed rigidly and a priori by ourselves) and in a depth which addresses the rich context that is the substance of their meaning. The current study used the unstructured or open-ended interview because it is most suitable and in line with the aim of the study which is to elicit a deeper understanding of the literacy experiences and performances of the participants. The researcher was able to get a deeper understanding of how and why literacy is conducted the way it is from the participants. This way of conducting the study complies to the needs of an ethnographic study.

The ethnographic researcher does not decide beforehand the questions they want to ask though they may enter the interview with a list of issues to be covered. Thus, for the interview questions for the current study, the researcher only prepared a list of issues to be covered during the interviews and these were used to guide the interview processes for both learners and teachers. However, it is important to note that these guiding questions were asked in the same order, using the same words for each interviewee with variations only to probe when the interviewee responses travelled to areas that were not anticipated (Stake, 2005). In such instances, the researcher needed to probe more to get the accurate meaning of the interviewee's response.

3.5.6 Learner questionnaire

Although an ethnographic case study is mostly qualitative in nature, the current study had a quantitative angle, and some statistical data were collected to give the study the breadth required for triangulation purposes. The aim of this instrument was to gather information on multilingual practices both in historical and current terms and offer a comprehensive view of multilingual literacy events and practices both in and outside of the school. This inventory was collected through a 10-question Likert-Scale of 1-5 (5= strongly agree - 1 strongly disagree). This survey data collected was translated into the official languages of the school to offer the learners a choice so that the use of English is not obtrusive for non-mother tongue speakers.

Table 3: Data collection schedule

Data collection instruments	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total
Observation (45 minutes each)	6	6	6	6	6	6	36 observations
Survey (All grade 8's)	1	0	0	0	0	0	1 survey
Teacher Interviews	1	1	1	1	1	1	6 interviews
Learner Interviews (30 minutes each)	0	6	0	6	0	6	18 interviews
Teacher Metacognitive reflections	0	3	0	0	0	3	6 reflections
Translanguaging Lesson	0	3	3	0	0	0	6 lessons
Learner Metacognitive reflections	0	2	2	2	2	2	10 reflections
Multilingual Focus group discussions (45 min each)	1	1	1	1	1	1	6 discussions

3.6 Data Analysis

Data analysis is the process of a close systematic study of collected data with the goal of discovering information and separating it into parts for the purpose of the study. This was carried out in different ways for qualitative and quantitative data. Because this current study collected both qualitative and quantitative data, this data was analyzed differently. The sections below discuss how the sets of data collected for this study was analyzed.

3.6.1 Analysis of qualitative data

Because qualitative data can be voluminous in most cases, deciding on how data was analyzed for any study before embarking on data collection is very important as it helps the researcher to avoid

drowning in the collected data and getting confused. For this study where several data collection methods were identified as necessary, the Data Analysis Spiral (Figure 6) was used as a frame for analysis (Creswell & Poth, 2018). This enabled the researcher to analyze the collected data in analytical reiterative circles rather than using a linear fixed approach.

3.6.2 Data analysis spiral

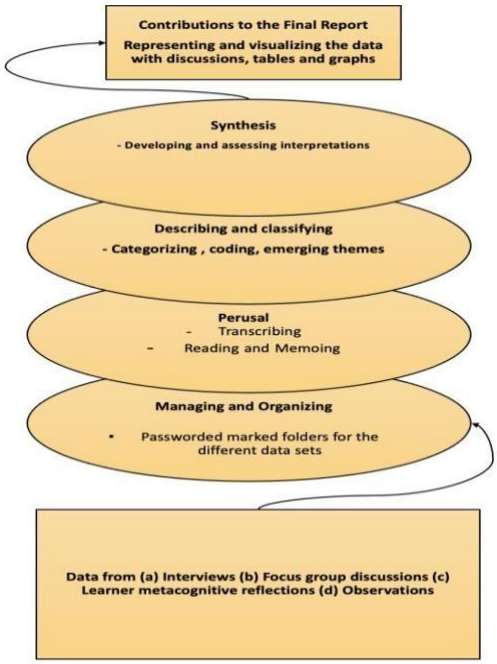


Figure 6: Data spiral analysis (Adapted from Creswell & Poth, 2018).

After the data was collected, the first step was to organize the data in marked folders in a computer. The folders were passworded, for confidentiality to be maintained. This was the first stage as indicated on the data analysis spiral (Figure 6) above. However, it is important to note at this stage that for qualitative approaches, data analysis is often reiterative with these processes not occurring in a linear fashion (Cohen et al., 2011). Fieldnotes, interview data, data from focus group discussions was read repeatedly to capture major or recurring ideas. These ideas were used to come up with initial categories. This stage is known as the reading and memoing stage. Creswell and Poth (2018) recommend some guidelines when memoing based on Miles et al. (2014), which was used as a guide through the memoing process. He suggests reflecting on the data throughout the process to help develop understandings of the research data collected to ease pressure during the coding process. The researcher, therefore, designed the data collection times in such a way that

after each data collection period, she was able to reflect on the data and write memos. After the reading and memoing stage, the researcher analyzed all the remaining data sets which included the students' metacognitive reflections after the mediated translanguaging lesson, the documents selected for analysis to find evidence which would support the initial categories identified. Out of these data sets, new categories were added and evidence to support these categories also identified across data sets. As mentioned earlier on, data analysis for any qualitative study is reiterative, the researcher was memoing as she went through the data sets so that she does not leave any important ideas found in all the data sets.

This was followed by the describing and classifying stage. The researcher started with detailed descriptions of the context and the setting. These descriptions are termed descriptions in situ and are regarded as the best place to start in a qualitative study (Creswell & Poth, 2018; Cohen et al., 2011). This was to help the reader have a clear visual representation of the site from which data was collected.

Creswell and Poth (2018) explain that the describing and classifying stage is the heart of qualitative data analysis as the researcher develops themes through some classification systems and provide an interpretation based on their own views or the perspectives in the literature reviewed. Thus, at this stage themes linked to both the literature review and my personal views about literacy were developed from the data collected. It is however imperative to note that emerging researchers are warned against developing too many codes as this might pose a challenge during interpretation. Novice researchers are advised to develop five to seven themes which will assist the researcher to write a focused findings section (Creswell & Poth, 2018). Thereafter, the researcher moved to the developing and assessment of interpretations.

Gribich (2013, in Creswell & Poth, 2018) advises that during this stage, novice researchers would do well to answer the following questions:

- What surprising information did you not expect to find?
- What information is conceptually interesting or unusual to participants and audiences?
- What are the dominant interpretations and what are the alternate notions?

Thus, the three questions above were used to guide the write up of the assessing and interpretations stage.

Finally, the researcher moved to the representation and visualization of the data. At this stage she used different types of data presentation modes which included tables and graphs to present the information collected through the various data collection tools. But before the researcher did that, as mentioned earlier on, in honor of the quest for a true ethnographic case study presentation, the researcher started with a description at situ and moved on to discuss the data. This resulted in a thick account or thick narrative of the experiences and affordances of using more than two languages for literacy development among multilingual Grade 8 learners at Asifundeni school.

3.6.3 Analysis of quantitative data

All data collected through the learner reports of all the 35 learners participating in the study and the questionnaire were subjected to coding, cleaning, and entry in SPSS software. Descriptive statistics, which include the mean and standard deviation were used to measure central tendencies and the degree to which the group is homogenous or variable. The level of statistical significance was pitched at an alpha value of 0.05 ($P<0.05$).

3.7 Ethical Considerations

There are specific ethical principles that a researcher must bear in mind before starting and adhere to when planning and executing a research project, for research to have value in contributing to knowledge, and ultimately human improvement. Ethical issues are an invariable and integral part of research, particularly where human beings are the focus of investigation, including research conducted with children in educational settings. (Leedy & Ormrod, 2015). The current study was conducted with children in a school and as such, several ethical considerations were taken before commencing with this study.

Ethical clearance to conduct this study was sought from the Human Research Ethics Committee at the University of the Witwatersrand. Furthermore, permission to carry out the present study in a public-school setting was obtained from the Gauteng Department of Education (GDE) as the school falls under the jurisdiction of the GDE. Permission was also sought from the school Principal.

3.7.1 Autonomy

It is important that the researcher observes the participants autonomy during the data collection process. Participants need to be allowed to understand what the research is about and then choose to or not to participate in the study. This might mean the researcher needs to give the information of what the research is all about in a language that is understandable to the research participants so that participants can agree or give their consent to participate in the study from an informed position (Bertram & Christiansen, 2018). For the current study, participants were asked to give consent or assent for participating.

Informed consent

To inform is to give someone the full details or full information about something, it is 'to tell in full detail.' Consent is permission for something to occur or agreement to do something. Thus, with these definitions in mind, informed consent would be to give full information to a human research participant about the research you intend them to collaborate in so that they can decide whether they want to participate or not. Consent is an integral part in research as it is both an ethical and legal requirement for research involving humans as participants. For the current study, participants were informed at the beginning of the study what the research is about and what it intends to achieve. For the learners this information was also shared with their parents since the learners are minors. Their parents were given information sheets and consent forms to give permission for their children to take part in the study. Because there are several data collection tools, participants were asked to give consent or assent for taking part in each of the data collection tools. Thus, in line with ethical observations in research, even though the parents had given permission that their children can participate in the study, the researcher further explained to the learners what the research is all about. The researcher did this so that the learners do not feel forced or coerced to take part in the study. Learners were then asked to give assent to participate. All the participants were clearly informed that participation is voluntary and that they are free to withdraw from taking part in the study at any time.

3.7.2 Nonmaleficence

The term nonmaleficence means do no harm. This means the research should not damage the participants in any way, physically, psychologically, emotionally, personally etc. (Cohen et al.,

2011). In the case of the current research the only foreseeable way in which participants could be harmed was if their confidentiality is not observed. The researcher made sure participants' confidentiality and anonymity was always observed. This refers to all the research phases, that is, before, during and after the research.

Confidentiality

Confidentiality is one way a researcher can protect the participants right to privacy. It means not making the participants personal information known publicly in work proceeding from the research. For the current study, the identities of the school and the participants were protected at all costs. Pseudonyms were used instead for both the school and the participants. The raw data collected in this study was kept safely in a pass worded computer.

3.8 Validity and Reliability

Reliability is the consistency with which a measuring instrument yields a certain result when the entity measured hasn't changed (Leedy & Ormrod, 2015). On the other hand, validity refers to the extent to which the instrument measures what it is supposed to measure. A pilot test was carried out with the instruments to check whether they tested what they were intended to test. After this the tools were improved before they were used for the purposes of data collection.

3.9 Researcher's Positionality

Positionality is also known as reflexivity and is the process by which a researcher understands how their background and experiences affect the research design and process. In other words, the researcher's identity influences the choices they make for or in their study. The two terms will be used interchangeably in this study to refer to the same thing. Reflexivity indicates an awareness of this identity in relation to the study (Tufford & Newman, 2012; Barrett et al., 2020). In support of this, Creswell and Poth (2018) state that qualitative researchers position themselves in a qualitative study to convey their background and how it informs their interpretation of the information in a study and what they must gain from the study. This made the researcher consider that she is an African female who went to school where teaching was basically in a language that she did not speak at home to very proficient levels. When she started teaching, she was a teacher of English and History and taught in a language that none of the children she taught spoke at home. These

layers of the researcher identity were considered closely throughout the research processes and procedures to limit their effect on how the research is carried out and how the collected data was analysed.

3.10 Conclusion

The research commenced with a survey of a large group of participants that was subsequently reduced through staggered sampling procedures. An ethnographic case study design was adopted to facilitate the exploration of the research objectives and questions. This design provided the researcher with the opportunity to immerse themselves in the daily literacy experiences of the participants and obtain an insider's view of the meaning they attached to their literacy practices. Multistage sampling procedures were used, with purposive sampling applied at various stages to purposefully select participants such as the school, class, subjects, teachers, and learners who participated in the metacognitive reflections and focus group discussions. Data analysis was iterative, and for this purpose, data analysis spiral was used. The chapter also offers a detailed description of the ethical considerations that were observed throughout the study as participants were human and some of them were minors.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION: THE SURVEY ON LANGUAGE USE

4.1 Introduction

The previous chapter detailed the data collection procedures. This chapter is the first of three chapters that present the findings and interpretation of the results obtained from the data that was collected. This chapter presents findings from the learner survey on language use in and out of school contexts. These were carried out to address the two objectives which sought to establish the funds of knowledge brought into classroom and outside of classroom literacy events and to establish different levels and categories of multilingual literacy performances by learners in selected subjects. Findings from the survey are reported below.

4.2 Prevalence of Multilingualism in the School Context

Prevalence of multilingualism was investigated to establish the degree of multilingual presence and to predict the type of translanguaging that may be available in complex super diverse cities like Johannesburg. There are several themes that emerged out of the survey that was conducted and each of the themes identified are discussed below.

4.2.1 Speaking more than two languages.

One of the findings of the study is that most of the learners spoke more than two languages with some of them speaking up to eight languages. There were very high levels of individual speaker translanguaging indicating that multilingualism is a norm in this context. Table 4 below confirms this finding:

Table 4: More than two languages spoken.

Number	Mean	Standard deviation	Minimum	Maximum
120	4.3	1.05	1	5

The table shows a high mean, which rests on 4,3 on a scale of a minimum of 1 and a maximum of 5. This mean translates to 90% of the participants in this school context. The table further shows that the standard deviation obtained is 1.05 which is very low in relation to the mean. This is indicative of the fact that participants converged on their responses in using more than two languages for communication. The low standard deviation shows that there is less deviation among them as a group. The high mean and the low standard deviation show that the classroom in this school setting is a complex multilingual environment where there is fluidity of languages.

This finding diverges slightly from the common narrative about multilingualism which refers to the use of two languages. This context is far more complex that the ordinary description of multilingualism. This affirms the initial observation that the school is a heavily complex multilingual environment that defines the dictates of fluidity in the 21st century. The school is a miniature sample of the contemporary sociolinguistics characteristic of all world class cities like Johannesburg. It presents a group of superdiverse or complex multilingual teenagers of the 21st century whose language practices are affected by a number of things which include among other things the fact that Africa is a multilingual zone and this multilingualism has been increased by the movement of people due to globalization, coupled with the mobility of the linguistic and semiotic message in online communication leading to a linguistic diversity of a type and scale not previously experienced (Simpson, 2017; Garcia, 2009).

4.2.2 English language preference

The second item in the survey sought to establish the levels to which participants prefer to use the language of the school, English for communication. Many of the participants indicated that English was a preferred language for use. The table below reports on the findings from participants responses:

Table 5: English as the preferred language?

Number	Mean	Standard deviation	Minimum	Maximum
120	3.2	1.4	1	5

Table 5 above indicates a mean of 3.2 and a standard deviation of 1.4. The mean translates to 64% of the participants indicating that they prefer to use the language(s) of the school for communication, which is English. The standard deviation is low, indicating that there is not much deviation amongst the group on the preference for English. This finding is in contradiction with the finding in 4.2 above where it was established that all participants spoke more than two languages. Considering that multilingualism is a norm in this context, the preference for English may be attributed to the hegemony of the English language. English language becomes the preferred language of use, theoretically, as learners have learnt or are used to the fact that their own languages are associated with illiteracy. Their home languages are stigmatized and not embraced within the school context (Flores & Rosa, 2015) and the learners might now see the exclusion of their languages as normal. More still, the selection of English as the language of preference can result in a declining interest in learning other languages associated with the idea that being proficient in English is prestigious or enough for global communication (Cenoz & Gorter, 2020).

4.2.3 Language use in unmonitored zones

The study also found that participants language use outside restricted zones, for example in the school playground or in corridors was flexible. The results obtained are summarized in the table below.

Table 6: Flexibility in language use in unmonitored zones**.**

Number	Mean	Standard deviation	Minimum	Maximum
120	3.9	1.3	1	5

The table above shows a mean of 3.98. this translates to 78% of the participants indicating that they use multiple languages when outside the classroom context. The standard deviation of 1.3 is low in relation to the mean and this shows that participants are mostly agreeable as a group to the use of multiple languages in unmonitored zones within the school. This finding corroborates the literature that posits that language is part of one's identity and when not controlled learners are free to practice their being. Brando and Morales-Gálvez, (2021) write that language is part of one's identity and it frames how one perceives reality and is the main tool through which individuals observe and assess reality and is an important condition to develop and exercise individual autonomy. Thus, denying one full use of their language limits their creativity and deny them the opportunity to engage fully with content to enable them to contribute to knowledge creation and creativity. As a result, multilingual learners in a context in which they speak only one language are extensively disadvantaged. Stroud and Kerfoot (2020) view a scenario where the use of former colonial languages at the expense of the learner's languages as leading to epistemic injustice/ epistimicide. A crime that can only be reversed by allowing multilingualism to be leveraged in teaching contexts at all levels.

4.2.4 Home language(s) preference

Another finding which was surprising was that participants indicated preference of their home language(s). The table below confirms this finding:

Table 7: Home language preference.

Number	Mean	Standard deviation	Minimum	Maximum
120	2.8	1.4	1	5

The table above shows a mean of 2.8 and a standard deviation of 1.4. In response to the question raised, the high mean of 2.8 showed that most of the participants prefer using their home languages. This is also evidenced by a low standard deviation of 1.4. The implication is that even in their learning spaces where using multiple languages is prohibited, these participants prefer using their languages.

4.2.5 Comprehending all school official languages.

The ability to deeply understand texts is pivotal for a successful academic journey at all levels.

The participants' levels of comprehension in the language(s) of the school were investigated to establish the extent to which participants understood the languages of the school. Table 8 below presents the findings.

Table 8: Understanding the official language(s)

Number	Mean	Standard deviation	Minimum	Maximum
120	2.9	1.2	1	5

The table shows a mean of 2.9 which makes 57% of the participants in the study. The standard deviation, sd = 1.2 which indicates that mostly, students were agreeable as a group to average levels of comprehending the schools' languages. 57% of the participants understand the languages of the school. This means that almost half of the participants in this study do not understand the

LoLT, yet they are expected to receive all the academic content in this language. This raises concerns about the issue of inclusivity in education and learning. It appears that a large part of the participants is excluded in the learning process due to a language barrier. This finding is aligned with concerns raised in earlier research that for as long as children are taught in languages that they are not familiar in they would never excel in school as they language practices are the only key to led to deeper understanding and meaning making levels during the process of learning (Makalela, 2019; Garcia, 2019; Creese & Blackledge, 2015; Garcia & Li, 2014).

4.2.6 Official language (s) use restricted to school only

The survey also sought to find out the extent to which participants used the language(s) of the school outside the classroom. Responses indicated that the languages of the school were only used within the classroom. This finding is shown in Table 9 below:

Table 9: Official language use

Number	Mean	Standard deviation	Minimum	Maximum
120	3.1	1.4	1	5

The table shows a mean of 3.1 and a standard deviation of 1.4. The mean translates to 62% of the participants indicating that they only use the language(s) of the school in the school only and particularly within the classroom and not outside the school context. The low standard deviation affirms this finding as a true characteristic of this group. This finding confirms findings in 4.4 above where participants indicated that they prefer to use multiple languages when outside monitored zones like the classroom or school functions. This confirms earlier research alluding to the importance of allowing learners to use their languages in schooling contexts as bilingual education is seen as the only option to teach bilingual learners in the 21st century in equitable ways. Multilingual educational practices are viewed as a need for all multilingual learners as it promotes deeper understanding s of content and enables learners to contribute to the creation of knowledge. Garcia (2009, p. 11) states this about bilingual education.

It is good for the rich and the poor, for the powerful and the lowly, for the indigenous people and immigrants, for speakers of official and or national languages, and for those who speak regional languages….it is important for hearing children, as well as deaf children.

This shows that bilingualism is a norm in this century and everyone needs bilingual education not to weaken the hegemony of powerful languages like English but to teach children in ways they are used to access knowledge outside the school setting.

4.2.7 Uses of language on social media

Social media has become part of our everyday lives and is a literacy practice exposing learners to several literacy events in various languages. The survey sought to establish how participants used the schools' official languages when chatting with friends on social media.

Participant's responses indicate that they do not use the school's language(s) when chatting to friends on social media. The table below confirms this finding.

Table 10: Language use on social media

Number	Mean	Standard deviation	Minimum	Maximum
120	3.3	1.6	1	5

Table 10 above shows a mean of 3.3. This makes 66% of the participants do not use the school's language(s) on social media. The standard deviation sd = 1.6 is very low relative to the mean. This shows that this behaviour is typical of this group. These results show that most participants do not use the official language, which in this case is English, to communicate with friends on social media. This implies that most students prefer using their multiple languages when they chat with their friends on social media. This finding is in line with findings in the literature that when in a space where languages are allowed to be used without restrictions multilingual students perform their being by using all their communicative skills (Garcia, 2020). This study has revealed that

translanguaging spaces create a comfortable environment for every learner to express their being through freedom of language use.

4.2.8 Language usage on media

Media is another vehicle through which students engage in literacy practices and events using language in several ways. One of the questions in the survey on learner language use sought to establish whether participants engaged with media in multiple languages. Results indicate flexibility of language use and language choices on media (particularly television and radio).
The table below affirms this finding

Table 11: Language use on television and radio

Number	Mean	Standard deviation	Minimum	Maximum
120	2.5	1.3	1	5

Table 11 shows a mean of 2.5, which translates to 50% of the participants indicating that they engaged with media in multiple languages The standard deviation of 1,3 is low. This indicates that engaging on media in multiple languages is characteristic of about half of the participants in this study. This is finding confirm the literature which posits that multilingual learners will language multilingually when they are in places where there are no one language at a time rules.

4.2.9 Reading literacy practices

The survey sought to establish if participants read texts in all the languages. There is evidence that some of the participants read texts in all the languages. Table 12 below affirms this finding.

Table 12: Literacy practices

Number	Mean	Standard deviation	Minimum	Maximum
120	2.5	1.2	1	5

The table above shows a mean of 2.5 and this translates to 50% of the participants confirming that they read texts in all the languages. The low standard deviation of 1.2 supports the idea that this is a common practice among the participants. This finding confirms findings in 4.2.8 and 4.2.9 above in which participants mentioned that they engage multilingually on social media and that they engage with media in all languages. Considering the level of multilingually within this context (90%), the level of engaging with texts (50%) is too low. This confirms the literature which be cries the shortage of books written in indigenous languages. Besides the fact that there is very little literature in the learner's languages, the learners have not learnt to read and write in their languages which might be a contributing factor to the lower numbers engaging with texts in indigenous languages. This also shows that these participants, despite being multilingual in nature, are confined to texts that are in one language which stifles their ability to expand their knowledge in their own languages and in turn limits the production of texts in their own languages. Providing a space where students are allowed to read texts in their multiple languages makes them to appreciate their languages in academic spaces and in turn, they become producers of such texts for future generations. This also raises concerns about the future of literature written in local languages. As it stands the future of literature in indigenous South African literature is bleak.

4.3 Conclusion

This chapter has established and discussed the findings on the prevalence of multilingualism within this context. The chapter has shown that the context is linguistically diverse with some learners speaking up to seven languages. None of the participants spoke one language. The least number of languages spoken in this context is three and the highest is seven. This is in tandem with the literature that asserts that people have always been on the move that leads to contacts between

diverse languages and cultures of a scale that have never been experienced before (Simpson, 2017). The chapter has shown that this context is superdiverse, which has been exacerbated by mass movement of people in search of more habitable spaces, because of wars, economic crises or just globalization. This situation is coupled by linguistic and semiotic messages transmitted via technological means making this context multilingually complex. The linguistic landscape of this century is complex especially in cities like Johannesburg. This calls for newer and inclusive ways in which languages are used to impart knowledge (Nkadimeng and Makalela, 2015).

CHAPTER 5: DATA ANALYSIS AND INTERPRETATION: LEARNER LANGUAGE PRACTICES

5.1 Introduction

The previous chapter presented findings from the survey on learners' language use in and out of school. This chapter presents findings from observations, learner metacognitive reflections and semi-structured interviews. These were carried out to address two objectives.

The first one sought to determine the grade 8 and 9 learners' experiences and reactions to literacy stimuli in selected learning areas and the second one sought to explore the funds of knowledge brought into classroom and outside of classroom literacy events.

5.2 The Learner Metacognitive Reflections and the Semi-Structured Interviews

One of the study's objectives was to assess the extent to which mediated translanguaging impacts on learners' engagements with subject matter in selected subjects. To achieve these objective learners were asked to write metacognitive reflections to share their success moments and areas of failure. They were also asked to explain why they felt the way they did. These metacognitive reflections were followed by semi- structured interviews. Participant's responses were reported on, in the section below.

5.2.1 Identifying as multilingual.

A recurrent theme was that all the learners identified themselves as speakers of multiple languages. The participants did not speak only the official languages of South Africa. Some of them spoke languages spoken in other African countries like Zimbabwean Shona, and IsiNdebele, Malawian and Zambian Nyanja, Nigerian Yoruba, and Igbo and Lesotho's SiSwati. The following excerpt is a prototypical example of being proud to be multilingual:

> *Extract 1*
>
> *I speak 7 languages. English, Afrikaans Isibhaca [yes Isibhaca… we use that language only at my home. Father says it's our culture] Isizulu, isiXhosa, Sesotho, a little of Tshivhenda and street language, yes, also known as tsotsi taal . Enhlek everyone.*

speaks it. Do we count street language……? [Researcher nods, to agree] Ok so I speak 8 languages.

The participant says that they speak 8 languages and goes on to identify them as English, Afrikaans, Isibhaca, Isizulu, isiXhosa, Sesotho, Tshivhenda and street language. Of all the languages spoken, the participant is not very fluent in Tshivenda. This is seen in the choice of words "a little of Tshivhenda." The participant counts Isibhaca, one language that was not accorded official status at democracy, is not taught in schools, and combines Isizulu and Isixhosa. The participant confidently counts Isibhaca as one of the languages he speaks despite its unofficial status and qualifies why he counts it by explaining that it is the only language they speak at their home as they see it as part of their culture. He however realises he has added an eighth language in his list. A language he had not thought of counting as a language. He pauses a question for the researcher who nods silently to agree that the language must be counted as one of the languages the participant speaks. This learner's linguistic repertoire is made up of 8 languages which he uses without strict adherence to what language or how many languages she can speak (Garcia, 2020). This is seen in the use of the word "enhlek." Enhlek is a word from the "street language" and the participant uses it in his normal conversation. He probably is not aware that he has used that word. The languages are now so internalized and have become part of the participants' repertoire. A repertoire here would include an assemblage of all the communicative modes multilingual speakers have accumulated over time. These would not only include the linguistic but also the multimodal ways of communication that would include gesture, gaze and all the other embodied ways of communicating (Otheguy et al., 2019; Pennycook, 2017). This means, an individual is merely communicating in ways that are natural to them and that make up who they are (Bourdieu, 1977). Similarly, another participant notes thus:

Extract 2

I don't remember a time when I have spoken only one language. My mother ke MoSotho (is Sotho) and my father ke moZulu (is Zulu) and they sent me to preschool when I was 1 year old and there, ah never utlwe (you will never hear) sesotho kapa seZulu (Sesotho or Isizulu), they spoke English and all my school friends spoke other languages. I speak 5 languages: Zulu, Sesotho, English, Afrikaans, and I try Sepedi, my best friend is Pedi.

The participant does not remember any time in their lifetime where they have been monolingual. The participant goes on to give detail that their mother is Sotho, and their father is Zulu. The participant further notes that they went to pre – school when they were one year old.. At the pre-school they did not speak any of the participants languages. They only used English for communication. The participant uses "ah never utlwe Sesoth kapa seZulu" and to them this is a very natural way of communicating. It is the hearer who recognises or hears that the speaker has shifted to a different language but to the speaker it occurs naturally. Makalela (2019) refers to these two instances as the hearer-centred perspective and the speaker-centred perspective as it is the hearer who is aware of the socially named languages while to the speaker this is internalized and occurs naturally, a phenomenon not obvious to the hearer. The participant adds that their friends speak other languages and they have learnt these languages as well. All in all, the participant speaks 5 languages which they list as Isizulu, Sesotho, English, Afrikaans, and Sepedi. Of the languages spoken by this participant, Sepedi is the one they are not fluent in as seen in the words "I try Sepedi." This highlights the fact that multilingual speakers have varying degrees of fluency of the languages that make their repertoire. Secondly it shows that multilingual learners flexibly add to this repertoire as their mix and mingle with speakers of other languages. Another participant added thus:

Extract 3

I do not speak many languages, just 3 languages. English, Afrikaans, and French. I came here in Grade 6 from DR Congo that's when I started learning English and Afrikaans. Yah …. just 3. I have struggled to pass but yah …… I am here now ma'am; I must work harder.

In extract 3 above, the participant notes that he does not speak many languages. He speaks only 3. The participant says, "only 3." Perhaps in saying only 3 the participant is directly comparing themselves to their peers and the number of languages they each can speak. The participants explains that they are an immigrant for the DR Congo, and they started learning English when they came to South Africa. They report that they had struggled to cope with schoolwork but now that they are here, they need to work harder. Thus, although Africa has been a multilingual zone from time immemorial, in this age and era, multilingualism is heightened by international and intranational mobility (Coady et al., 2019; Sah, 2017; Krause & Prinsloo, 2016; Blommaert, 2010). Therefore, contributing to an urgent need for teaching models that would cater for these levels of

multilingualism within learning contexts at all levels without which multilingual learners will continue with an educational disadvantage which affects them at all levels not only at school but even beyond schooling (Makalela, 2019). It was found that some of the learners spoke languages spoken in various parts of the world like Portuguese, French, and Spanish. These however are by choice, and this leads to the next theme for discussion.

5.2.2 Imagined future self

One of the themes that emerged was that participants made language choices related to the imagined future self. They choose what language to learn depending on their vision of who they want to be or to become in the future. The motivation to learn a language then is informed by the need to acquire the cultural capital to cope in their envisaged future (Makalela, 2015; Bourdieu, 1977). The extract below is typical:

> *Extract 4*
>
> *I don't want to learn the languages they offer. I am not doing so well in my first additional language, Afrikaans. I have no Afrikaans friends and I don't use the language anywhere. But I am doing Spanish using an app with my brother and I am doing so well. He has Spanish friends online, so I developed an interest. I can talk the basics of the Spanish language and I can sing Spanish songs. I want to live in Spain coz my brother and I want to go there as we are good football players so we will go to university there to improve our chances of playing soccer for bigger teams or maybe for Bafana Bafana from there (smiles as he concludes with this)*.

Here the learner declares he is not interested in the languages offered as subjects in the school. His reasons for not liking them is that he has no one to practice using the language with, in other words, he sees no value to learn the first additional language as it is not beneficial for anything to him. This is seen where he explains that "*I don't use the language anywhere."* The participant however informs us that they are interested in learning Spanish, a literacy practice they are doing using an app. In other words, Spanish is self-taught, and the participant is doing well in this language. She can talk and even sing in this language. The reasons for the interest in this new language are the inspiration from the brother and an imagined relocation to Spain to increase their chances of playing for bigger teams or to learn about soccer and maybe make it into the country's national

football team. In the same vein, another participant prefers a different language than those offered at the school. Extract 5 below explains this fully.

Extract 5

I would prefer Chinese. There are so many interesting Chinese movies and so in these movies they also play Chinese songs and I understand it better than Afrikaans. I would prefer Chinese as an additional English not any other language because I can use it after school. I want to study medicine in China and learning Chinese will help me.

In this extract the learner prefers to take Chinese as an additional language because he watches Chinese movies and listens to Chinese music. The learner also explains that he understands Chinese more than Afrikaans. His preference of Chinese over Afrikaans, a school subject, is influenced by the fact that the participant wants to go and study medicine in China. Thus, in this instance as in extract 1 above, language choice is affected by the imagined future self-identity. Thus, the learners in both instances use language to reinforce their imagined identities. This is in tandem with the literature which posits that language choices are related to future hopes and identities (Makalela, 2016; Pavlenko & Norton, 2007).

After the mediated translanguaging lesson, one of the participants noted with concern that:

Extract 6

I speak French. No one knows that I speak French, they probably would be asking me to teach them, but they don't know. No teacher allows us to use any language in class except English. I could not participate in my language during the lesson when we could speak in our own languages. I spoke in English only, but I got an opportunity to hear other languages and learn a bit of them. I could learn the languages spoken by other children and at the same time learn the subject. I intend to live here, and I need to learn more of the languages spoken here.

The participant identifies as a French speaker but no one in the school context identifies him as such. The participant explains that no teacher allows them to speak in any other language except English. He be cries that he could not participate in his language during the mediated translanguaging lesson as there was no other French speaker in his class. He however found the

translanguaging lesson to be rich and fulfilling as he got the opportunity not only to learn the subject but to learn the languages that his classmates spoke in. He further explains that he intends to live permanently in South Africa and would want to learn more of the languages spoken in the country through his peers. Thus, the learner wishes to acquire or improve or increase his cultural capital to communicate effectively within the context he finds himself in (Makalela, 2015; Bourdieu, 1977). However, the schooling system, despite having learners who speak all the languages needed by this learner, does not allow the cross pollination of these languages for the benefit of the students and the languages themselves. The schooling system is still bound in a language model that erases all traces of heteroglossia and advantages the use of one language, which is foreign to the learners instead of recognizing and leveraging on the linguistic practices of the multilingual speakers who make the bulk of the learners in its classrooms (Garcia & Otheguy, 2020).

5.2.3 Demanding a translanguaging space for effective learning.

Another recurrent theme was that, besides identifying as multilingual individuals or beings, participants emphasized the importance of using their own languages for learning. Extracts 7 -9 below are typical examples of this standpoint:

> *Extract 7*
>
> *We never speak in one language; we use different languages and communication is ok for all of us…… I say what I want better …. I say it better in my language.*

The participant speaks as on behalf of all his peers and notes that they never speak in one language. They use different languages, and they communicate effectively. The participant declares that he says what he wants to say better in his language. Here the participant raises the issue that being multilingual is what is natural to them as they never use one language to speak to each other. She argues that they communicate effectively by using all the communicative skills available to them. He notes that "we say what we want to say better in our languages." This means when using his own language, she can easily articulate what he wants to say in a meaningful and logical way without the pressure of thinking about the correctness of what they want to say. Where the participant says "we never speak in one language" reveals that she is fully aware that in this context they are expected to use only one language, English, but they defy rules and create a space where

they communicate comfortably and meaningfully using the linguistic repertoires available to them. Garcia and Otheguy (2020) write that bilingual speaker have a more extensive repertoire that they rely on to make meaningful communication and they employ this repertoire when they are in unmonitored zones. Besides creating safe spaces where they communicate freely, the participants are surprisingly aware that using their languages in learning has better academic gains than using English only.

One participant had this to say:

Extract 8

Teachers must use all the languages so everyone can understand. When teachers translate, I understand, I never forget any of the things they translate for us. Or at least ask other learners to translate to help us understand.

The participant notes that teachers need to use the languages that are accessible to them as learners. The participant further explains that when a teacher translates to languages that he knows or understands he gets to understand the content being taught. The participant further suggests that the teachers may ask other learners to help explain content in languages they know to help them understand content. She uses the word "must" to indicate that this state of being is non-negotiable as it helps them understand what is being taught. The participant goes on to note that when there are opportunities to use their language, they learn better as seen in the words, '*I never forget any of the things they translate for us."* The participant notes that what he is taught in a language accessible to them helps with effective learning. The participant further highlights another important aspect which teachers in multilingual settings should leverage on. She argues that if teachers don't feel like using the learners' languages, they should allow other learners to help the learners facing challenges by explaining content in familiar languages. In the same vein, another participant added thus:

Extract 9

If only we were allowed to explain to each other in the languages we understand, communication would be easy, most learners fail because they don't understand English.

The participant here demands the use of their own languages since a second language contributes to poor grasping of taught content. He supports the idea that learners have each other for support and clarification of difficult concepts. This is very close to the African ideology of ubuntu: *I am because we are*. In this ideology, success is in teamwork and never an individual effort (Ewuoso, 2020; Mugumbate & Chereni, 2019). Ubuntu translanguaging regards languages as incomplete without each other and the boundaries between them regarded as fluid and porous. In this sense, for effective communication and meaning, multilingual learners need the full use of their communicative repertoires (Makalela, 2016, 2019).

5.2.4 Demand for inclusive language practices

Besides the fact that participants were aware that they speak multiple languages, they were also aware that this diversity of languages within the country is not mirrored in the way languages are used or treated within the school. One participant noted thus:

> *Extract 10*
>
> *The school must offer all the languages spoken in the country for a wider choice for all of us. All languages should be offered. I would prefer to learn Sepedi, but the school does not offer Sepedi. Language times should be open. Many if not all should be offered.*
>
> *We need to have freedom of choice not to be told what languages to do*.

The participant here notes that there is a need for the school to offer all the languages that are spoken in the country to make them choose the language they want to study. She declares that she wants to learn Sepedi but does not give reasons why. The participant further advises that the school timetable should be open. This means that language time should just be languages on the timetable. This will enable the learners to go to any language or to the language they are interested in. the participant feels as it is within the school curriculum or set up, there is no freedom of choice to study a preferred language. The participant uses the words “told what languages to do” to show that they feel the language they are taking as subjects are being imposed on them. As highlighted earlier on, the school offers three languages only. These are English, Isizulu and Afrikaans. In a context with eleven official languages, this seems inadequate for the diversity of languages even within this context. The school curriculum does not reflect the linguistic profiles of the learners or linguistic diversity.

One participant supports the view of opening the curriculum to include more language choices by saying:

Extract 11

The school must include more languages in the curriculum, it gives us an opportunity to learn more about our language and culture. I think everyone must be allowed to speak, read, and write in their own language. It's only fair (laughs).

The participant here says that learning their own language will help them not only learn the language itself but will help them learn more about their culture. Thus, at this point the participant realizes the need to know more about their culture. This resonates with the literature that highlights the importance of language as not only a carrier of one's culture but also their identity. Brando and Morales-Gálvez (2021) write that language is part of one's identity and it frames how one perceives reality and is the main tool through which individuals observe and assess reality and is an important condition to develop and exercise individual autonomy. Thus, denying one full use of their language would agree with the participants' argument, "not fair." Stroud and Kerfoot (2020) view a scenario where the use of former colonial languages at the expense of the learner's own languages as leading to epistemic injustice/ epistimicide A crime that can only be reversed by allowing multilingualism to be leveraged on in teaching contexts at all levels.

5.3 Conclusion

The participants language practices are extremely dynamic. One of the participants even used informal or street language during the interview so that she can communicate effectively. To the participant this is a normal way of languaging which assists them to communicate effectively. This shows that in this century language use is highly flexible and monolingual practices for educational purposes are not going to hold. Also worth noting is that participants view themselves as having been multilingual from birth as they do not remember a time when they were using one language for communication. This highlights a context which is dynamic in as far as language use is concerned. Language practices within the classroom set up are, therefore, expected to take the learner language practices into consideration for effective teaching and learning. Participants have also indicated that although they are already multilingual, they choose to expand their repertoire by learning other languages that are not the languages of the school in line with their imagined

future selves. This goes on also to show that when outside monitored zones or places where language use is controlled, learners enact their true selves. Identifying as speakers of multiple languages who are open to learning more languages for use with a wider range of speakers or to be able to settle in new communities which can help fulfil their dreams. Also, important to note is that participants demystify the myth that they do not appreciate their languages. After the mediated translanguaging lesson, participants spoke firmly on how impactful using their own languages was to comprehension of learnt content.

The chapter highlights the fact that being multilingual is the "in thing" and must be embraced in this century. The chapter makes a strong point towards the need for multilingual educational practices that mirror the language practices of many people in most contexts today.

CHAPTER 6: DATA ANALYSIS AND INTERPRETATION: TEACHER BELIEFS AND PRACTICES

6.1 Introduction

The previous chapter presented the data that was collected from learner metacognitive reflections and semi- structured interviews. This chapter is the last of three chapters presenting the findings and their interpretations. This chapter presents findings from lesson observations and the teacher semi–structured interviews. These were carried out to address one objective which sought to establish the teacher pedagogical practices of multilingual literacies in Language, Natural Sciences and Social sciences learning areas. The first part of the chapter outlines the teacher demographic information to determine whether their demographic profiles have any bearing to their pedagogical practices. The second part then presents findings from the observational and semi structured interview data.

6.2 Participating Teacher Profiles

The three teachers who were purposefully selected to participate in the study as discussed in the previous chapter selected pseudonyms to be used in this section. The Science teacher chose the name Thabiso, the English teacher chose the name Meminkosi and the Social Sciences teacher chose the name Nkosi. I begin this section by presenting the profiles of these teachers from the teacher survey. It was necessary to elicit the language profiles of the participating teachers. This was carried out to see how this affects their practices when dealing with learners who speak multiple languages. In the process the researcher deemed it necessary to also collect other biographic information about the teachers as this was deemed important when drawing conclusions on the pedagogical practices of multilingual literacies that the participants use. To this end, in addition to collecting information on the languages the teachers can speak, the researcher also asked about the teachers ages, gender, and the years of teaching experience. This information is presented Table 13 below.

Table 13 Teacher's demographic information and languages spoken.

TEACHER	GENDER	AGE	EXPERIENCE	SUBJECT TAUGHT	LANGAUGES SPOKEN
Nkosi	Male	26	2 years	Social Sciences	IsiZulu, Sesotho, IsiXhosa, English
Thabiso	Male	48	18 years	Natural Sciences	English, Sesotho, Tshivenda, Sepedi, IsiZulu, Tsonga
Meminkosi	Female	28	4 years	English Home Language	IsiZulu, IsiNdebele, Setswana, Sepedi, Sesotho, English

This table shows that there were two male and one female teacher participants. The teachers were aged 26, 48 and 28 years. Their years of teaching experience were 2, 4 and 18, respectively. Each teacher spoke more than one language with English, Sesotho and Isizulu being the common languages the teachers spoke. All the three teacher participants have rich language profiles. To corroborate the above information, the section below will offer a full-on profile of each teacher participant.

6.3 Meminkosi

Meminkosi is an energetic young woman whose smile is a permanent feature of her face. Her teaching experience spans over four years at the same school. She teaches the participating class English home language. Although she reports that she was never prepared or trained on how to teach leaners who speak multiple languages, her teacher certification is from one of the leading Universities in the country. She proclaims that she has taught herself any teaching practices that aim at tapping on the skills her learners bring into the classroom setting.

6.3.1 Language use for literacy development

Having been a multiple language user as a child, Meminkosi reports that one of the strategies she had adopted to teach effectively was using the learners' languages to explain content. She observes that this was very helpful until they were asked to strictly observe the school language policy on language use within the school. As noted earlier on, the school subscribes to the use of English only within its premises. Her own view of the language is as follows:

Extract 12

I used to use their language to explain content but was called and asked not to...

She notes that using their language is meant to explain content but she had to stop using the learner languages during her lessons. At the time of observation for the current study, Meminkosi taught in English only. She only used the learner languages to send a strong message to individual learners, for example when their homework was not carried out or incomplete or when they were late for class.

6.3.2 Teaching materials

Meminkosi uses different strategies to deliver the content of her subject. These include lecturing, group and pair work, and whole class discussions. To support this, she uses charts, PowerPoint presentations, the radio, music, newspapers, magazines, and documentaries. She uses the whiteboard to write lists of new and difficult words in every lesson. At times these words are given before the lesson and learners are expected to come to class knowing what these words mean already. At times the words are given at the beginning of the lesson the meanings of these words are worked out with all the learners in a class discussion. She expects the learners to write these at the back of their books. Some of the class activities are printed on paper and given as handouts for learners to complete in class or as homework. All the teaching materials used are in English. Learners' responses to tasks whether orally or in written form are expected to be in English.

6.4 Nkosi

Nkosi is the youngest of the three teacher participants who has a warm and welcoming disposition. You don't need to have known Nkosi for a long time to feel at home in his presence or his classroom. Nkosi is in his second year of teaching after being certified as a teacher from one of

the leading universities in the country. He teaches Social Sciences and maintains very high standards for himself and his learners, both academically and discipline wise. As they enter his classroom, learners are expected to remain standing until they asked to sit down by the teacher. At the back of his classroom are the names of top achievers which are changed regularly depending on the results of the termly assessments. This is indicative of a teacher who is a disciplinarian and who encourages healthy academic competition among his learners.

6.4.1 Teacher language use for literacy development

Although Nkosi knows that the relationship between the language in which the content is delivered plays a significant role in the performance of the learners, he strictly teaches in English. He states:

Extract 13

English works for me ……. I don't see the need to use their languages.

He reports that he has not seen the need to use the languages the learners bring to the classroom citing that he has not seen the need to do that as learners are performing very well in his subject. However, Nkosi is very patient with learners identified as at risk of failing and spends a lot of hours after school going over the same content with them. He does not change the language of teaching unless the learner mentions that they cannot understand English.

6.4.2 Teaching materials

Nkosi depends heavily on the use of the prescribed textbook for teaching and learning. Each of his learners has a copy of the textbook and brings it to school on the days they have his subject. He also uses other sources as all the notes he gives his learners are not from the textbook. Nkosi teaches intensively using both the textbook and printed handouts. He asks the learners to always underline new and difficult works and give their meanings in the contexts of the text in which they appear. From observing him work with learners, his learners have mastered the concept of giving the contextual meanings of historical terms and they do this with ease.

6.5 Thabiso

Thabiso is a veteran teacher of Natural Sciences. He has taught the subject for 18 years in different schools. He is a mature man with a strong Christian background that is displayed in the way he

treats his learners and visitors (like me) in his classroom. His soft voice forces the learners to behave well, and he keeps the class quiet and cooperative without even having to raise his voice. Thabiso is extremely patient with all the learners. This sees him having to repeat many parts of the same content within a single lesson.

6.5.1 Teacher language use for literacy development

Thabiso believes that for learners to perform well in assessments and tests, they need to have a good command of the English language. He also believes that for the learners to develop this, they need to speak and to be taught in that very language. His beliefs about language of learning and teaching are represented in the following extract:

> *Extract 14*
>
> *We need the learner to acquire the language he will be assessed in, so we don't compromise, we teach in that language.*

In this excerpt he sees using other languages within the teaching time as detrimental to the acquisition of the English language which he believes learners need to perform well in examinations, assessments, and tests. As a result, Thabiso strictly teaches in English. He does not "compromise" his learners' performance during testing time by using other languages during teaching time.

6.5.2 Teaching materials

Thabiso relies on the prescribed textbooks and online sources to teach Science content. In line with the CAPS curriculum, work is divided into modules with different chapters and topics in them. Thabiso hones on this by preparing lists of new, important, and difficult words for his learners before the commencement of each module and hands these out to the learners. The learners are expected to then learn these words before the module is introduced to them. This means the learners receive a list of words with their terms and definitions as preparation for the oncoming modules. Now and then during lessons, learners can be seen referring to these definitions as they complete given tasks.

6.6 Cross Case Comparison

The three teacher participants are 26,28 and 48 years and have 2, 4 and 18 years of teaching experience, their practices are all monolingual. Only one teacher participant, Meminkosi, reported having tried to use the learner languages but was asked by the school authorities not to use the learners' languages. She reported with emphasis that she was asked to follow the school rules religiously. All the three teachers although informed by different ideological stances, teach only in the LoLT. Nkosi reported that he only uses the language of the learners if the learners say that they are failing to comprehend English. We however know that learners would not say this out of fear to be seen as dumb as the English language is associated with being intelligent. This means this request may never be made by any of the learners at risk of failing or struggling in the subject.
All the three teacher participants speak multiple languages, which are also spoken by their learners. However, during my class visits, none of the teachers ever used the language for content delivery. Only one conversation on homework not carried out occurred between one of the teachers and a learner. On seeing that she was in trouble the learner explained why she had not completed the homework using her home language as she knew the teacher spoke the same language. The teacher did not respond in the indigenous language but in English and ended her response to the learner by reminding the learner that they know the school rules about language use within the school. The learner apologized and switched back to English.

Besides this encounter all the teachers always taught in English.

As highlighted under each teacher's case, Nkosi said that in his two year teaching career he had not seen the need to teach in any language other than the language of the school. Meminkosi had taught in other languages but was asked not to. She never made effort after that to teach in the languages of the learners. Thabiso believes if one teaches in the languages of the learners and the language of the school he would have compromised on the standards of teaching.

After learning the above information about the teacher practices and stances there was a need to get an emic view of why they do what they do. There was a need to see the levels of the teacher's metalinguistic awareness of how they use multilingualism to develop literacy within their respective subjects. In other words, the researcher wanted to know whether the teachers were consciously using languages, were they in control of how languaging occurs in their classes or

languages were occurring as in flexible contexts. The researcher then engaged on one-on-one semi – structured interviews with each teacher participant to establish if the teachers were fully aware of their language practices. This will be reported in the section below.

6.7 Teachers Awareness of their Language Use

Teacher pedagogical practices of multilingualism were investigated to establish their awareness of their language practices for literacy development within their respective subjects. Findings indicate that teachers are very much aware of how they use language for teaching. These themes will be discussed and supported by prototypical verbatim examples from the interview data in the section that follows.

6.7.1 Fluid speakers of multiple languages

When the teacher participants reported on the number of languages they use for communication, it became evident that they all spoke several languages.

This theme is exemplified in the following extracts:

> *Extract 15*
>
> *I can speak 2 of the official languages fluently …. Sesotho and then English, which is the language I am teaching. I can also try Isizulu, IsiXhosa, a bit of Tsonga and a little of Chivenda.*

In Extract 15 above, the participant explains that he can speak 2 of the official languages at fluent efficiency. He goes on to identify these two languages as Sesotho and English. He further explains that the other language, English, is the language that he teaches in. The participant further lists the other languages he can speak as IsiZulu, IsiXhosa, ChiTsonga and Chivenda. Accordingly, English and Sesotho rank high in the hierarchy of proficiency, followed by IsiZulu and IsiXhosa while ChiTsonga and Chivenda, in that respective order, are bottom on the hierarchy of proficiency as revealed in the choice and use of the phrases '" a bit of" and "a little of." These are contrasted with "I can also try" when reference is made to IsiZulu and IsiXhosa. Observably, the participant has a rich linguistic repertoire that includes several language families that are used.

The use of "I can also try" and "a bit of" are indicative of the speakers lack confidence and belief that knowledge and use of more languages is a challenge or is not acceptable. Here one sees a participant with a complex multilingual identity which he does not seem to be proud of. This disposition or stance is not particular to this participant only. Speaking about the number of languages at his disposal, Nkosi explained that:

Extract 16

Okay the languages that I speak myself - I speak English, isiZulu, Sotho, and Xhosa, a little bit of Xhosa.

The participant speaks four socially named languages. He lists them as English, Isizulu, Sesotho, and IsiXhosa. Although he does not say in the list of the languages which ones, he is very fluent in, one can conclude that the participant is not very fluent in IsiXhosa as embodied in the phrase "a little bit of Xhosa." Notably, the participant has a very rich linguistic profile which is made up of four languages, but he seems not to appreciate the value of this.

Talking about the number of languages at their disposal, the third teacher participant, Meminkosi outlines that:

Extract 17

I speak 3 languages. English, IsiZulu and Tswana. With Tswana I am not sure if it is Sotho or Tswana because they are so familiar, and I cannot identify the difference between the two…. many of us are not sure you know. These languages are almost the same.

In this extract, the participant says that she speaks 3 languages and identifies them as English, IsiZulu and Setswana. However, the participant goes on to explain that she is not sure whether she speaks Setswana or Sesotho as the two languages are similar. The participant cannot distinguish between the two languages and remains unsure which of the two languages she speaks. The speaker is not sure whether they speak Setswana or Sesotho but still list it as one of the languages they speak. Although the participant is not sure of the variety of the third language she speaks, the extract shows that she has a rich linguistic identity which is not only indicative of not only their linguistic diversity but that of the context in which they are as seen in the statement "many of us are not sure you know." The extract also highlights the fact that some of the languages known by

the speaker in this context are mutually intelligible to the extent that the speakers of the languages are not able to distinguish between the wo languages.This is evident in the phrase, "these *languages are almost the same."* This resonates with the Ubuntu translanguaging theory (Makalela, 2016, 2019) which posits that boundaries between languages are porous or blurred such that multilingual speakers or speakers of these languages are not even aware of these boundaries. This is so because for effective communication to take place for a speaker of multiple languages, all their languages must be fully employed to achieve completeness or meaning in any communicative act. This shows that the speakers have rich linguistic repertoires discerned from the multiple use of languages in a fluid manner described.

6.7.2 Teacher stances

Although all the teachers that participated in the current study were all speakers of multiple languages, as discussed above, their thinking about how language must be used for teaching keeps languages separated. All the three teacher participants adopt monolingual stances in their use of language for teaching. Besides the fact that the teachers speak many of the languages that their learners also speak, they use only English in their interaction with their learners during lesson times. Extracts 18–19 below are typical examples of the teacher ideologies and stances adopted by the participants:

> *Extract 18*
>
> *I think I haven't found the need for using their languages, you know, because initially I told myself if learners don't understand me in English that's when I will try in other languages like isiZulu, but I haven't found the need to do that. So far, I've been strictly teaching in English and it's working. Yeah, do it, do it. But I haven't found the need but when they start failing, I may resort to it – to explain things in isiZulu.*

The participant in Extract 18 above explains that he has not found the need for teaching in the learner's languages. He says he had thought that if his learners do not understand him when he teaches in English, he would try teaching them in other languages but up to the time he was being interviewed, he had not seen the need to do that. He says he had been teaching strictly in English and that it had been working well for him. He however says when his learners start failing then he may resort to explaining the content of his subject in Isizulu. Note that the participant uses the term

"may" which gives a non-committal stance towards the use of the learner languages even if they start failing. Another point to note is that the teacher is reactive and not proactive. He will only act when the students start failing. His normal practice will be to teach in English only. Upholding a similar ideology and stance is the participant in the extract below:

Extract 19

I am a science teacher, but I know that before I teach science, I am also a language teacher because science is taught in a language, right? So, because I want them to be fluent in English which is the language *of the school and the language, we teach in.*

We need the learner to acquire the language he will be assessed in, so we don't compromise, we teach in that language.

In extract 19 above, the participant explains that he teaches science but that also, he teaches science in a language. He sees himself as one with the responsibility to help his learners acquire improved skills in English language use. He explains that the learner needs to acquire the language he will be assessed in. Here we see a science teacher who believes he understands language acquisition and how he can help his learners acquire the language of assessment.

Thus, the teacher's stance is to use English "without compromise" in his science lessons.

6.7.3 English only policy.

All the three teachers showed that they were conformists who obliged to and followed the school language policy of English only for all subject except during the teaching and learning of Afrikaans. Extracts 20 – 21 below are typical examples:

Extract 20

In our school, the language is English Home Language. We are expected to teach all subjects in English at the highest level possible.

All subjects ……only in Afrikaans and Isizulu can one teach in a different language. I used to teach in other languages, well not teach but explain concepts and I was called by the

office and told I must not use other languages ……Yes, the use of other languages is strictly forbidden. I teach only in English now

The participant in Extract 20 above gives an account of her school, that they have chosen English taught at home language level. She further states that as teachers they are expected to teach all other subjects using English at that level.

However, the participant uses the words "highest level possible." This indicates that the participant or the school authorities that prescribe the use of English Home Language for teaching across all subjects are aware that the level of English proficiency of the teacher and that of the learners is not at "native" proficiency level hence the use of the word possible. The participant goes on to explain that she used to explain concepts in other languages but was asked not to by the school authorities. The participant pauses after saying this as if to hear my reaction to this to which I do not react at all but listen attentively. She goes on to say they are not allowed in this school to use other languages. To show that the school enforces this policy the participant uses the words "strictly forbidden". Because of the school policy that restricts the use of other languages, the teacher has stopped explaining concepts in other languages and teaches in English only.

The word 'now" reveals that before being invited to the office and asked not to use other languages, this practice was normal to her. This is indicative of the fact that although most of the teachers have the language skills, they can use to make content accessible to the learners or to make teaching and learning effective, they may not use these skills to the pressure to conform to school rules or policies. The example below is typical:

Extract 21

Today I was invigilating, and a learner raised their hand and asked for the meaning of the word chores. I could only explain in English, and I could see the learner could not get the meaning of the word even after I had explained to them but I could not do anything…. I could not explain in their language although I know it. We have no choice but to stick to the rules (smiles)".

Here the participants explains that she was invigilating an examination and one of the learners did not know the meaning of the word chores and asked for an explanation. The participant says she gave the explanation of the word in English but could see that the learner did not get it. She

however did not explain the word in a language familiar to the learner even if she knows the language because it is simply not allowed in the school. Thus, one sees a teacher with the linguistic skills that she can employ to help a learner understand the test she is taking but the pressure to adhere to the school rule on language use forces them to neglect the child. In this instance the teacher is forced not to demonstrate his being, the ability to use multiple languages, when it is needed the most. The learner is thus denied an opportunity to excel in the name of observing the school policy on how languages must be used even though there is a teacher who can offer this language. In a scenario like this one can safely conclude that both the teacher and the learner have been denied the opportunity to practice their identity for effective teaching and learning to take place.

6.7.4 Ideologies about learner languages

Another idea that constantly came up in discussions with all the three participant is the view that learner languages are inadequate or lack the capacity to talk about complex ideas. The extracts below exemplify this ideology:

> *Extract 22*
>
> *Using their languages will cause a lot of confusion because, like some of the concepts you only find them in the English language, and you don't find them in their languages. So, trying to use them in the Science or technology or computer class will cause a lot of confusion. However, you can use examples from what they can see, and it will be helpful but not teach concepts. For example, this area is dry and many of our kids come from the Florida area which is close to lakes. I can tell them that plants that grow in the wet areas close to where they live will not grow well here, in this area. That example they can understand but teaching Science concepts like real Science in any language not English I don't think it's possible. The poor learners will be confused shame.*

In the extract above the participant explains that using the learners' languages will cause confusion as there are concepts that have terms that can only be found in English and not in the languages the learners speak. The participant sees the languages as deficient or inadequate to explain Science, technology and computer knowledge concepts leading to some confusion for learners. The participant however thinks it is possible to use the knowledge the learners have seen or experienced

from the contexts where they live to teach Science. He gives the example of using the example that plants that grow well near the river or lake will not grow well in dry places. He says the learners will be able to comprehend this example as these are things that they see all the time. However, he is positive that "real Science" cannot be taught in any language that is not English. He goes on to say the "poor learners" will be confused if one was to attempt to teach them Science in their own languages. The participant uses the word poor as in to show the pity he feels for the learners and their deficient languages. In the same vein the extract below extends a similar view:

Extract 23

In the South African context, I don't think that it is going to be possible to use our languages to teach because the local languages are not well developed. So they do not have the concepts that we have or rather that we use for the Natural Sciences.

The participant here declares that it is not possible to use the learners' languages here in South Africa to teach as the local languages are not well developed. The participant goes to note that the languages do not have the vocabulary that can be used in the teaching of Natural Sciences.

The participant uses the words, "not possible" to show that it is not practical to use the local languages in the teaching of science. One sees here a teacher who sees no way of integrating the languages the learners bring to the classroom for the teaching of science.

6.7.5 Multiple languages restricted by curriculum.

Another recurrent theme was the idea that the curriculum *demands* would not be achieved if teachers use two languages. The extract below is typical:

Extract 24

Besides the school rules that emphasise that we teach in English only, one might want to teach in the languages of these learners, but the truth is that using two languages wastes time …. you know the CAPS document. Everything must be done and be completed at specific times and if you use two languages you won't finish the work and when common tests and examinations come, the learners will fail, and you know mosi they will say you were not teaching.

The participant notes that besides wanting to adhere to the school policy on language use, using the learner's languages is time consuming. The participant uses the words "wastes time." This is indicative of a person who does not see any value in the practice hence the choice of the word waste. Moreover, although there is evidence that the participant is also multilingual and can speak the languages that the learners speak, he refers to the languages of the learners as "the languages of these learners." The participant here uses "othering" to refer to the learners. He dissociates himself form the learners and their languages practices even though he shares some of the languages with these learners. A stance showing that even where possible, the participant is so used to teaching in English he does not seem to want to teach in any other language. The participant goes on to explain that the structure of the CAPS curriculum is not flexible. The curriculum states what must be taught and when it must be taught. The participant explains that failure to comply to this would mean learners will not perform well in common tests and examinations. He highlights that this can be seen as that he was not teaching adequately.

6.7.6 Attitudes to first additional languages

Another important finding from the interviews with the teacher participants is the issue of attitude towards a language and the problem of choosing the best language to take at the first additional level. Firstly, participants generally reported that the learners have a negative attitude towards their own languages. They do not want to be taught in their own languages and would not participate if asked to use their languages. The participant talks about this and other observations in extract 25 below:

Extract 25

Here is what I have noticed. The learners do not want to use their languages in class.

I don't teach in their languages but occasionally I ask them …. What do you call this in your language? They all do not know. They do not want to be taught in their languages. Here we offer them Isizulu and Afrikaans as first additional languages. They all choose Afrikaans as their first additional language, but they perform badly there. They all choose Afrikaans. I think it is because they think the ability to speak the language is associated with finding employment post high school, I don't know. We have parents coming to complain that their kids are failing Afrikaans here but were doing well in the language in the primary school.

They also refuse to have them changed to Isizulu. It's complicated madam. But I think the main problem is that the High school teacher does not translate whereas the primary school teachers translate …. so, they pass in the primary school. Not here…

The participant reports that he has noticed that learners do not want to engage in the class using their languages. He says they fail to give English equivalent words in their languages. He takes this to mean that they do not want to be taught in their languages. The participant adds that when they arrive for high school, they are given a chance to choose between taking Afrikaans or Isizulu, which is their language, as a first additional language. He observes that none of the learners choose Isizulu even though it is their home language. They choose Afrikaans but they struggle to pass the language. Although they also become worried about their children's performance in Afrikaans, parents do not want their children to be moved from Afrikaans to Isizulu. The teacher postulates this might be informed by the myth that competence in Afrikaans opens opportunities for work post Matric. The participant continues to say that he suspects that what makes learners perform poorly in Afrikaans as they enter the secondary schooling years is the fact that the teaching methods are different. He argues that the learners do well in the primary school as they get support from their teachers in the form of translations. This means that Afrikaans becomes accessible to them during the primary schooling years because it is translated into a language that they speak, and in this case, it is English. The participant ends up by saying it is all very complicated.

Speaking on the same issue and shedding light on the complications that the other participant failed to explain, another participant explains in extract 26 below:

Extract 26

When they come to the high school, they think why not continue with Afrikaans, only to find the opposite, that now the Afrikaans teacher that the Afrikaans teacher uses strictly Afrikaans, no translation to English. Then they go to Zulu, which is a language they have never learnt before, the Zulu teacher also speaks strictly Zulu and there is no translation to English but it is better because it is their home language, and they can respond. But now, Zulu is a new subject to them. They do not know how to write in the language. They are forced to stay in Zulu but the results……. they still do not do well there….and they move back to Afrikaans. It's a huge challenge ma'am.

In the extract above, the participant explains that when learners arrive at the secondary school, they all choose Afrikaans as it will be the first additional language that they have learnt in primary school. However, they find out that the teacher does not translate into English, he or she teaches strictly in Afrikaans. The learners then change from Afrikaans to Isizulu. The Isizulu teacher strictly teaches in Isizulu as well, but the learners can at least talk as this is a language they speak outside class and at home. However, as the learners will be learning Isizulu for the first time they are not familiar with the orthography of the language. They, therefore, underperform in this language as well. Thus, the issue of which language to take at the first additional level is critical. Parents and learners need to make an informed decision about which language to take as an additional language during the early grades.

6.8 Conclusion

The teachers themselves are multilingual and speak the languages that their learners speak. However, all three teacher participants adopt monolingual teaching stances when teaching their students. This is informed by the school rules on language use and the teachers conform to this rule even when they see the need to use the languages spoken by the learners. The hegemony of the English language is seen across all the three subjects. The three teachers strictly adhere to an English only policy in practice. However, they are aware that their learners are multilingual and they use their languages flexibly when outside classroom settings to communicate effectively but they do not allow them to do the same to access subject content.

Another issue that comes up in this chapter is the ideology that learners are supposed to be taught in the language that they are going to be assessed in for them to do well academically. This view contradicts the recommendations of research carried out in multilingual settings where the recommendation is that children should be allowed to use the languages, they know fluently to access content as this will enable them to get a deeper understanding of the content for meaningful output during assessments.

CHAPTER 7: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

The aim of this study was to investigate the experiences and affordances of using more than two languages for literacy development in a Johannesburg multilingual school. This chapter gives a general summary of all the chapters and the objectives of the study. The chapter further gives a summary of the major findings of the study and highlights the recommendations emerging out of these findings. At the end, the chapter offers recommendations for further research.

7.2 Summary of the Study

The summary of the study is offered in the section below:

The first chapter of this study offered the statement of the problem. It identified literacy as a challenge for multilingual learners in all schooling subjects. Although this was identified as a challenge at all levels, the challenge was seen to be more acute at the early secondary schooling years. This challenge continues to worsen as the cognitive demands of texts at higher levels increases. This results in many children dropping out of school in the early secondary school years and, if they remain in school, their performance continues to be below accepted standards leading to limited opportunities in civic opportunities beyond school. Although research has a wealth of evidence that engaging learners in pedagogies that tap on their full communicative repertoires like translanguaging has academic benefits for learners who speak other languages than the LoLT, there is paucity of research in a South African context with learners in the early secondary school years. Translanguaging work is concentrated in the early schooling years (grades 1-3 and 6) and the FET years and early University years. Translanguaging work has not adequately addressed the challenges in the intermediate schooling years (grade 7 – 9). Furthermore, very little translanguaging work has focused on subjects representing the core areas of the schooling curriculum at this level, i.e., the social sciences, languages, and sciences. There is a need to understand how the learners in the middle schooling years' experience literacy multilingually and what the affordances of this are.

The chapter also goes on to present the objectives of the study. There were five objectives, namely:

To examine teachers' pedagogical practices of multilingualism in selected subjects;

To determine grade 8 learners' experiences and reactions to multilingual stimuli in selected subjects;

To explore the funds of knowledge brought into classroom and outside of classroom literacy events;

To establish multilingual affordances in selected subjects; and

To assess the extent to which mediated translanguaging impacts on learners' engagements with subject matter in selected subjects.

To achieve the first objective of the study, the researcher engaged in teacher observations after which a semi–structured interview was held. The teachers were also asked to do metacognitive reflections where they were asked to look back at the decisions they took while they were teaching and why they took those decisions.

Regarding the second objective, the study shows that learners report that it is difficult to understand content given in one language, English. They advocate for the use of their own languages particularly when new or difficult content is introduced or being taught. There is therefore a need to be wary of the language practices particularly in contexts where the majority if not all the learners do not speak the language of the school. Besides showing the difficulty in retained content taught monolingually, learners mentioned that this drains their motivation to learn. There is therefore a need to include learners' ways of knowing in teaching if they are to remain motivated to learn and to do so effectively.

The third objective was achieved through conducting a mediated translanguaging lesson, which involved lesson observations and semi structured interviews. Learners showed that they bring many resources in their identity kits that can be leveraged for effective teaching and learning. These include among others the linguistic, the gestural, the cultural and personal experiences. The learners bring a wealth of linguistic resources which they use mostly in their outside the classroom, interactions. The fourth objective of the study was achieved through a survey. The survey indicated very deep levels or a very rich multilingual contexts for both participants, that is, teachers and students alike. No learner in this context is monolingual. Similarly, no teacher is monolingual. The lowest number of languages spoken by participants is 3 and the highest number of languages spoken is 8. This is indicative of a context which is very rich linguistically. However, the study

found that these languages are not used for literacy development in any of the three subjects that were observed for this study.

The last objective involved engagement with metacognitive reflections written after the mediated translanguaging lessons. These reflections revealed that learners found that it was easy to understand subject content when they were allowed to negotiate the meaning of texts using all the communicative skills available to them. Most learners indicated how they could easily comprehend content in a subject which had always been difficult for them. Thus, the use of turn and talk in your own language, an UT strategy, impacted positively on learner comprehension of subject matter.

Chapter 2 reviewed the literature that informed the conceptual, the theoretical and analytical framework of this study. Although the chapter reviews various local and international research which indicates the efficacy of translanguaging as a pedagogical strategy for learners who speak languages other than the language of the school, the chapter identified several gaps in the body of research. Firstly, there is paucity of ethnographic studies focusing on learners who speak more than two languages to understand how learners with complex linguistic repertoires negotiate meanings of texts across the curriculum. Secondly, translanguaging work has ignored early secondary school learners in urban settings in the South African context. Further, there is paucity of longitudinal studies with studying this phenomenon. Studies reviewed are too short and are haphazard. The has not been a consistent agenda to address issues of language for literacy development across different grades. Also concerning, is bias towards qualitative studies. Most of the studies available adopt qualitative methods. As a result, studies have not had the rigor that is needed to impact on policy and practice. It is against this background, that this ethnographic case study has filled this gap by investigating the experiences and affordances of using more than two languages for literacy development in a Johannesburg multilingual school.

Chapter 3 discusses the research methodology that was used in this study. The study was largely qualitative but employed a sequential mixed methods approach with a small section of quantitative measures to offer the study some depth and to give the researcher some confidence in the claims made in the study. Accordingly, the study began with a survey of a large group which was reduced in staggered ways. This will be discussed below. The study adopted an ethnographic case study design. This design was seen as suitable to address the objectives and the questions asked in this study. The ethnographic case study enabled the researcher to immerse herself in the daily literacy

experiences and performances of the participants to get an insider's view of the meanings they attach to the way do literacy in this context. Multistage sampling procedures were used as the purpose of sampling was different at each stage. The school was purposefully chosen as the it mirrors the multilingualism of the city of Johannesburg by housing all the country's official languages and those spoken in surrounding countries. The class that took part in the study was also purposefully chosen as the class had the lowest number of learners. This was carried out to deepen the interactions between the researcher and the participants. Out of the nine subject's participants did the researcher purposefully chose three subjects which might be seen as representing the base of the grade 8 curriculum, the linguistic, the social and the natural sciences. Accordingly, three subjects were chosen, and these were English, Natural Sciences and Social Sciences. Convenience sampling was used to choose the teachers who took part in this study. The teachers who taught the three chosen subjects were invited to take part in the study. Lastly, purposive sampling was used to choose the learners who participated in the metacognitive reflections and focus group discussions which took place after the translanguaging mediated lesson.

The chapter also discussed the data collection tools and analysis. Data analysis was ongoing throughout the research and reiterative. Cresswell's (2017) data analysis spiral was adopted and adapted for the purposes of data analysis. The chapter also offers information on ethical considerations that were observed during the study as participants were humans and most of them were minors.

The major findings of the study are summarized in **chapters 4, 5 and 6** and are highlighted in the section that follows.

7.3 Summary of the Major Findings of the Study

The aim of the study was to investigate the experiences and affordances of using more than two languages for literacy development for grade 8 learners in a Johannesburg multilingual school. The major findings of the study are:

- There are very high levels of multilingualism at both the individual and the community level. Both teachers and learners are multilingual. However, this is resource for learning is not leveraged on for literacy development.

- The hegemony of English is overpowering. Despite the fact that the teachers and the learners ae aware that they speak the same multiple languages. Although teachers are aware that learners bring a wealth of linguistic diversity within their classrooms, there is no attempt to leverage on learner languages during teaching.

- School monolingual language policies and rules affect teacher stances. Although teachers are speakers of multiple languages, they do not use this as a resource for teaching and learning. Instead, they adhere to school policies and rules of using only one language for communication within the school. Removal or relaxation of such limiting rules can allow teachers to leverage these languages for effective learning and teaching.

- Teachers are not prepared adequately for the diversity within contemporary classrooms. They do not have the adequate skills or are not equipped to teach linguistically diverse students.

- Signage and postings and warning signs in the school are in one language only, English. Thus, the school does not reflect the linguistic diversity that it houses. There is only one sign where three languages, English, Afrikaans and Isizulu is used in the school. This is a warning about electricity. The covid 19 warning signs and expected protocols were also entirely in English and not any other language. This may be seen as extremely excluding as learners may be disadvantaged in getting full information in the best ways to protect themselves for example in a pandemic situation.

- No learner work displayed on classroom notice boards in any language. The study recommends that the be more work written by learners displayed on the classroom word walls. Further, work written in English could be translated into different languages and be displayed in class to represent the languages available in that class.

- Learners demand that they must be allowed a wide variety of languages to choose from as additional languages. The study recommends that the school offers a wide range of South African official language and not just limit learners to Isizulu and Afrikaans as this marginalizes the languages of many learners who come to this school.

- Learners reported that they do not fully comprehend the languages of the school. This means that full epistemic access is denied for most of these learners. The recommendation

to this finding is that the school relaxes the English only policy to allow the use of all the learner languages for effective teaching and learning.

- Outside classroom settings or in unmonitored zones the learners use their languages flexibly created a beautiful buzz of languages. However, in classroom settings this beautiful buzz is destroyed by the strict rule that only one language may be used for communication. This limits the learner's engagement with learning content and compromises epistemic access. The study recommends the relaxation of language use within the school from an English only zone to include the language skills learners bring to the classroom.

- Learners have negative attitudes towards the use of their languages in academic settings. Learner's demand and want to be allowed to learn or discuss content in languages accessible to them.

- Learners use English only when monitored. When in unmonitored contexts, they use languages flexibly. In the process of using languages flexibly they communicate effectively and meaningfully.

- Besides not allowing the students to use their languages and have no signage in the learners' languages save for one poster, there are no reading materials in the school library that are written in the languages of the learners.

7.4 Recommendations of the Study

Out of the findings above, the study makes significant recommendations for practice and for further research. These recommendations will be reported on below:

7.4.1 Recommendations for practice

- School policies and rules on language use must reflect the diversity of the context in which the school is set. This means, in a context where many languages are spoken, school rules must be set to include all these languages for effective teaching and learning and to enable learners to have humanizing schooling experiences that afford them identity positions that will enable them to pass at school. To begin with, there should be a language objective among the lesson objectives. This means that, teachers should intentionally and consciously prepare

to include and engage learners epistemically using the languages that are accessible to them for effective teaching and learning.

- The study recommends opening of learning spaces to include as much of the language skills that the learners bring to the classroom. This will enable learners to have deeper levels of understanding of taught or learnt content and achieve at acceptable level.

- The school ecology must reflect the linguistic diversity within the school by displaying signage and notices in most official languages to represent the cohort of students within the school. This will make learners feel at home or welcome within the school, a feeling that can translate to improved academic performance.

- There is need for texts in the learners' languages. Even though these languages are not to be used in the keeping, the literature from these languages will help keep them alive.

- Intervention for learners identified as at risk of failing should be carried out early in the year so that learners in need of such interventions spend the first quarter of the year without receiving help. This will make them fail to ever catch up with their peers. Intervention must be proactively organized not be reactive to learner poor performance.

- Preservice teachers must be equipped with skills to teach multilingual learners in current classrooms. Similarly, practicing teachers must be given in service teacher training that is informed by current research informing them or giving them skills to address the linguistic diversity that is within contemporary classrooms.

7.4.2 Recommendations for further research

- There is need for more ethnographic studies that give multilingual learners a voice so that we can learn about their experiences and educational needs so we can address these accordingly. There are a lot of myths that we have about learners because we have not afforded them a voice to communicate with us. For example, all the teacher participants thought that learners do not want to use their languages, but it became clear in the interaction with the learners that they value their languages and want to be taught and to learn these languages. There is therefore a need for longitudinal ethnographic studies that center the learner.

- This study was confined to a single class of grade 8 learners in a single school. The study was short and was carried out at the peak of a global pandemic. Similar ethnographical studies in like contexts in other metro cities might yield informative and interesting results.

7.5 Conclusion

The study aimed to explore the affordances and experiences of using multiple languages with Grade 8 learners in a multilingual school in Johannesburg. Underpinned by a sociolinguistic view to language and learning the study adopted translanguaging and Ubuntu translanguaging as both conceptual and theoretical frameworks. Findings indicate very pervasive multilingual levels within this context with all participants with some speaking at least two languages and some speaking up to eight languages. However, despite this linguistic diversity, English remains the dominant language. The study recommends that governments, policy makers and educationists recognize the learner's linguistic profiles and embrace the learner language practices through translanguaging within the classroom to improve teaching and learning and to offer more humanizing schooling experiences for multilingual leaners.

Although the study found that translanguaging could be a better pedagogical practice in this context, the study problematizes the translanguaging model that refers to multilingualism as the ability to speak two languages as this is not the reality of the context in Africa. The study recommends that the theory of translanguaging needs to delve deeper to adequately address the needs of learners in contexts with dynamic multilingualism. Overall, this study sheds light on the complex and dynamic nature of language practices in multilingual contexts and calls for a more nuanced approach to language policy and practice in education.

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APPENDICES

APPENDIX 1: GDE RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

814141112

GDE RESEARCH APPROVAL LETTER

Date:	23 June 2020
Validity of Research Approval:	04 February 2020 -30 September 2020 2019/487
Name of Researcher:	Matariro M
Address of Researcher:	15 Palala Street
	Brackendowns
	Alberton
Telephone Number:	0836203907/078763833
Email address:	mariyenim@gmail.com
Research Topic:	***Investigation of complex multilingual practices of learners and teachers in a Johannesburg School.***
Type of qualification	PHD
Number and type of schools:	1 Secondary School
District/s/HO	Johannesburg District

Re: Approval in Respect of Request to Conduct Research

Making Edducation a Societal Priority
Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith-Tshabalala@gauteng.gov.za
Website: vnw.education.gpg.gov,za

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply DE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.
4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that

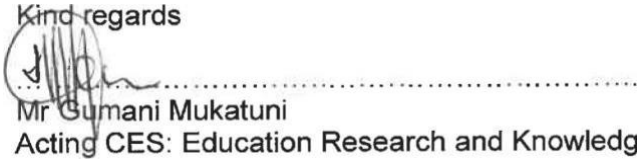
the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.

6. A letter/ document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may cany out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undettaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni
Acting CES: Education Research and Knowledg

Knowledge Management

DATE: 201961.4020

APPENDIX 2: GDE RESEARCH REQUEST FORM

Request to conduct research in institutions and/or offices of the Gauteng Department of Education

Particulars of the researcher

1.1	**Details of the Researcher**	
a) Surname and Initials:		MATARIRO
b) First Name/s:		M.
c) Title (Prof/Dr/Mr/Mrs/Ms):		MRS
d) Student Number:		718392
e) SA ID Number:		7711060955189
f) Work permit no. (If not SA citizen)		
1.2	**Private Contact Details**	
a. Home Address		***c. Postal Address (if different)***
15 PALALA STREET		
BRACKENDOWNS		
ALBERTON		
b. Postal Code: 1448		***d. Postal Code:***
e. Tel: 0871531690		***f. Cell:***
g. Fax:		***h. E-mail: mariyenim@gmail.com***

1. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	**Purpose of the Research (Place a cross where appropriate)**	
Undergraduate Study – Self		
Postgraduate Study – Self		
Private Company/Agency – Commissioned by Provincial Government or Department		
Private Research by Independent Researcher		
Non-Governmental Organisation		
National Department of Education		
Commissions and Committees		
Independent Research Agencies		
Statutory Research Agencies		
Higher Education Institutions only		
2.2	**Full title of Thesis / Dissertation / Research Project**	
An investigation into the literacy practices of adolescents at a multilingual school in Johannesburg.		
2.3	**Value of the Research to Education (Attach Research Proposal)**	
2.4		**Date**
***a. <u>Estimated</u> date of* completion of research in GDE Institutions**		**Dec 2021**
***b. <u>Estimated</u> date of* submission of Research Report /Thesis/Dissertation and Research Summary to GDE:**		**Dec 2022**
2.5	**Student and Postgraduate Enrolment Particulars**	
a. Name of institution where enrolled:		University of the Witwatersrand
b. Degree / Qualification:		PhD

c. Faculty and Discipline / Area of Study:	LANGUAGE IN EDUCATION
d. Name of Supervisor / Promoter:	Prof. LEKETI MAKALELA

2.6	**Employer (or state Unemployed / or a Full Time Student) : FULL TIME STUDENT**
a. Name of Organisation:	
b. Position in Organisation:	
c. Head of Organisation:	
d. Street Address:	27 St Andrews Road
	Parktown
e. Postal Code:	0117173154
f. Telephone Number (Code + Ext):	
g. Fax Number:	
h. E-mail address:	718392@students.wits.ac.za

2.7	**PERSAL Number (GDE employees only)**

2. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

2.1 ***Questionnaire/s (If Yes, supply copies of each to be used)***

YES	**X**	**NO**	

2.2 ***Interview/s (If Yes, provide copies of each schedule)***

YES	**X**	**NO**	

2.3 ***Use of official documents***

YES		**NO**	**X**
If Yes, please specify the document/s:			

2.4 ***Workshop/s / Group Discussions (If Yes, Supply details)***

YES	**X**	**NO**	

2.5 ***Standardised Tests (e.g. Psychometric Tests)***

YES		**NO**	**X**
If Yes, please specify the test/s to be used and provide a copy/ies			

3. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

3.1 ***<u>TYPE</u> and <u>NUMBER</u> of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)***

INSTITUTIONS	Write NUMBER here
Primary Schools	
Secondary Schools	2

ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Districts and / or Head Office	

3.2 Name/s of institutions to be approached for research (Please complete on a separate sheet if space is found to be insufficient).

Name/s of Institution/s
JOHN ORR SECONDARY SCHOOL
NOORDGESIG SECONDARY SCHOOL

3.3 District/s where the study is to be conducted. ***(Please indicate by placing a cross alongside the relevant district/s)***

District/s			
Ekurhuleni North		**Ekurhuleni South**	
Gauteng East		***Gauteng North***	
Gauteng West		***Johannesburg Central***	**X**
Johannesburg East		***Johannesburg North***	
Johannesburg South	***X***	***Johannesburg West***	
Sedibeng East		***Sedibeng West***	
Tshwane North		***Tshwane South***	
Tshwane West			

If Head Office/s (Please indicate Directorate/s)

3.4 Approximate number of learners to be involved per school (Please indicate the number by gender: M- Male and F- Female)

Grade	*1*		*2*		*3*		*4*		*5*		*6*	
Gender	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Number												

Grade	*7*		*8*		*9*		*10*		*11*		*12*	
Gender	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Number			**20**	**20**								

3.5 Approximate number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	*Educators*	*HODs*	*Deputy Principals*	*Principal*	*Lecturers*	*Office Based Officials*
Number	**3**	**X**	**X**	**X**	**X**	**X**

3.6 Letters of Consent (Attach copies of Consent letters to be used for Principal, SGB and all participants. For learners also include parental consent letter). Are the participants to be involved in groups or individually?

Groups	**X**	*Individually*	

3.7 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes for ALL participants)

Participant/s	Activity	Time
Learners and teachers	Interviews	30 minutes
Learners	Focus Group Discussions	30 minutes

3.8 Time of day that you propose to conduct your research.

SEE Condition 5.4 on Page 7

***Before* school hours**		***During school hours (for limited observation only)***	**x**	***After* School Hours**	***x***

3.9 School term/s during which the research would be undertaken

First Term	***x***	***Second Term***	***x***	***Third Term***	

4 CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

1) ***The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.***
2) ***The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;***
3) ***Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an***

amended Research Approval letter may be requested to conduct research in the following year.

4) ***Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.***
5) ***The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.***
6) ***Research may only be conducted <u>BEFORE or AFTER</u> school hours so that the normal school program is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.***
7) ***Items 3 and 6 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and paid for by the Gauteng Department of Education.***
8) ***It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.***
9) ***The researcher is responsible for supplying and utilizing her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.***
10) ***All research conducted in GDE Institutions is anonymous. The names and personal details of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may neither be asked nor appear in the research title, report / thesis/ dissertation or GDE Research Summary.***
11) ***On successful completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template). Failure to submit these documents may result in future permission being withheld, or a fine imposed for BOTH the Researcher and the Supervisor.***

12) ***Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a GDE Summary.***

13) ***The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned;***

6. DECLARATION BY THE RESEARCHER	
6.1 I declare that all statements made by myself in this application are true and accurate.	
6.2 I have read, understand and accept ALL the conditions associated with the granting of approval to conduct research in GDE Institutions and I undertake to abide by them. I understand that failure to comply may result in permission being withdrawn, further permission being withheld, a fine imposed and legal action may be taken against me. This agreement is binding.	
6.3 I promise once I have successfully completed my studies, (before graduation) or on successful project completion, to submit electronic copies of my Research Report / Thesis / Dissertation as well a GDE Summary on the GDE template sent to me with my approval letter or found on www.education.@gpg.gov.za	
Signature:	**M. Matariro**
Date:	**20 June 2020**
7. DECLARATION BY SUPERVISOR / LECTURER / PROMOTER	
7.1 I declare that: (Name of Researcher) Mariyeni Matariro	
7.2 is enrolled at the institution / employed by the organisation to which the undersigned is attached.	
7.3 The questionnaires / structured interviews / tests meet the criteria of: • ***Educational Accountability;*** • ***Proper Research Design;*** • ***Sensitivity towards Participants;*** • ***Correct Content and Terminology;*** • ***Acceptable Grammar;*** • ***Absence of Non-essential / Superfluous items;*** • ***Ethical clearance***	
7.4 The student / researcher has agreed to ALL the conditions of conducting research in GDE Institutions and will abide by them.	
7.5 I will ensure that after success completion of the research degree / project / study an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent to the GDE. Failure to submit the Research Report, Thesis, Dissertation and Research Summary	

may result in: permission being withheld from BOTH the student and the Supervisor in future and a fine may be imposed.	
7.6 Surname of the Supervisor :	**Prof. L. Makalela**
7.7 First Name/s of the Supervisor :	**Leketi**
7.8 Title:	**Professor**
7.9 Institution / Organisation:	**University of the Witwatersrand**
7.10 Faculty / Department:	**Languages, Literacies and Literatures**
7.11 Telephone:	**0117173002**
7.12 E-mail address:	**Leketi.makalela@wits.ac.za**
7.13 Signature:	**L. Makalela**
7.14 Date:	**20 June 2020**

APPENDIX 3: ETHICS CLEARENCE CERTIFICATE

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Matariro

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H20/05/23**
PROJECT TITLE	An investigation on literacy practices of multilingual adolescent learners in a Johannesburg school
INVESTIGATOR(S)	Mrs M Matariro
SCHOOL/DEPARTMENT	Education/
DATE CONSIDERED	22 May 2020
DECISION OF THE COMMITTEE	Approved Risk Level: Minimal
EXPIRY DATE	02 September 2023

DATE 03 September 2020 **CHAIRPERSON** _____
(Professor J Knight)

cc: Supervisor : Prof 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 resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

_____ _____/_____/_____
Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX 4: SCHOOL PRINCIPAL INFORMATION LETTER



School of Education, 27 St Andrews Road, Parktown, 2163

John Orr Technical High School

Empire and Owl Street
Milpark, Johannessbrg, 2006

14 April 2020

Dear Sir/Madam,

Re: Permission to conduct research at John Orr Technical High School

My name is Mariyeni Matariro.

I am studying a PhD in the School Of Education at the University Of the Witwatersrand. I am seeking permission to do research at your school. My research is entitled: ***Investigation of complex multilingual practices of learners and teachers in a Johannesburg School'***.

The research involves observing adolescents as they learn three subjects, namely English, Social Sciences and Natural Sciences. The main focus of this being to examine how reading literacy is taught across the curriculum to get a panoramic view of the reading literacy practices within the school and particularly among multilingual learners, reading literacy is one of the most important academic competencies for learners at all levels during their academic journeys and it is important that teachers and researchers work together to find ways in which it can be taught effectively.

As children enter the senior phase the variety and complexity of texts they are expected to purposely and strategically engage in and understand requires higher levels of reading skills than can be sufficiently addressed in the elementary grades. This challenge significantly affects learners who speak languages other than

English. As a result, multilingual learners achieve at lower levels in all the subjects. It is against this backdrop that this study seeks to investigate the experiences and affordances of using more than two languages for literacy development for grade 8 learners in your school.

The research seeks to come up with practical recommendations for strategies that can be used to effectively teach multilingual learners.

The reason why I have chosen your school is because it houses most of the languages spoken in the country with the exception of sign language and will give a good representation of the challenge's multilingual learners experience in their attempt to read with meaning across the

curriculum. It is because of this reason that I am inviting your school to participate in this research.

I will invite one class of grade 8 learners and their English, Social Sciences and Natural Sciences teachers to participate in this study. If they agree, they will be asked to be observed during lessons, answer questionnaires; be interviewed and to engage in focus group discussions. All data collection will take place on the school premises during school hours. Participant's responses will be audio and video recorded.

The research will entail collecting data from three teachers who teach the subjects mentioned above and one class of Grade 8's. If they agree, they will be asked to answer one leaner questionnaire which will take 5-10 minutes of their time; be interviewed for 15 — 20 minutes for learners and a maximum of 30 minutes for teaches. Learners will also be asked to engage in 3D-minute focus group discussions and metacognitive reflections. I also request permission to get access to this particular classes' records to learn about the languages they use and their academic performance.

Under the national COVID19 regulations all this data will be collected using contact free methods like a video camera for observations and a telephone for interviews. For focus group discussions learners will use cellphones and emails for metacognitive reflection. I will also ask Parent, Leaner and Teacher information

and consent to be sent to the participants via the methods the school is using under lockdown. The research will not disrupt any school activities because of this angle influenced by the lockdown regulations.

Participants will be asked to give their written or verbal consent before the research begins. Their responses will be treated confidentially, and identities (their names and the name Of the school) will be anonymous. Individual privacy will be maintained in all published and written data resulting from the study. The results will be communicated in a dissertation available on the University website and academic journals.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. However, since permission to carry out this study was granted by the DBE, learners who will present with learning difficulties will be referred to the relevant department for further assistance. The participants will not be paid for this study. All research data will be data collected will be kept for 3 — 5 years in a passworded computer.

I therefore request permission in writing to conduct my research at your school. The permission letter should be on your school's headed paper, signed and dated, and specifically referring to myself by name and the title of my study. 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) I l 717 1408, email hrecnon-medicallöwits.ac.za

Yours sincerely,



Mariyeni Matariro 78392@students.wits.ac.za

011 717 3154/0787638330

Supervisor: Prof Leketi Makalela leketi.makalela@wits.ac.za

0117173002

APPENDIX 5: INFORMATION AND CONSENT FORM FOR PARENTS



Information Sheet for Parents

Good day,

My name is Mariyeni Matariro, and I am a PhD student in Language and Literacy Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating literacy practices under the supervision of Prof. L. Makalela. The aim of this research project is to aims to investigate the experiences and affordances of using more than two languages for literacy development for grade 8 learners in a Johannesburg multilingual school.

As part of this project, I would like to invite you to give your child permission (consent) to take part in this study although she will also be asked to agree (give assent). I am inviting your child to participate by being observed while they learn, answering interview questions, filling out a questionnaire and taking part in a focus group discussion. I will also ask the school to supply me with the learner record of marks so I can have a clear picture of their academic performance.

Besides the observation that will require that I observe the whole lesson, all the other activities will take around 30 minutes. With your permission, [would like to do all this using digital devices like a video camera for lesson observation and a cellphone for interviews, focus group discussions and metacognitive reflections. This is in line with the national regulations to be followed during the covid19 lockdown.

There will be no personal costs to your child if she participates in this project. She will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not Choose to have them participate or if they withdraw from the study. Your child may withdraw at any time or decide not to answer any question if she does not want to. All the information collected for this study will be completely confidential and anonymous as I will not be asking for your name

or any identifying information. The information given to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your child's participation in my final research report. If your child experiences any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. The data collected from this research project will be stored in passworded computer and will be kept for 3-5 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)1 1 717 1408, email hrecnon-medical@wits.ac.za

Yours sincerely,



Mariyeni Matariro
718392@students.wits.ac.za
01 17173154

Supervisor: Prof Leketi Makalela, leketi.makalela@wits.ac.za, 011 717 3002

Parent's Consent Form

Please fill in and return the reply slip below indicating your willingness to allow your child to participate in the research project called:
Investigation of complex multilingual practices of learners and teachers in a Johannesburg school.

I_____ the parent of_____

Permission to review/collect documents/artifacts Circle one

I agree that my child's (Tests results) can be used for this study only. YES/NO

Permission to observe my child in class

I agree that my child may be observed in class. YES/NO

Permission to be audiotaped

I agree that my child may be audiotaped during interview or observations. YES/NO

I know that the audiotapes will be used for this project only
Permission to be interviewed/ engage in focus group discussions YES/NO

I agree that my child may be interviewed telephonically for this study. YES/NO

I know that he/she can stop the interview at any time and doesn't have to answer all the questions asked. YES/NO

Permission for questionnaire/test

I agree that my child may fill in a question and answer sheet

Informed Consent for this study. YES/NO

Permission to be videotaped

I agree my child may be videotaped in class. YES/NO

I know that the videotapes will be used for this project only. YES/NO

- my child's name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- he/she does not have to answer every question and can withdraw from the study at any time.
- he/she can ask not to be audiotaped, photographed and/or videotape all the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX 6: INLIGTING EN TOESTEMMINGS VORM VIR OUERS

(INFORMATION AND CONSENT FORM FOR PARENTS)



Inligting blad vir ouers

Goeie dag,

My naam is Mariyeni Matariro en ek is 'n PhD-student in Taal- en Geletterdheidsonderrig aan die Universiteit van die Witwatersrand, Johannesburg. As deel van my studies moet ek 'n navorsingsprojek aanpak, en ek ondersoek geletterdheidspraktyke onder leiding van prof.L. Makalela. Die titel van my navorsing is: 'n Ondersoek na meertalige geletterdheidspraktyke van adolessente leerders in 'n Johannesburgse skool. Die doel van hierdie navorsingsprojek is om die ervarings en bekostigbaarheid van die gebruik van meer as twee tale vir geletterdheidsontwikkeling vir graad 8-leerders in 'n Johannesburgse veeltalige skool te ondersoek.

As deel van hierdie projek wil ek jou uitnooi om jou kind toestemming (toestemming) te gee om aan hierdie studie deel te neem, alhoewel sy ook gevra sal word om in te stem (instemming gee). Ek nooi u kind uit om deel te neem deur waargeneem te word terwyl hulle leer, onderhoudvrae te beantwoord, 'n vraelys in te vul en aan 'n fokusgroepbespreking deel te neem. Ek sal ook die skool vra om die leerderrekord van punte aan my te verskaf sodat ek 'n duidelike prentjie van hul akademiese prestasie kan hê.

Behalwe vir die waarneming wat sal vereis dat ek die hele les waarneem, sal al die ander aktiwiteite ongeveer 30 minute neem. Met jou toestemming wil [dit alles doen deur digitale toestelle soos 'n videokamera vir leswaarneming en 'n selfoon vir onderhoude, fokusgroepbesprekings en metakognitiewe refleksies te gebruik. Dit is in ooreenstemming met die nasionale regulasies wat tydens die covid19-inperking gevolg moet word.

Daar sal geen persoonlike koste vir u kind wees as sy aan hierdie projek deelneem nie. Sy sal geen direkte voordele uit deelname ontvang nie, maar daar is geen nadele of boetes as jy nie kies om

hulle te laat deelneem nie of as hulle aan die studie onttrek. Jou kind kan enige tyd onttrek of besluit om geen vraag te beantwoord as sy nie wil nie. Al die inligting wat vir hierdie studie ingesamel word, sal heeltemal vertroulik en anoniem wees aangesien ek nie vir jou naam of enige identifiserende inligting sal vra nie. Die inligting wat aan my gegee word, sal veilig gehou word en nie aan enigiemand anders bekend gemaak word nie. Ek sal 'n skuilnaam (vals naam) gebruik om u kind se deelname aan my finale navorsingsverslag voor te stel. Indien u kind enige nood of ongemak op enige stadium in hierdie proses ervaar, sal ons die onderhoud stop of 'n ander keer hervat.

Indien u enige vrae het tydens of daarna oor hierdie navorsing, kontak my gerus op die besonderhede hieronder gelys. Hierdie studie sal as 'n navorsingsverslag geskryf word wat aanlyn beskikbaar sal wees deur die universiteitsbiblioteek se webwerf. Die data wat van hierdie navorsingsprojek ingesamel word, sal op 'n rekenaar met 'n wagwoord gestoor word en sal vir 35 jaar bewaar word. Indien u enige bekommernisse of klagtes het rakende die etiese prosedures van hierdie studie, is u welkom om die Universiteit Mensnavorsingsetiekkomitee (Nie-Medies), telefoon te kontak.+27(0) 1 1 717 1408, e-pos hrcnon-medical@wits.ac.za

Die uwe,



Mariyeni Matariro
718392@students.wits.ac.za, 011 717 3154
Supervisor: Prof Leketi Makalela, leketi.makalela@wits.ac.za
011 717 3002

Ouerse toestemmings vorm

Vul asseblief die antwoordstrokie hieronder in en stuur dit terug wat jou bereidwilligheid aandui om jou kind toe te laat om deel te neem aan die navorsingsprojek genaamd:

Ondersoek na komplekse meertalige praktyke van leerders en onderwysers in 'n Johannesburgse Skool.

Ek ---------- ouer van ----------

Toestemming om dokumente/artefakte te hersien/versamel Omkring een

Ek stem in dat my kind (toetsresultate) vir hierdie kring een gebruik kan word slegs studeer. JA/NEE

Toestemming om my kind in die klas waar te neem JA/NEE

Ek stem in dat my kind in die klas waargeneem mag word.

Toestemming om op oudio opgeneem te word JA/NEE

Ek stem in dat my kind tydens onderhoud of waarnemings op oudio-opname opgeneem mag word.

JA/NEE

Ek weet dat die oudiobande slegs vir hierdie projek gebruik sal word

Toestemming om onderhoude te voer/ betrokke te raak by fokusgroepbesprekings JA/NEE

Ek stem in dat daar telefonies onderhoude met my kind gevoer mag word vir hierdie studie.
Ek weet dat hy/sy die onderhoud enige tyd kan staak en hoef nie JA/NEE te doen nie beantwoord al die vrae wat gevra word. JA/NEE

Toestemming vir vraelys/toets. Ek stem in dat my kind 'n vraag-en-antwoordblad mag invul Ingeligte toestemming my kind se naam en inligting sal vertroulik en veilig gehou word en dat my naam en die naam van my skool nie bekend gemaak sal word nie vir hierdie studie.

Toestemming om op video opgeneem te word JA/NEE

Ek stem saam my kind mag in die klas op video opgeneem word. JA/NEE

Ek weet dat die videobande slegs vir hierdie projek gebruik sal word. JA/NEE

- hy/sy hoef nie elke vraag te beantwoord nie en kan enige tyd aan die studie onttrek.
- hy/sy kan vra om nie op oudio-opname, gefotografeer en/of video-opname te word nie.
- al die data wat tydens hierdie studie ingesamel is, sal binne 3-5 jaar na voltooiing van my projek vernietig word.

Teken ---------- Datum ----------

APPENDIX 7: INFORMATION AND CONSENT FORM FOR TEACHERS



Teacher Information Sheet

Good day

My name is Mariyeni Matariro and I am a PhD student in Language and Literacy Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating how reading is taught under the supervision of Prof. L. Makalela. The title of my research is: ***Investigation of complex multilingual practices of learners and teachers in a Johannesburg School'***.. The aim of this research project is to investigate the experiences and affordances of using more than two languages for literacy development for grade 8 learners in a Johannesburg multilingual school.

As part of this project, I would like to invite you to take part in this study by being observed while you teach, answering interview questions and metacognitive reflections. Besides the observation that will require that I observe the whole lesson, the other two activities will take around 30 minutes. With your permission, I would like to do all this using digital devices like a video camera for lesson observation, a cellphone for interviews and email for metacognitive reflections. This is in line with the national regulations to be followed during the covid19 lockdown.

There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The observed lesson, the interview and the metacognitive reflections will be completely confidential and anonymous as I will not be asking for your name or any identifying information. The information you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process,

we will stop the interview or resume another time. A summary of the results of the study will be shared with you as part of social responsibility to improve learning and teaching as applicable.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. The data collected from this research project will be stored in passworded computer and will be kept for 3-5 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

If you agree to participate in this study, please complete the consent form below.

Yours sincerely,

Mariyeni Matariro
718392@students.wits.ac.za
0117173154

Supervisor: Prof Leketi Makalela
leketi.makalela@wits.ac.za
011 717 3002

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Teacher Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

Investigation of complex multilingual practices of learners and teachers in a Johannesburg School.

I, _____ give my consent for the following:

Permission to review/collect documents/artifacts	**Circle one**
I agree that the records of marks can be used for this study only.	YES/NO

Permission to observe you in class

I agree to be observed in class. YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

Permission to be interviewed

I would like to be interviewed telephonically for this study. YES/NO

I know that I can stop the interview at any time and don't have to answer all the questions asked. YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped/videotaped.
- all the data collected during this study will be destroyed within 3-5 years after completion of the project.

Sign_____ Date_____

APPENDIX 8: INFORMATION AND CONSENT FORM FOR LEARNERS



Learner Information Sheet

Good day

My name is Mariyeni Matariro and I am a PhD student in Language and Literacy Education at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating how reading is taught under the supervision of Prof. L. Makalela. The title of my research is: ***Investigation of complex multilingual practices of learners and teachers in a Johannesburg School***.The aim of this research project is to investigate the experiences and affordances of using more than two languages for literacy development for grade 8 learners in a Johannesburg multilingual school.

As part of this project, I would like to invite you to take part in this study being observed while you learn, answering interview questions and metacognitive reflections, filling out a questionnaire and allowing me to access your marks. Besides the observation which requires that I observe the whole lesson, the other activities will take around 20 minutes each. I would like to have two 15 – 20-minute interviews with you, 5- 10 minutes to complete a questionnaire and 15 – 20 minutes where you write a reflection (kind of a diary entry) on one of the lessons I would have observed or participated in. With your permission, I would like to do all this using digital devices like a video camera for lesson observation and a cellphone for interviews, focus group discussions and metacognitive reflections. This is in line with the national regulations to be followed by researchers during the COVID19 pandemic and the lockdown.

There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation but there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. All the data collected will be completely confidential and anonymous as I will not be asking for your name or any identifying information. The information

you give to me will be held securely and not disclosed to anyone else. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, we will stop the interview or resume another time.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report which will be available online through the university library website. The data collected from this research project will be stored in passworded computer and will be kept for 3-5 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

If you assent (agree) to take part in this study, please fill in the assent form below.

Yours sincerely,

Mariyeni Matariro
718392@students.wits.ac.za

011717 3154

Supervisor: Prof Leketi Makalela
leketi.makalela@wits.ac.za
011717 3002

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Learner Assent Form

Please fill in the reply slip below if you agree to participate in my study called:

Investigation of complex multilingual practices of learners and teachers in a Johannesburg School.

Permission to review/collect documents/artifacts	**Circle one**
I agree that my records of marks can be used for this study only.	YES/NO

Permission to observe you in class

I agree to be observed in class.	YES/NO

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson	YES/NO
I know that the audiotapes will be used for this project only	YES/NO

Permission to be interviewed

I would like to be interviewed telephonically for this study.	YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked.	YES/NO

Permission for questionnaire

I agree to fill in a question and answer sheet or write a test for this study.	YES/NO

Permission to be videotaped

I agree to be videotaped in class. YES/NO

I know that the videotapes will be used for this project only. YES/NO

Informed assent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotaped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX 9: LEERDERNLIGTING EN INSTEMMING VORM (INFORMATION AND ASSENT FORM FOR LEARNERS)

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Leerder inligtings blad

Goeie dag,

My naam is Mariyeni Matariro en ek is 'n PhD-student in Taal- en Geletterdheidsonderrig aan die Universiteit van die Witwatersrand, Johannesburg. As deel van my studies moet ek 'n navorsingsprojek aanpak, en ek ondersoek hoe lees onderrig word onder leiding van prof. L. Makalela. Die titel van my navorsing is: **Ondersoek na komplekse meertalige praktyke van leerders en onderwysers in 'n Johannesburgse Skool**.

Die doel van hierdie navorsingsprojek is om die ervarings en bekostigbaarheid van die gebruik van meer as twee tale vir geletterdheidsontwikkeling vir graad 8-leerders in 'n Johannesburgse veeltalige skool te ondersoek.

As deel van hierdie projek wil ek jou graag uitnooi om deel te neem aan hierdie studie wat waargeneem word terwyl jy leer, onderhoudvrae en metakognitiewe refleksies beantwoord, 'n vraelys invul en my toegang gee tot jou punte. Behalwe vir die waarneming wat vereis dat ek die hele les waarneem, sal die ander aktiwiteite ongeveer 20 minute elk neem. Ek wil graag twee onderhoude van 15 – 20 minute met jou hê, 5- 10 minute om 'n vraelys te voltooi en 15 – 20 minute waar jy 'n refleksie (soort van 'n dagboekinskrywing) skryf oor een van die lesse wat ek sou waargeneem het of Met jou toestemming wil ek dit alles doen deur gebruik te maak van digitale toestelle soos 'n videokamera vir leswaarneming en 'n selfoon vir onderhoude,

fokusgroepbesprekings en metakognitiewe refleksies. Dit is in ooreenstemming met die nasionale regulasies wat deur navorsers gevolg moet word tydens die COVID19-pandemie en die inperking.

Daar sal geen persoonlike koste vir jou wees as jy aan hierdie projek deelneem nie. Jy sal geen direkte voordele uit deelname ontvang nie, maar daar is geen nadele of boetes as jy nie kies om

deel te neem nie of as jy aan die studie onttrek. Jy kan enige tyd onttrek of geen vraag beantwoord as jy nie wil nie. Al die data wat ingesamel word, sal heeltemal vertroulik en anoniem wees aangesien ek nie vir jou naam of enige identifiserende inligting sal vra nie. Die inligting wat jy aan my gee, sal veilig gehou word en nie aan enigiemand anders bekend gemaak word nie. Ek sal

'n skuilnaam (vals naam) gebruik om jou deelname aan my finale navorsingsverslag voor te stel. As jy enige nood of ongemak op enige stadium in hierdie proses ervaar, sal ons die onderhoud staak of 'n ander keer hervat.

Indien u enige vrae het tydens of daarna oor hierdie navorsing, kontak my gerus op die besonderhede hieronder gelys. Hierdie studie sal as 'n navorsingsverslag geskryf word wat aanlyn beskikbaar sal wees deur die universiteitsbiblioteek se webwerf. Die data wat van hierdie navorsingsprojek ingesamel word, sal op 'n rekenaar met 'n wagwoord gestoor word en sal vir 35 jaar bewaar word. Indien u enige bekommernisse of klagtes het rakende die etiese prosedures van hierdie studie, is u welkom om die Universiteit Mensnavorsingsetiekkomitee (Nie-Medies), telefoon te kontak.+27(0) 11 717 1408, e-pos aan hrcnon-medical@wits.ac.za

As jy instem (instem) om aan hierdie studie deel te neem, vul asseblief die instemmingsvorm hieronder in.

Die uwe,

Mariyeni Matariro

718392@students.wits.ac.za

0117173154

Studieleier: Prof Leketi Makalela leketi.makalela@wits.ac.za

0117173002

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Leerder Instemmings vorm

Vul asseblief die antwoordstrokie hieronder in as jy instem om deel te neem aan my studie genaamd:

Ondersoek na komplekse meertalige praktyke van leerders en onderwysers in 'n Johannesburgse Skool.

Toestemming om dokumente/artefakte te hersien/versamel. Omkring een

Ek stem in dat my rekords van punte slegs vir hierdie studie gebruik kan word. JA/NEE

Toestemming om jou in die klas waar te neem

Ek stem in om in die klas waargeneem te word. JA/NEE

Toestemming om op oudio opgeneem te word

Ek stem in om tydens die onderhoud of waarnemingsles op oudioband opgeneem te word JA/NEE

Ek weet dat die oudiobande slegs vir hierdie projek gebruik sal word JA/NEE

Toestemming om ondervra te word

Ek wil graag telefonies ondervra word vir hierdie studie. JA/NEE

Ek weet dat ek die onderhoud enige tyd kan staak en hoef nie te doen nie

beantwoord al die vrae wat gevra word. JA/NEE

Toestemming vir vraelys

Ek stem in om 'n vraag-en-antwoordblad in te vul of 'n toets vir hierdie studie te skryf. JA/NEE

Toestemming om op video opgeneem te word

Ek stem in om in die klas op video opgeneem te word. JA/NEE

Ek weet dat die videobande slegs vir hierdie projek gebruik sal word. JA/NEE

Ingeligte instemming Ek verstaan dat:

- my naam en inligting sal vertroulik en veilig gehou word en dat my naam en die naam van myskool nie bekend gemaak sal word nie.
- Ek hoef nie elke vraag te beantwoord nie en kan enige tyd aan die studie onttrek.
- Ek kan vra om nie oudio-opgeneem, gefotografeer en/of videoband te word nie
- al die data wat tydens hierdie studie ingesamel is, sal binne 3-5 jaar na voltooiing van my projek vernietig word.

Teken_____ Datum_____

APPENDIX 10: LEARNER SURVEY ON LANGUAGE USE

Investigation of complex multilingual practices of learners and teachers in a Johannesburg School.

Learner Survey on Language Use

Below you will respond to questions about your use of languages. There is no wrong or right answer and please be as truthful as possible. The answers you give will not be used for any other purpose other than for this study. Your choices are organized as follows:

Strongly Agree= 5; Agree=4; Neutral 3; Disagree=2 and Strongly Disagree=1

Circle the number that best represent your answer.

1.1 I speak more than 2 languages:

1---------2----------3----------4--------5

1.2. I prefer to use English all the time.

1---------2----------3----------4--------5

1.3. I prefer to use more than one language for communication in the school yard.

1---------2----------3----------4--------5

1.4. I prefer to use my home language/s only

1---------2----------3----------4--------5

1.5. I understand all the official languages of the School.

1---------2----------3----------4--------5

1.6. I chat to my friends on social media using the school official language.

1---------2----------3----------4--------5

1.7. I chat to my friends using my home language

1---------2----------3----------4--------5

1.8. I use the school official language at school only.

1---------2----------3----------4--------5

1.9. I listen to TV and radio programs in all the languages.

1---------2----------3----------4--------5

1.10. I read texts in all the languages

1---------2----------3----------4--------5

1.11. I am a (circle the correct one).

Boy
Girl

1.12. 1 am ---------- years old.

THANK YOU VERY MUCH FOR YOUR TIME!

APPENDIX 11: LEERDEROPNAME OORR TAALGEBRUIK (LEARNER SURVEY ON LANGUAGE USE)

Ondersoek na komplekse meertalige praktyke van leerders en onderwysers in 'n Johannesburgse Skool.

Leerderopname oor taalgebruik

Hieronder sal jy reageer op vrae oor jou gebruik van tale. Daar is geen verkeerde of regte antwoord nie en wees asseblief so eerlik as moontlik. Die antwoorde wat jy gee sal vir geen ander doel anders as vir hierdie studie gebruik word nie.

Jou keuses is soos volg georganiseer:

Stem heeltemal saam = 5; Stem saam=4; Neutraal 3; Stem nie saam=2 en Stem heeltemal saam=1

Omkring die nommer wat jou antwoord die beste verteenwoordig.

1.1 Ek praat meer as 2 tale:

1--------2--------3--------4--------5

1.2. Ek verkies om heeltyd Engels te gebruik

1--------2--------3--------4--------5

1.3. Ek verkies om meer as een taal vir kommunikasie op die skoolwerf te gebruik

1--------2--------3--------4--------5

1.4. Ek verkies om net my huistaal/tale te gebruik

1--------2--------3--------4--------5

1.5. Ek verstaan al die amptelike tale van die Skool.

1--------2--------3--------4--------5

1.6 . Ek gesels met my vriende op sosiale media deur die skool se amptelike taal te gebruik.

1--------2--------3--------4--------5

1.7. Ek gesels met my vriende deur my huistaal te gebruik

1--------2--------3--------4--------5

1.8. Ek gebruik slegs die skool se amptelike taal by die skool.

1--------2--------3--------4--------5

1.9. Ek luister na TV- en radioprogramme in al die tale.

1--------2--------3--------4--------5

1.10. Ek lees tekste in al die tale

1--------2--------3--------4--------5

1.11. Ek is 'n (omkring die regte een).

meisie	
seutnjie	

1.12. Ek is ---------- jaar oud.

BAIE DANKIE VIR JOU TYD!

APPENDIX 12: LEARNER METACOGNITIVE REFLECTIONS PROMPT

Metacognitive Reflections

Learners will be given the question below to guide them as they write their metacognitive reflections on the mini translanguaging lessons and the focus group discussions.

1. What were your best or worst moments during your use of more than one language in class and focus group discussions which were held this week? Give as many details as possible and use any language/s you are comfortable with to speak and write about your experiences. (Your response can be as long as you wish.)

Thank you very much for your time.

APPENDIX 13: LEERDER METAKOGNITIEWE REFLEKSIES VRAAG (LEARNER METACOGNITIVE REFLECTIONS PROMPT)

Ondersoek na komplekse meertalige praktyke van leerders en onderwysers in 'n Johannesburgse Skool.

Metakognitiewe refleksies

Leerders sal die onderstaande vraag kry om hulle te lei terwyl hulle hul metakognitiewe refleksies oor die mini-transtaallesse en die fokusgroepbesprekings skryf.

1. Wat was jou beste of slegste oomblikke tydens jou gebruik van meer as een taal in klas- en fokusgroepbesprekings wat hierdie week gehou is? Gee soveel besonderhede as moontlik en gebruik enige taal/tale waarmee jy gemaklik is om oor jou ervarings te praat en te skryf. (Jou antwoord kan so lank wees as wat jy wil.)

Baie dankie vir jou tyd.

APPENDIX 14: SEMI-STRUCTURED LEARNER INTERVIEW GUIDE

The following will be shared with the learners well before the interview date to enable them to think about their answers without pressure.

- learners will also be informed that participation is voluntary and can be withdrawn at any time during the research period.
- Assurance about confidentiality in the write up will be confirmed.
- Learners will also be informed that they are not coerced to answer all the questions given. They were also informed that they can choose not to answer questions they are not comfortable in answering.

1. How old are you?
2. How many languages can you speak?
3. How do you use these languages or where and when do you use these languages?
4. Do you think you use language the same when you are here at school and when you are at home. How?
5. We only offer English and Afrikaans as languages and subjects here. How does this make you feel?
6. Let's say you have been given the opportunity to decide on how we must use languages in the school. What are the things that you will change
7. Do you think using your home language for learning has advantages or not. Why?

BYLAE 15: SEMI-GESTRUKTUREERDE LEERDER ONDERHOUD GIDS

Die volgende sal lank voor die onderhoudsdatum met die leerders gedeel word om hulle in staat te stel om sonder druk oor hul antwoorde te dink.

- leerders sal ook ingelig word dat deelname vrywillig is en te eniger tyd gedurende die navorsingsperiode teruggetrek kan word.
- Versekering oor vertroulikheid in die opskrywing sal bevestig word.
- Leerders sal ook ingelig word dat hulle nie gedwing word om al die vrae wat gegee word, te beantwoord nie. Hulle is ook ingelig dat hulle kan kies om nie vrae te beantwoord wat hulle nie gemaklik is om te beantwoord nie.

1. Hoe oud is jy?
2. Hoeveel tale kan jy praat?
3. Hoe gebruik jy hierdie tale of waar en wanneer gebruik jy hierdie tale?
4. Dink jy jy gebruik taal dieselfde as jy hier by die skool is en wanneer jy by die huis is. Hoe?
5. Ons bied hier slegs Engels en Afrikaans as tale en vakke aan. Hoe laat dit jou voel?
6. Kom ons sê jy het die geleentheid gekry om te besluit oor hoe ons tale in die skool moet gebruik. Wat is die dinge wat jy sal verander 7. Dink jy dat die gebruik van jou huistaal vir leer voordele het of nie. Hoekom?

APPENDIX 16: QUESTIONNAIRE FOR TEACHERS

1. Teacher Biographical Information

Age: _____

Gender: _____

Qualification(s): (Please list all the qualifications you hold that help in the teaching of your subject)

_____
_____
_____
_ _____

Year(s) Obtained

_____
_____
_____
__ _____

Number of years teaching: _____

Number of years teaching Grade 8: _____

Languages spoken: (Please tick against all the languages you can speak/ use.

1.Afrikaans	2. English
3.IsiNdebele	4. IsiXhosa
5.Isizulu	6. Sesotho
7. Sesotho sa Leboa	8. Setswana
9. siSwati	10. South African Sign Language
11. Tshivenda	12. Xitsonga

Any other languages spoken not on the list above: (Please write them)

_____

2. Teacher pedagogical practices of literacy development

(a) Are there any levels of literacy you expect your learners to bring to the classroom as they enter Grade 8?

_____
_____
_____
_____
_____
_____

(b) Do they all the learners meet these levels? If not, what is carried out to address this challenge?

_____
_____
_____
_____
_____
_____
_____
_____

(c) How do you develop literacy in your subject area?

_____
_____
_____
_____

(d) What resources are available in the school to develop literacy in your subject area and how do you use them?

_____

_____

_____

3. Teacher views on language, adolescence and literacy

(a) Of the languages you listed above which ones do you use to teach in your subject and why?

_____

_____

_____

_____

_____

(b) Do you think the language of learning and teaching is a factor in influencing the learners access (understanding) to learning and teaching content in your subject at Grade 8 level? Why or why not?

_____

_____

_____

_____

(c) What other factors do you think affect learning at Grade 8 level?

_____

_____

_____

(d) How can these challenges be addressed?

_____

_____

_____

_____

(e) Grade 8's are adolescents. Are there any challenges that they present in learning in your subject area that you think may be related to this stage in growing up? If so, how do you address these challenges?

Thank you very much for your time

APPENDIX 17: SEMI – STRUCTURED INTERVIEW GUIDE FOR TEACHERS

Teacher Interview guide

The following will be shared with the teacher well before the interview date to enable them to think about how their backgrounds, ideologies and experiences shape their pedagogical practices of multilingual literacies within their subject of expertise. This guide will be given before the interview date so they can prepare adequately for the interview.

- Teachers will also be reminded that participation is voluntary and can be withdrawn at any time during the research period.
- Assurance about confidentiality in the write up will be confirmed.
- Teachers will also be reminded that they are not coerced to answer all the questions given. They were reminded that they can choose not to answer some questions they would be feeling uncomfortable to answer.

Questions Related to theoretical framework

What role do you think the home has in literacy development in general?

What role do you think the home has in literacy development in your subject area?

1. Should there be a link in what is taught at school and the context in which it is taught?
2. Should the culture and the context in which a school is situated inform how things are carried out at school? Why / Why not?
3. Do you see any links between your subject content and the learners experiences / background knowledge?
4. Have you noticed differences in language use for different situations purposes (in and out of class). What is your comment on that? **Questions related to the objectives of the study**
5. How many languages can you speak?
6. How do you use these languages for teaching or in your class?
7. How many languages are brought into your class by your learners?
8. How are these languages used for literacy development within your subject?
9. Are there different levels of grasping of subject content in relation to the language used?
10. Is there anything that the learners bring to the classroom in the form of home experiences that you leverage on in teaching the content of your subject?

APPENDIX 18: LANGUAGE USE IN TEACHING OBSERVATION FORM

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
Teacher uses translanguaging strategies to convey subject content in comprehensible and coherent units.				
Teacher's questioning techniques encourage critical engagements in the LoLT and in learner's HL's				
Learners are allowed to support each other in HL and to translanguage during discussions to promote understanding of subject content.				
Learners are allowed to move between languages to complete difficult tasks.				
In assessment for learning, all student's language practices are engaged to offer feedback for comprehensive learning of subject content.				
Teacher displays flexibility by using a variety of teaching and learning strategies, e.g making linguistic adjustments to ensure students grasp subject content.				
Modifies materials to suit the learner's cultures, experiences and ways of being for effective teaching and learning.				

APPENDIX 19: LESSON OBSERVATION GUIDE

Observation Guide Template

Date				
Location				
Time (start to end)				
Area of Observation: Classroom				
	Always	**Often**	**Sometimes**	**Never**
Teacher pedagogical practices				
1. Teacher talk for basic classroom talk like greetings is carried out in multiple languages.				
2. Instructions for lesson development / class activities are conveyed using multiple languages.				
3. Subject content is taught using multiple languages.				
4. Teacher encourages multilingual discussions/ talk within the lesson.				

5. Teacher encourages pair / group discussions in multiple languages.				
6. Non engaged learners are encouraged to participate in languages accessible to them.				
7. Feedback is given in language (s) that cater for the linguistic diversity in the class.				
8. Use of languages none other than the school LoLT is not controlled by the teacher.				
9. Robust class discussions using multiple languages are encouraged.				

REFLECTIONS

APPENDIX 20: ENVIRONMENT OBSERVATION GUIDE

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
1. Signs within the school are in languages other than the schools LoLT.				
2. Notices and newsletters are multilingual (i.e, in languages other than the schools LoLT).				
3. Classrooms, the school library and other educational				
4.Materials available within the school are in languages other than the schools LoLT				
OTHER SCHOOL ACTIVITIES/FUNCTIONS				
1. The school celebrates the cultures and histories of all the learners				
2. Learners are encouraged to learn about the languages, cultures and histories of their classmates.				
3. Immigrant cultures, languages and experiences are also acknowledged and celebrated.				

APPENDIX 21: ARTEFACTS: TEACHER FILE

Planning and Preparation

	Strongly agree	**Agree**	**Disagree**	**Strongly disagree**
Planning for lessons reflects connections with learner's ways of being, cultures, lived experiences and language practices.				
Learner's linguistic and cultural repertoires are catered for in lesson presentation				
Lesson delivery demonstrates the consideration of varying levels of proficiency in the LoLT for different learners.				
Texts selected for use have connections with learner backgrounds, interests and LoLT proficiency levels.				
Students' prior knowledge, cultures, lived experiences, ways of knowing and being and				
Funds of knowledge form the basis for the introduction of new content.				
Revision of assessments is informed by student performance and language practices.				

Teacher Reflection

Teacher reflection of own practice is thoughtful and has suggestions for how to incorporate learners' experiences/ ways of being when appropriate.				
Maintains a file with comprehensive records of student's progress to inform intervention.				
Engages with families of students in various ways to support comprehensive student learning. e.g. help with homework, teacher aides, translation, etc.				

APPENDIX 22: THE WARNING SIGN

