

UNIVERSITY OF THE WITWATERSRAND

**Multilingual performances of grade six immigrant learners: An examination of
translanguaging as a transformative approach**

A RESEARCH REPORT SUBMITTED BY **CLARAH DHOKOTERA (719331)**, TO
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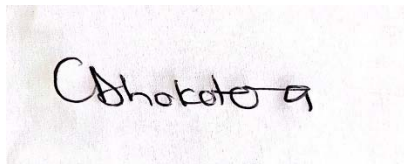
ABSTRACT

The aim of this study was to investigate the utility of translanguaging in transforming the learning of multilingual immigrant children from other African countries in South Africa. This is a South-South immigration situation where horizontal migration creates complex linguistic climates in the classrooms. This situation has been addressed through the administration of multilingual tutorials. Two theories are discussed: the translanguaging theory and Bakhtin's theory of heteroglossia to explain how they relate to the immigrants' linguistic practices. Through a mixed-methods study design, an explanatory sequential design was followed. A double t-test was used to determine the performances of the learners at the experimental school and at the control school before the intervention. The translanguaging intervention was administered only at the experimental school to 56 immigrant learners. To augment data from the t-test the interviews, observations, multilingual tutorials, and stimulated recalls were done with four teachers, grade six immigrant learners, and two principals. The main finding of the study is that translanguaging when used with immigrant children is an effective pedagogy for decolonizing, for cross bordering, cross-cultural bordering, and for epistemic and identity affirmation of the multilingual children. In the current study, it has proved to be a more effective pedagogy, and it is recommended for use in the context of the study. Translanguaging can be a useful tool for learner integration, and it is also important to enhance teacher expertise in order to meet the 21st multilingual complexity which includes immigrant languages. Translanguaging is a more transformative strategy and can disrupt the traditional ideologies that may have been acquired by the teachers and administrators during their teacher training. These traditional methodologies do not match the current linguistic needs of the classrooms. However, there is a need for a model for teacher training that is based on the principles of the translanguaging pedagogy so as to effectively engage with language issues of the South-South migration. It is further recommended that policies move away from strict conceptions of languages and, in the host countries of the immigrants, to much more dynamic and flexible policies that allow language repertoires rather than single languages. Finally, there is a need for further research to explore the effectiveness of translanguaging on the teacher where the teachers are trained to deliver it over a much longer time and are able to handle this by themselves.

DECLARATION

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

Signature of candidate.....

A photograph of a handwritten signature in black ink on a light-colored surface. The signature reads "C Dhokotera" in a cursive style.

Full name: Clarah Dhokotera

Year: 2022

DEDICATION

I dedicate this work to my parents, the late Patrick Muchangani Maposa for his fathering blessings, and my Mother AmaDuve Chishongo Chavasikana, who did the most memorable work to get me the best education she could afford as a widow. She is my ultimate inspiration through her hardworking and strong characteristics. Her words in my adolescence still echo in my mind, 'Mwanasikana wangu verengai mabhuku mukaita husimbe munodyiwa naanapongwe.'

I also dedicate this study to my husband, Moses Tatenda Paurosi Dhokotera for his unwavering support and love for education. He walked me throughout this journey and helped me in the times when it was hard and seemed impossible and when I felt could not go any further. His presence became more inspiring, and he motivated me to forge ahead and not look back. He was the best person on my journey.

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Finally, I also dedicate this thesis to the Karavina family, the late Mbuya Marosa Lucia Chando and Sekuru Jairosi Karavina, my mother's parents who gave me guidance and care after the death of my father. You are still greatly appreciated!

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List of Abbreviations

StatsSA- Statistics South Africa

ACFTA -Africa Continental Free Trade Area

PFMP-Protocol for Movement of any Person

SLA- Second Language Acquisition

TL- Translanguaging

CLIL- Content Language Integrated Learning

UTL- Ubuntu Translanguaging

ELL -English Language Learners

LEP -Limited English proficiency

DBLP- Dual Bilingual Language Programme

CHAPTER 1

INTRODUCTION

1.1 Background of study

Migration has been a global norm and so is multilingualism (Coady, 2017). The notion of migration is not a new worldwide phenomenon; it is as old as the nation-state itself (Amin, 1995). Throughout world history, there has been a record of movement of people across nations in search of basic needs like food, shelter, security and friendly weather. In this sense, even today, people in the different parts of the world are still transiting for different reasons. In the majority of cases, migration is not a voluntary decision, but a strategy prompted by desperation, extreme poverty, and instability caused by wars. Migration refers to the movement of people from one place to another with the intention of settling temporarily or permanently in a new location; and this may involve long distances to other countries or regions (Vandeyar, 2014). In fact, reasons and modalities of migration differ considerably from state to state.

Research has estimated that by 2012, two hundred and fourteen million people did not live in their country of birth and this figure includes millions of children, who have either migrated with their parents or are unaccompanied (Eurostat, 2017; Baartjes, 2012). In Europe, the numbers of the resettled refugees in 28 countries, rose from 4.825 in 2008 to 14.205 in 2016 (Eurostat., 2017). Therefore, it is noticeable that there has been large mobility of people in the European region between 2015 and 2016. In the United States, Florida has the fourth largest immigrant population (followed by California, Texas, and New York), with approximately 20% of its 18 million residents born outside of the United States (Coady & de Jong, 2015). In Africa, the proliferation of pastoralism and agriculture in the last millennium has shaped the geographic distribution of the present-day African population and its genetic and linguistic diversity (Schlebusch & Jakobsson, 2018).

The development of farming did not only cause dramatic transformations in the environment but also had a striking impact on the linguistic demography of human

societies across the globe. Previous studies in genetics show that the present distribution of Bantu-speaking populations is largely a consequence of the movement of people (Schlebusch, & Jakobsson, 2018). This movement influenced the diffusion of languages as well as cultures. Besides the migration being a massive process, it was complicated and versatile in Southern Africa (Amin, 1995). South-eastern Bantu language speakers who today live in South Africa, Mozambique, and Zimbabwe are predicted to be a mix of three different inferred dispersal routes from central Africa (Schlebusch, & Jakobsson, 2018). It is therefore evident that the language borders have always been porous and fluid. However, it is the colonial boundaries that seem to exert this linguistic separation in societies. Since migration has been an ongoing process in African societies up to the present day, it means the migration issues such as multilingualism and linguistic diversity have to be explored further. This will enable research to unearth and understand the linguistic realities of the present-day immigrants.

Currently, South Africa has approximately 1.6 million documented immigrants (Statistics South Africa Community Survey, 2016). About 75.3% of immigrants living in South Africa are from African countries and of these 68% are from the Southern Africa Development Community region (StatsSA Community Survey, 2016). Migrants to South Africa mainly come from countries such as Mozambique (58%), Lesotho (14%), and Zimbabwe (10%) (Unaccompanied Minors Report 2007 and UNICEF 2009). There has been an extraordinary upsurge in the number of African immigrants flocking to South Africa and these include refugees, asylum seekers and skilled immigrants (Mahembe, 2015). This trend emerged with the demise of apartheid in 1994. Formerly, the apartheid system had forbidden the influx of professional immigrants from other African countries into South Africa. The country is regarded as rich and well industrialised because its economy is perceived as highly developed in sub-Saharan Africa (Vandeyar, 2014). Given the above statistics, it becomes evident that migration has become one of the defining issues of the 21st century. With the increased migration, issues of diversity and multilingualism are unstoppable and consequently these issues are also able to transform the economic, social and political structures of society. Migrants may bring in expertise, skills and economic investments, whilst socially they also bring along cultural and linguistic

traditions of their countries of origin. Eventually, those in power are compelled to review their policies to accommodate the emerging diversity. Immigrants are therefore essential, unavoidable and potentially beneficial to the economic and social life of their host countries. From this perspective, their acceptance becomes inevitable, normal and very vital (Kalitanyi, 2010)

1.2 Young Immigrants and migration

What is often overlooked in the process of migration is that in many cases the immigrants travel with their families including children of school-going age. Migration also involves children with or without their parents, unaccompanied or refugee children (Baartjees, 2012). According to the United Nations (2017), there were about 9, 5 million immigrant children in Asia, 7, 2 million in Europe, and 4 million in the African region by 2017. These children were below the age of eighteen and as per The United Nations Convention on the Rights of Child definition (UNDESA, 2017, UNICEF, 2018) a child is defined as any person below the age of eighteen. Research in South Africa reports that African immigrants relocate to escape the burdens which they encounter in their countries of origin (Mohamed, 2015). These immigrants usually cross the borders with their families, including young children for whom they want to access better opportunities through attending school in the host countries. Therefore, the coming in of immigrant children has an impact on the education systems of the host countries in many ways. The immigrants create super-diverse classrooms with complex multilingualism and thus hybrid language practices are experienced within language classrooms (Garcia, 2009). As emerging multilinguals, it is vital for research to broaden and deepen so as to shed light on immigrants' learning trajectories and hence address the issues of social justice as they come into the new learning environments.

1.3 Migration, diversity, and multilingualism

As human migration takes place, languages and cultures also move from their named spaces flexibly into new spaces to create fluid/porous linguistic and cultural boundaries (Makalela, 2013). The 21st century linguistic environment is so complex, such that in the 196 countries there are 6500 languages that are used or spoken (Coady, 2017).

Undoubtedly, this shows that there are many more languages than countries in the world, which implies that almost every country in the world is multilingual. Globally, research has confirmed that movement has brought cultures, languages, literacies, histories, discourses, language experiences and travelling trajectories as new experiences into the host spaces and they create a super diverse linguistic and cultural climate with hybridised (Bakhtin, 1994), fluid (Makalela 2015), flexible and discursive (Garcia, 2009), and metro-lingual (Otsuji & Pennycook, 2007). These are the heteroglossic language practices that have created complex multilingual communities, thereby transforming the traditional “norms” of societies by introducing diversity, multilingualism and trans-culturalism.

Multilingualism can refer to either language use by an individual or the competence of an individual in more than one language (Cline, 2017). The on-going migration in the world reflects the ever-increasing multilingual global space. In Africa recently, the African Continental Free Trade Area (ACFTA) has been created and which has a Protocol for Free Movement of Persons (PFMP) (Berahab, & Dadush, 2018). This is a regional move to encourage porous borders and it speaks to the future of more migration and multilingualism in the African continent. However, research has not been done enough to understand this emerging trend of language fluidity and flexibility, especially with regard to immigrant languages. A large body of research still characterises languages as attached to geographical boundaries and specific nations (Pennycook, 2007). It is within these developments that one finds it necessary to embark on research that focuses on multilingual strategies and approaches that advocate for the embracing of multilingualism as it is becoming more and more normal (Dovchin, 2017), basic everyday practice (Mazaferro, 2018) and by no means a new phenomenon (Canagarajah 2019).

1.4 One language bias traditions and education

In education, the concept of linguistic purity is controversial. This is a traditional paradigm that adheres to the notion of languages as pure entities, and they are believed to be static. Researchers all over the world are battling to transform traditional practices and accommodate diverse, inclusive, socially just, and transformative linguistic practices (Garcia, 2014; Makalela 2015; Barker, 2010; Pennycook, 2007; Dovchin, 2017; Wei 2015;

Kleyn and Garcia 2019; Lopez, Guzman-Orth, 2018). Linguistic purity or monolingual bias (Garcia, 2017) has been criticized worldwide because it asserts that bilinguals are viewed as a sum of two or more monolinguals and languages are thus treated as separate entities, not as unified entities that have the resources of several languages at hand. Research has acknowledged that linguistically and culturally diverse individuals heavily draw from their collective linguistic repertoires of resources to accomplish their communicative purposes in each situation (Herrera, 2017). These multilingual practices have led to different scholars questioning the fields of Second Language Acquisition (SLA), language allocations and restrictions in teaching. Instead, their language usage should be seen as not fixed and or compartmentalized but as smooth and mobile (Garcia, 2014, Makalela, 2015). However, as immigrants come into the new environment most of them are enrolled in the schools where their linguistic repertoires and experiences are not recognised by the host countries' language policies. Consequently, this raises questions about the balance of power in language teaching and issues of social justice in language classrooms.

1.5 Migration and host contexts

Through migration, multilingualism pervades the contexts in which the monolingual viewing of language has been so prevalent. These pervasive contexts of multilingualism are contradicted by the monolingual bias, that is, where one language is preferred over the use of many languages. This bias represents a set of beliefs that are assembled on the basic myth of hegemony of language and culture (Kiramba, 2016). The idea of language bias (which views languages as pure) originates from the Western perception of language knowledge, and it runs parallel with the reality of globalisation and multilingualism. Research asserts that the monolingual view blurs the fluid languaging of multilingual communities with the result that they have been segregated and classified as "at risk, lacking the basic skills, illiterate, semiliterate, limited English proficiency, disadvantaged and underperforming (Coady, 2017; Garcia, 2017; & Duarte, 2018). Whilst the multilinguals engage in dynamic linguistic practices rather than adding one language to another in the form of a double monolingualism (Prinsloo, & Krause, 2019), they are

assumed to be two, or three monolinguals in one body. In most cases, they are expected to be integrated into host communities (Garcia, 2017). When being taught, multilingual immigrants are subjected to immersion and assimilative practices where they have to fit within the norms of the dominant language at school. The question remains whether linguistic purity still works in multilingual spaces? What can research do to oust and disrupt linguistic purity practices within classroom spaces to promote immigrants' access to knowledge and incorporation of their identities. This poses a challenge. It requires research that taps into the 21st century linguistic theories that promote diversity and difference by accommodating language plasticity, flexibility and fluidity in the social context.

1.6 Immigrants and host country language policies

It is important to note that immigrants' languages are usually not recognised within host countries. In most cases they are not part of the school curriculum hence they are identified as minority or other languages. Research around the world has confirmed that immigrants are assumed to be English language learners, second language speakers and additional language speaker. Their languages are not legitimate tenders in educational institutions (Dovchin 2017; Garcia 2017; Garcia & Kleyn, 2019). Research also shows that host country language policies seek to integrate immigrants into host cultures through immersion (Herrera, 2017), assimilation (McKinney, 2016), and acculturation. As a result, the languages carry a peripheral/minority status which they are perceived as illegitimate. The immigrants have to speak the languages of the political state into which they come (Garcia, 2017). This kind of perception may automatically affect the way in which the immigrants perform, view, identify and position themselves. In such instances one cannot dismiss cases of immigrant learners' feelings of marginalization, segregation, exclusion, incapacitation and othering. By making learners speak the language of the political state, the linguistic practices of the powerful class within the state are reified as the only legitimate practices (Garcia, 2017). Reifying languages of the state assigns power to a group and denies diversity and access to the

other learners. As a result, access to learning is deprived and social justice becomes impaired.

In South Africa immigrants from Sub-Saharan Africa, (Malawi, Mozambique, Zimbabwe, Botswana, Lesotho, Zambia, and the DRC, (to name a few) occupy a considerable percentage of the learner population and consequently contribute to the South African educational issues. Research shows that these black immigrant learners have been bracketed together with black South African learners on the basis of 'race' (Mahembe 2012; Mohammed, 2015; Vandeyar 2014). As a result, there is insufficient knowledge about their schooling experiences with regards to language learning (Mahembe, 2012). Immigrant children form an emergent group of learners who are often called immigrant learners in the host schools (Baartjes, 2012). Therefore, for the purposes of this study, it is important to conceptualise the immigrant learners as the documented or undocumented learners in South Africa who come from other sister African countries, and most of whom are black learners (Crush, & Williams, 2001).

1.7 Immigrant learners and their schooling trajectories

Like any other space, the 21st first century classrooms are linguistically super diverse spaces and languages from across the borders are often experienced. Focusing on the South African situation, classrooms have become linguistically super diverse (Makalela, 2015,) because the 11 official languages plus immigrant languages are in play. However, Adair, (2015) asserts that immigrant learners encounter numerous adaptation problems including discrimination. In discrimination, the learners may be ignored, mistreated, or singled out for aggressive punishment (Mahembe, 2012). Structural discrimination is shaped by institutional practice in relation to school curricula in which home-language policies and resource distribution in schools contribute to discrimination against learners. This type of discrimination engages the learners in a narrow learning experience characterised by the lack of resources and devaluation of the learners' home language(s) (Adair, 2015). This kind of discrimination excludes the learners from performing well and may reduce self-worth in young learners. This might be replaced by fear and the feeling of inadequacy.

Social and cultural adjustment is another issue which immigrant learners face as they participate in the host country schooling systems. New traditions and value systems are experienced as the learners try to fit in with ultimate difficulty (Vandeyar, 2014). In addition, immigrant learner' access to knowledge is marred by the absence of their home language in the curriculum. UNESCO (2016) echoes that they are confronted with unfamiliar languages, difficult to understand and obviously deprived of their language learning capacities. They are placed in immersion programmes which seek to assimilate and acculturate them into the languages and cultures of the host countries (Vandeyar 2010). Hence immigrant's learners struggle to establish their own social, linguistic and identities spaces within the new environments (Mahomed, 2015). Therefore, it is appropriate to adopt strategies that accommodate the language practices of the learners e.g., translanguaging, which accommodate all the linguistic repertoires of the multilinguals including the immigrants.

In South Africa, language in education policy states that if a learner is unable to speak a South African language, it is important to find a school that offers a bridging course for learning the local language (The Rights of Refugee and Immigrant learners Handbook, 2015). However, not many schools have bridging courses because it is further stated that it is not part of the official school policy to offer a bridging course (Unaccompanied Minor's Report, 2009). Alternatively, parents could place their children in environments where local languages are spoken before they attend school. Even if the South African Constitution, in Section 29(2), states that everyone has the right to receive education in the language of their choice in public education it does not apply to immigrants whether legal or not. This, therefore, assumes that every learner in school would have acquired a local language. In a way, this shows that the South African curriculum framework seems to exclude the immigrant learner's language repertoires. In practice, it means that the immigrant learners, depending on the grade, the majority of them have to drop their home languages and take up a local language at the foundation phase and another additional language at the intermediate phase. Therefore, they take up English or Afrikaans since they are the languages of teaching and learning, and one local language is offered to

them as their home language. In essence, their languages and repertoires seem to be suspended and they are required, to assume other languages. Research reports that such acts marginalise and segregate learners (Coady, 2019; McKinney, 2016; Garcia & Klein, 2019), thereby positioning them as minority, (Turnbull, 2018). Consequently, it is against this background, this issue of immigration, which shows that there is a need for studies that investigate how immigrant languages can be used in host countries to affirm the immigrant children's identities and help them better understand the subject matter.

1.8 Statement of Problem

Migration has been a global norm so too multilingualism (Coady, 2017) and it has created complex linguistic and cultural environments that have pervaded many societies of the world. Associatively, research has demonstrated that these increased movements of people into different spaces characterise the world today (Garcia, 2009, 2014) to the extent that national languages are deterritorialised (Canagarajah, 2005), porous and fluid (Makalela, 2014). This means that transnational mobility of people and their languages has altered the social, cultural, and linguistic landscape of nation states and communication patterns in diasporic communities all over the world (Hamman, 2017; Canagarajah, 2005; & Kim, 2018).

Recent research on immigrant literacies (e.g., Bassert -Webb, Masso & Lewis 2018) maintains that many non-dominant languages face marginalization worldwide in high-powered spheres, or official contexts, such as schools and governments, with a tendency to prefer principal groups. Whereas immigrants bring in their language resources into the host countries and create linguistically/culturally heterogeneous language climates, their languages, cultures, norms, values, accents, linguistic practices and experiences, literacy practices, semiotics and indigenous epistemologies (Garcia, 2017) are judged inferior, deficient and needing remedial attention. Consequently, immigrant journeys to acquiring school or institutional literacies involve immersion, subtractive bilingualism, assimilation and one language bias practices and programmes (Herrera, 2017). This line of perception creates dissonance between research and policy practices, where students are

autonomously taught the target language at the expense of their own linguistic capital (Bourdieu, 1990).

Linguistic repertoires, including home languages, constitute essential language learning capital (Bourdieu, 1990) and funds of knowledge (Moll, 1992) for most multilinguals as well as immigrants and hence responsive pedagogies and approaches are called for within immigrant environments. In this connection, translanguaging has been recommended as the giant linguistic pedagogy of the 21st century's linguistic diversity (Garcia 2017, 2009; Makalela 2015; Garcia and Klein, 2017; Wei and Ho, 2019). Translanguaging comes in response to the limiting monolithic view of language teaching and the approach has been applied to open spaces for multilinguals to enhance their meaning making process as well as serving as a tool for social cohesion (Hurst, 2017; Klein 2019). In educational circles translanguaging has been hailed for its liberal (Garcia & Klein 2017,) fluid, Makalela, (2015) and transformative, Klein & Garcia (2019) impact on language learning.

Research further argues that minority languages and cultures/funds of knowledge have a role to play in multilingual education (Herrera, 2017) in providing social justice, linguistic equity, re-humanization and transformation. It is when these treasures (linguistic and cultural resources) of immigrant learners are left outside the classroom door that it could result in a sense of humiliation on the part of the immigrant learners, specifically at the rejection of vital aspects of the human being (Childs, 2016). Despite being rich in language resources immigrants all over the world still experience challenges of linguistic segregation, equity, exclusion, suppression, silence and social injustice issues within the multilingual spaces (Dovchin, 2018). The advent of super diverse settings in the 21st century calls for an expanded view of the concept of linguistic diversity. This means classrooms, curricula, and policies should go beyond the recognition of the local languages to include immigrant languages and literacy preferences.

South Africa like any other global linguistic environment is involved in many immigrant languages/cultures from around the globe, and mainly from Africa (Vandeyar, 2010, 2014). About 75% of the total number of immigrants in South Africa are from African countries (Stats SA Community Survey, 2016). However, the language policy in South

Africa classifies black immigrants as Black South Africans, and as a result, they are treated as home-language speakers of one or other South African indigenous language (Vandeyar, 2015). Furthermore, the fact that the immigrant languages are not part of the school curriculum renders these learners as a minority group. In classrooms, they are subjected to languages which they do not understand, and their languages and cultures do not fare well at the linguistic market, which without language, can make one feel dehumanised (Childs, 2016). Such learning exclusions present learning problems couched by epistemic injustice, social exclusion and identity crisis.

Global research has generally favoured translanguaging in classrooms to promote content and language integration as well as identity affirmation of multilingual learners from a wider spectrum of cultural and linguistic ecologies (e.g., Lin and He, 2017; Lopez 2017). Despite these recent developments, there is a paucity of research that has investigated translanguaging as a successful teaching strategy for immigrant learners in Sub-Saharan Africa where integration into other African languages and ex-colonial languages occur simultaneously. There is therefore a need to investigate how translanguaging in its pragmatic use can be applied in immigrants learning environments to improve access to knowledge and affirm the immigrant learners' identity positions.

1.9 Aim

The aim of this research is to investigate the efficacy of translanguaging as a tool for improving understanding of Natural science subject matter and enhancing the self-images of grade six immigrant learners in selected South African classrooms. The following objectives were couched to achieve this aim.

1.10 Research Objectives

1. To explore the extent to which immigrant learners use more than one language both in and outside of classroom settings.
2. To establish how the use of a variety of immigrant languages fosters deeper understanding of the content of the Natural Science subject.

3. To ascertain the degree to which organic use of translingual practices play out on the immigrant learners' linguistic identity positions.
4. To establish how intentional use of immigrant languages impact the immigrant learner's sense of self.
5. To examine the advantages of using more languages in schools as a tool for social integration.

1.11 Research Questions

1. To what extent do the immigrant learners use their languages in and outside classroom premises?
2. How does the use of a variety of immigrant learner's languages foster deeper understanding of content in the Natural Science subject?
3. In what ways does the natural use of translingual practices impact on the immigrant learners' linguistic identity positions?
4. How does the intentional use of immigrant languages impact the learner's sense of self?
5. Does the use of immigrant languages offer opportunities for integration?

1.12 Rationale

My migration and multilingual experiences go as far back as my childhood years and secondly my experience as a university immigrant student is the real "Sarajevo incident" which precipitated this research. After advancing through school as a local multilingual learner in Zimbabwean primary, secondary and tertiary institutions, I moved to a South African University for my postgraduate studies, and this was an academic space in which I had challenges. It was a tough linguistic space in which I had to remain silent most of the times because there was no space to exhibit my language. All I could do was to use English all the time and it was tough to express my linguistic discourses in another language and discourse. The space treated my migrant languages and discourses with less priority, if any; and as non-existent, if not invisible, despite being visible with several

immigrant students who spoke the minoritized languages. It is in such inflexible spaces that one feels excluded, segregated, minoritized, a voiceless learner with illegitimate discourses. It is then that one can understand and recognise the absence of social justice and lack of access to knowledge. I could feel then that I have a voice and an identity that was being subdued. To me it came as a wakeup call that my discourses, values, cultures, histories, and my linguistic experiences needed a cathartic space in institutional practices to pave the way for the inclusion of immigrant learners to access knowledge and identity affirmation. Eventually, it was through reflective moments that I envisaged the classroom scenario as a purist space which had rigid practices. A space where immigrants voices, languages and practices were silenced, alienated, othered and presumed absent and invisible.

As I reflected on world- wide language policies that exclude immigrant languages and their practices, this raised numerous unanswered questions and triggered my desire to contribute to the language teaching fraternity as well as to research. The research consulted has acknowledged the benefit of the inclusion of many languages in learning; as beneficial as opposed to being a problem (Garcia, 2009; Makalela, 2015; Bakhtin 1981; Anwarrudin, 2019). It is how these linguistic and culturally responsive pedagogies such as translanguaging (Herrera, 2017) as well as heteroglossic practices (Kiramba, 2017) can emancipate practices for the benefit of the multilingual learner which includes the immigrant. However, in South Africa there is dearth of research that examines the African immigrant situation in as far as translanguaging is concerned. Therefore, this is the reason why I wanted to engage in this research to establish how the linguistic, cultural and the whole linguistic repertoires, and specifically immigrant languages can be drawn into the classrooms to open dialogue and transform the classroom teaching and learning spaces.

1.13 Significance of the study

The study is of paramount importance in language education, to all the teaching fraternity including teachers of immigrant learners, teachers of linguistically diverse learners, parents of immigrant learners, heads of schools and higher education and officials and

researchers. It is of utmost importance that these different education stakeholders have a deeper understanding of the global imperatives of multilingualism, immigration, linguistic diversity, the reality of language fluidity and their implication in language education. Schools are a microcosm of the macrocosm with regards to multilingualism, language diversity and monolingualism. They reflect the larger picture of the linguistic society, in this case the multilingual society. Therefore, it is imperative that most schools experience the super diverse linguistic environments characterised by immigrant learners whose linguistic repertoires are not recognised. National, institutional and classroom policies seem to be oblivious of these global imperatives in the 21st century classroom climates and seem not to legitimise the immigrant diversity. The most aggressive barrier to multilingual reality and linguistic diversity is linguistic purity. The term linguistic purity (in this case monolingual bias) reflects the desire of a speech community to preserve a language from foreign elements that are deemed as not wanted e. g dialects (Brunstad, 2016). In this case, the languages which the multilinguals use are despised and minoritized, yet they are useful in the meaning making process (Makalela, 2015). Therefore, the research becomes important to the understanding of the multilingualism of immigrants as a resource, and the multilingual practices as the liberal/ emancipatory acts within the classroom spaces. Teachers need to acknowledge, accept and support this linguistic diversity through translanguaging in order to be able to administer the language learning challenges of the century. In addition, this research seeks to inform and conscientize parents, teachers and other stakeholders on the affordances of translanguaging and the value of participation in immigrant learner education in introducing social justice in language learning.

1.14 Definition of terms

1.14.1 Immigrant learners

Generally, this term refers to the children whose first language is not English and who face a range of challenges when they are enrolled in mainstream English-medium classes soon after their arrival in a new country. The immigrants are mostly categorised by their race ethnicity, socio-economic status and language proficiency and frequently called

English language learners (Banard, 2009). An immigrant learner in this study refers to the documented or undocumented learners in South Africa who come from the Sub-Saharan countries. These are mostly black learners, and they are concentrated in the Gauteng Province (Crush and Williams, 2001). These are the black immigrant learners who have been grouped together with black South African learners purely because of 'race'. As a result, there is little known about their school experiences and particularly language learning (Mahembe, 2015).

1.14.2 Linguistic repertoire

The linguistic repertoire is a set of skills and knowledge a person has of one or more languages. Multilinguals tend to pick up crumbs of language from different contexts all of which they combine to form a linguistic repertoire. In the context of language usage, linguistic repertoire refers to a repertoire that forms the basis of everyday language learners' plurilingual competence (Busch 2012). From a multilingual perspective multilingualism should not be seen as a collection of 'languages' that a speaker controls, but rather as a complex of *specific* semiotic resources, some of which belong to a conventionally defined 'language', while others belong to another 'language' (Blommaert, 2010). These resources involve distinct accents, language varieties, registers, genres, modalities such as writing – ways of using language in particular communicative settings and spheres of life, including the ideas people have about such ways of using, their language ideologies" (Blommaert 2010:102). This research engages with linguistic repertoires because immigrants as multilinguals have linguistic repertoires which transcend national borders, and it is important to examine how those transnational repertoires can be harnessed in the classrooms to enhance the immigrants' language learning in host nation states. This research envisages linguistic repertoires as armoury that multilinguals/ immigrant learners use in their everyday languaging transactions. The linguistic repertoire is a social-linguistic concept which contains all accepted forms of formulating messages, and it provides an arsenal for everyday communication. Being multilinguals, the immigrant speakers choose that from their linguistic armoury which agrees with meanings they wish to put across. Pennycook (2010) maintains that these verbal repertoires are the same as language ideologies, practices, and resources and

may involve a conventionalised set of semiotic resources which can be employed in language teaching and learning. Therefore, it is important to incorporate this concept in this study as it accounts for the immigrant learners' languaging practices.

1.14.3 Translanguaging

The term translanguaging is a descriptive label for a specific language practice. Initially it referred to the pedagogical practice of translating from English to Welsh and from Welsh to English (Baker, 2001; Williams 1994). Known as *trawsieithu* in Welsh revitalization programmes, translanguaging has been applied to teach in Welsh and the pupils respond largely in English. The term also refers to how the bilingual/multilinguals draw from their complex linguistic repertoires (Garcia, 2009) and this transcends the linguistics of systems and speakers to a linguistics of participation where multilinguals do not think unilingually in a politically named linguistic entity (Wei, 2017) even when they are in a 'monolingual mode' and produce one nameable language only for a specific stretch of speech or text (Yang & Peng 2019). In that sense, one can consider translanguaging as a communicative process of "going between" and "going beyond" linguistic structures and systems on a unified system of individual linguistic repertoire. Immigrant learners as multilinguals engage in such practices in their languaging. Translanguaging in the African context rests in the ecology of languages; how they relate and how they complement each other (Makalela, 2015). As a result, this research incorporates translanguaging to account for the linguistic practices of immigrants. It is the lens that can be used to examine the pedagogical practice in educational contexts where the school language or the language-of-instruction differs from the languages of the immigrant learners as it has the potential to disrupt monolingual practices by deliberately breaking the artificial and ideological divides between indigenous versus immigrant, majority versus minority, and target versus mother tongue languages.

1.14.4 Heteroglossia

Heteroglossia is a term used to describe the co-existence of distinct variety within a language and it is important in multilingual classrooms because it represents the multiple

speech genres that are used by multilinguals. According to Bakhtin's understanding of language use, a "social person," who is also a "speaking person," operates not with language as an abstract regulatory norm, but with a multitude of discourse practices that form in their totality a dynamic verbal culture belonging to the society concerned (Bakhtin, 1984). This, therefore, portrays language as something that is historically real; a process of heteroglot (an amalgam of languages) development. It is a process teeming with future and former languages words that are never neutral, but bear traces of their histories, inflecting speech with the accents of other voices from other times and places (Bakhtin, 1981). This research employs this concept of heteroglossia to account for the immigrant learners' different speech genres multivoicedness, utterances, identities and epistemologies. Heteroglossia in this study will inform the translanguaging practices. It is within the different heteroglossic speech genres and utterances that the translanguaging of immigrants will attain meaning.

1.14.5 Monolingual bias

Monolingual bias refers to the idea that speaking one language is the norm and therefore bilinguals and multilinguals in this ideological viewpoint are exceptions to the standard. In light of this one language ideology, the prototypical human being is viewed as having one language. In language education, the idea of linguistic purity originates from the Western perception of language knowledge (Kiramba, 2019). Monolingual bias runs parallel with the reality of globalisation and multilingualism. The question remains, whether linguistic purity still works in multilingual spaces? This situation stimulates questions on the nature of multilingual language experiences and multilingual immigrant learner experiences within the South African language classrooms. In that sense, it is a vital concept in this research because it explains the language learning context of those who also happen to be multilinguals. It is important to realise that multilingual learners are still caught in the remnants of colonial education practices, which deprive them of the use of their linguistic resources, that is cross languaging or using their own languages in the acquisition of school literacy. In the case of South Africa, the apartheid system of education has certain colonial tremors that can still be felt in the language pedagogies which are assimilatory

and rote. How then do immigrant learners find spaces for their linguistic resources in these monolingually biased learning spaces?

1.1.4.6 Dialogue

Generally speaking, dialogues are often specifically created to practice language items. They usually contain considerably basic grammar and vocabulary. In most cases they become somewhat different from everyday conversations (Richards & Schmidt, 2002). Bakhtin proposes different distinct meanings. Dialogue refers to a process of development and realization that increases one's awareness of the varied discourses available in society and, ultimately, through self-reflection, the discourses one adopts to communicate too (Hamston, 2006). For Freire, dialogue is a horizontal relationship between people. It comprises communication between subjects in a critical search or quest for something. This implies that dialogue is human and therefore, one can agree with Bakhtin that to be human means to communicate' (Bakhtin, 1984). In a dialogical process, communication goes beyond words it also comes in the form of gestures, facial expressions, postures, the whole array of body language, apparel and social behaviour (Rule, 2011) In that sense, this research explains dialogue as reflecting the way people are constituted as humans and the way we should be. The research draws from the concept of dialogue to disrupt the essence of monolingual bias which is a kind of monologism (Bakhtin 1984). Monologism indicates turning off the process of dialogue as well as its potential to reduce the "other" to the status of an object (Bakhtin, 1984). In the case of my research the exclusion of the immigrant languages in their learning environment is a way of disengaging a dialogue with their learning. In so doing one voice becomes so dominant in their learning processes, and this may deprive them of being.

1.15. Chapter overview

Chapter 1 - Introduction and Background.

The chapter provides the background and introduction to the study, and it articulates the problem statement, the research questions, and the objectives that guide the study. In

this chapter, the rationale of the study is presented and also the definitions of some of the key terms used in the study are provided.

Chapter 2 - Literature Review

In this chapter, the theoretical framework of the study is discussed and three theories, namely, translanguaging, Ubuntu translanguaging, and heteroglossia are engaged. In addition, the literature on migration and language is discussed as well as translanguaging amongst immigrants is discussed. The literature informs the study of the research that has been done in relation to immigrants and their languaging practices and reading in multilingual environments where immigrants are involved.

Chapter 3 – Methodology

Chapter three discusses the methodology that informed this research. The study implemented a mixed method design where a quasi-experimental design was used to assess learners' reading comprehension performance using five levels of comprehension. In addition, chapter three discussed the qualitative instruments that were used to collect data, namely, the semi-structured interviews, multilingual tutorials, and observations. The chapter also provides a detailed description of sampling procedures, population, data analysis procedures and ethical considerations.

Chapter 4, 5, and 6 - Data analysis, findings and interpretation

The three chapters presented comprehensive findings and the analysis of the data collected, following the administration of tests, semi-structured interviews, observations, multilingual tutorials, and stimulated recall. Chapter 4 presents findings from the pre and post-tests that were conducted during the collection of data. Chapter five presents' findings from the semi-structured interviews that were held with teachers, immigrant learners, and school principals to determine their beliefs and attitudes. Finally, chapter six presents' findings from the multilingual tutorials where translanguaging was used, and in the same chapter findings from the observation of immigrant learners' translanguaging practices in and outside the classrooms are also presented.

Chapter 7 – Summary, Conclusions, and Recommendations

The chapter provides the summary, conclusion, and recommendations of the whole project. This chapter gives an overall view of the key findings of the project and shows the effectiveness of translanguaging as a pedagogical tool for improving the learner's understanding of the subject matter.

1.16 Conclusion

The migration and globalisation developments show clearly that the world has transformed into a multilingual climate where there is a cultural and linguistic mix. This, therefore, speaks to the relevance of the current linguistic theories and pedagogy. Research has confirmed that migration has created linguistically complex environments where several languages can be experienced in one classroom including transnational languages. However, the one language ideological standpoint still inhibits language learning of multilinguals including the immigrant learners who according to research suffer immersion assimilation and forced integration. Globally, research on the use of translanguaging as an approach in multilingual settings is examined; however, it is also essential to look at translanguaging used by Sub-Saharan immigrants in South Africa. On the whole, the chapter has focused on the background of the study to illuminate the ideas which initiated my study. The chapter articulates the problem which necessitates the application of translanguaging within the context of the immigrant learners as multilinguals. The aims and objectives of the study cement the focus of the study by providing the guidelines on how the effective use of translanguaging (pedagogy) can develop enhanced content subject learning amongst the immigrant learners. At the same time, how translanguaging is able to open a space for the different languages and cultures that exist within a single classroom is scrutinised. The approaches are deeply imprinted in some theoretical frameworks, and, hence, this brings me to the discussion of the theoretical frameworks that buttress this study. The Chapter also discusses the studies that have been done based on those frameworks. In the following chapter, the researcher therefore discusses the theoretical frameworks and the related literature.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review as well as the theoretical framework that backs up this study. The three theoretical frameworks that the research draws from include: the Translanguaging theory (Garcia, 2009; Makalela, 2015; Dovchin, 2017; Klein, 2019) and Bakhtin's theory of Heteroglossia, (Bakhtin, 1981; Hall, Vitanova & Marchenkova, 2005; Vice, 1997; Dufva, 2014) or 'intertextuality' by Kristeva. The ideological relationship between these three theories is the point of departure of this study. This entails their analytical lenses which determine languages as diverse, historical, cultural and socially instituted (Garcia, 2015; Klein, 2019; Repo, 2017). There is an interdependence between the theories regarding their view of language. The translanguaging theory seems to draw from heteroglossia when bearing in mind the quotation from Bakhtin's writings "Each word tastes of a context and contexts in which it has lived its socially charged life" (Bakhtin, 1981) because it acknowledges languaging as social practice and assumes that for every word to be more understood it should be taken in its context for example, language, space, history and culture.

2.2 The Translanguaging theory

There are several ways of viewing translanguaging. It is a term that was first coined by Williams (1994), and it meant the ability of multilingual speakers to shuttle between two languages with the view that the diverse languages which form the bilingual repertoires are an integrated system (Hurst, 2016). Translanguaging originated from William's (1994) work in Welsh revitalization programmes, where the learners were taught in Welsh, but they responded in English. Instead of perceiving the practice as negative, Williams purported that moving across languages and modalities could assist the learners and teachers exploit their bilingual competence in learning (Li, and Ho, 2018).

Translanguaging (TL) refers to the use of the learner's full language repertoire in teaching and learning (García, & Li Wei, 2014; García, 2017). Over the years, translanguaging has widened its horizons and has also developed into a more complex phenomenon with multifarious definitions; therefore, several dimensions have been established in order to conceptualize it. TL has been applauded as a complex languaging process which is fluid, dynamic and includes translanguaging practices (Canagarajah, 2013) and poly-languaging (Jorgensen, 2008). Translanguaging has come to refer to purposeful alternation of language mode of input and output in a variety of bilingual classrooms (Li, and Ho, 2018). It seeks to maximise the learners' and the teachers' linguistic armoury for problem solving and so attracts many bilingual educators and bilingual education researchers. The translanguaging approach has been adopted by researchers and language practitioners who deal with content and language integrated learning (CLIL) and English as a medium of instruction to critique the traditional and monolingual approaches.

As it gained momentum, research has acknowledged TL as a process which involves learners and teachers in complex discursive practices (Garcia, 2009; Duarte, 2018). The practices include the engagement of every single learner's linguistic repertoire in class to develop new language practices and sustain old ones. In addition, it is essential for the communication of appropriate knowledge, and gives voice to new socio-political realities by interrogating the linguistic inequalities (Duarte, 2018). In immigrants' classes, this term has also been used to explain the numerous discursive practices that these emergent bi/multilingual speakers are involved in to make sense of their bilingual worlds (García, 2009). This concept has since moved away from narrow forms such as codeswitching and has developed meanings that positions it as a pedagogical approach and a framework that enlightens 21st-century bilingual education (Garcia and Wei 2015)). The meaning has also gone beyond the understanding of language as being structural but instead defines it as a process of going between different linguistic systems and transcending them (Wei, 2011). Going beyond the structure of language creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, and their cognitive and physical capacity into one coordinated and meaningful performance, and

making it into a lived experience (Bhabha, 1994; Wei, 2011). It is in this context that TL becomes suitable to apply in immigrant learner classrooms. The inclusion and involvement of these learners and their lived experiences will create more social space and can improve their access to knowledge.

2.3.1 Translanguaging as discursive/ plurilingual resource

In its expanded view, translanguaging acknowledges the language users' languaging and the capability of harmonizing their meaning-making actions in ways that successfully generate their social context, through dynamic and discursive practices (Garcia, 2009; Garcia, & Orteguy, 2014; Garcia, & Reid, 2017; Cenoz, & Gorter, 2017). In addition, a plurilingual approach draws our attention to an understanding of the individual's numerous linguistic experiences and sociocultural interactions across the wide spectrum of the person's everyday life (Moore & Vallejo, 2019). Through migration and exposure, the concentric circles of the interaction of the immigrants widen, and in doing so the individual's communicative repertoire also expands. It is this that needs acknowledgement in classroom spaces. Although other researchers have posed this as a challenge to the teachers in the classrooms, it is the global norm (Coady, 2017). The movement of people is trans versing the languages and repertoires into the geographical spaces demarcated by colonial boundaries. Therefore, it is necessary to appreciate this emergent bilingualism/multilingualism in order to be able to effect transformation which would bring social justice.

In this sense, TL becomes a dynamic activity that engages in and underscores what people do with language to generate and interpret their social worlds. Translanguaging opens up spaces in our understanding of language that had been previously sealed off by grammarians and educational authorities. The key value of this theory lies in its ability to offer possibilities for liberation and social transformation (Garcia & Klein 2019; Anwarrudin, 2019). This then neglects the understanding of bilingualism and multilingualism, which is often considered to be just the pluralization of monolingualism. In fact, TL involves the development of the speaker's full linguistic repertoire in oblivion

of the socially and politically defined boundaries of the named languages (Ortheguy, 2015). Translanguaging considers the unified view of languages incorporating the myriad linguistic features mastered by the multilinguals. This view negates the idea of languages as fenced in solitary camps as suggested by socially named languages. Although the linguistic resources have been described as being deficient, incapable and incompetent (Coady, 2017; Kleyn & Garcia, 2019; Makalela, 2015), this research agrees with the view that the inclusion of linguistic repertoires is a great source of motivation (Gorter 2017), a rehumanization act (Childs, 2016) and a dialogic practice (Bakhtin, 1981; Freire, 1974) which is accommodative, inclusive, fair and leads to access and social justice (Hurst, 2018; Kleyn & Garcia, 2019). Drawing from these perspectives, this research conceptualises translanguaging as a transformative pedagogy that emancipates strategies, practices, and immigrant learners. In this form translanguaging is able to cater to the linguistic resources of the multilingual immigrants. With this conceptualisation, there is a need to explore the linguistic repertoires in South African classrooms which goes beyond just moving across the structures of language.

2.3.1 Translanguaging - *The Ubuntu model*

Translanguaging has also been framed in terms of the African Tradition. The Ubuntu translanguaging (UTL) paradigm indicates an ancient African value system of human, cultural and linguistic interconnectedness (Makalela, 2014; Sefotho, and Makalela, 2017; Mgijima, 2016). Here, languages are understood as dependent on each other to boost their communicative function. This translanguaging model considers Ubuntu as a value system, philosophy and methodology for the African way of life and acknowledges it (Makalela, 2015). It is a philosophy of being that locates identity and meaning making within a collective approach as opposed to an individualistic one. As a result, the individual is not independent of the collective; rather, the relationship between a person and her/his community is reciprocal, interdependent and mutually beneficial (Oviave, 2016).

Put into language learning, Ubuntu Translanguaging is borne out of the concept of interdependence between humans and their languages. In Ubuntu Translanguaging,

Makalela, (2014), and Sefotho and Makalela (2017) explain how languages complement each other in different communicative contexts. Drawing from the African Tradition, Ubuntu Translanguaging (UTL) signals an ancient African value system of human, cultural and linguistic interconnectedness (Makalela, 2014, 2015; Sefotho, & Makalela, 2017). This theory is based on the fact that as people need each other for their existence, it, therefore follows that those languages also need each other to function and survive. As a result, the translanguaging theory serves the role of releasing voices and new prejudices by affording learners who are confronted with unfamiliar languages with alternative representations that release knowledge and voices that have been silenced by English (García, 2014). At its best, this model accounts for several languages in use and shows how more than two languages can interact, co-exist and relate in conversations. According to that perception, the theory becomes relevant in exploring the relationship between the African (Bantu) migrant languages and how they relate to the local South African languages as well as English. Given the history of migration in Africa, the Ubuntu translanguaging theory may help to inform the linguistic relationships between migrant languages in South Africa and the local languages. This helps in enhancing language pedagogies and practices of the teachers and learners. Ubuntu translanguaging can therefore break the existence of transnational language boundaries to create a more positive attitude towards immigrants' multilingualism.

2.3.2 Translanguaging for transformation purposes

In recent years, the translanguaging pedagogy has been adopted in America by Mexican immigrants because it has the potential to advance what García et al. (2017) have called *justicia social* (social justice). Social justice is interpreted as a social and civic responsibility and commitment to promoting the common good (Hurst, 2017). In the language education context, social justice is a means to participate in the democratic processes of language learning and teaching. It employs diversity to eliminate linguistic and cultural domination (Derrida, 1998). It also enables learners to be aware of the existing inequalities, disparities and anomalies in and around them. To pursue this social justice agenda, TL ensures that bilingual students, especially those who come from

language minority groups, are instructed and assessed them with equal educational opportunities to access knowledge. It is through the implementation of translanguaging pedagogical practices that the teacher can incorporate alterations and modifications in response to their students' repertoires (García et al., 2017). Transformative practice draws from Garcia's (2009) strong version of translanguaging. This strong form of translanguaging focuses on the disintegration of the imposed nation-state hierarchies which exist around the named languages that are used to design the human inequalities and position them. As a result, the domination of weaker subjects is seen being perpetrated by the hierarching of languages and cultures.

However, cultural and language domination is a form of exclusion where the language spoken outside the school can be seen as the "other" (McKinney, 2015) language. Here, "othered" languages may include immigrant learner languages. Therefore, these translanguaging theories endeavour to incorporate the "othered" languages by giving them space for multilingual practice within the classroom. As a transformative pedagogy, translanguaging explores the learners' barriers to language learning. The approach promotes active learning and motivates learners because it values the learners' languages by legitimizing them in the classroom (Hurst, 2017). Furthermore, translanguaging as a language teaching technique provides a language learning voice for those learners with marginalised languages. In a way, the learners feel that they are no longer silenced or inferior because their cultures and language repertoires are incorporated. It is in these two translanguaging emergent paradigms that this research situates the concept of translanguaging in immigrants' classes. The theories discursivity, fluidity and flexibility make them speak to the area of investigation of immigrant practices.

Nonetheless, the immigrants' narratives cannot be complete without consulting the impact of colonialism in their host's linguistic environment. At the intersection of migration and the immigrant host country lie linguistic diversity and issues of identity. Numerous education systems of the world have stemmed from colonialism, and this applies in South Africa where the apartheid education system has been borne out of colonialism. This history has had colonial implications for teaching and learning across the world and

especially the monolingual bias, linguistic purity and language isolation. This monolingual lens created traditional classrooms which are heavy with linguistic and cultural exclusion. This exclusion has led to minoritisation and illegitimate positioning of immigrant learners as othered and illegitimate speakers of host country languages (Mbembe, 2015). Therefore, in an effort to promote identity and social cohesion, the translanguaging theory is not complete without the deconstruction of the colonial notions of knowledge and language teaching; hence Bakhtin's Heteroglossia and Dialogism are inevitable and valid in this research. The Bakhtinian theory embraces linguistic diversity by recognising language as a constellation of resources that are fundamentally linked to the people's social and historical contexts (Hall, Vitanova & Marchenkova, 2005). In addition, Bakhtin's concept of multivoicedness accommodates the immigrant linguistic practices, and heterogeneity language practices (Kiramba, 2017). These theories are a vital complementary lens to apply in the legitimisation of the subaltern voices (knowledge systems and identities) that have been sealed out through monolingual/one language bias practices and it is therefore imperative to incorporate the Bakhtinian theory.

2.4 The Bakhtinian Frameworks

The multilingual environments are normative around the world, and they have led to the generation of the terms such as heteroglossia (Bakhtin, 1981) and plurilingualism (Pennycook 2007) in different nation states. This is because the societal linguistic landscape has been transformed into a more diverse and plural climate. It is from this view that this research adopts Bakhtin's theory on heteroglossia to support the transformation of practice and pedagogy as well as to create a socially just teaching environment. The heteroglossia theory originates from Mikhail Bakhtin. Flores (2014) explains that Bakhtin is a Russian literary theorist whose writings have had great influence in understanding the sociolinguistics of language. The Bakhtinian theory places language as a dynamic constellation of socio-cultural resources that are fundamental to their social and historical contexts (Hall, Vitanova & Marchenkova 2005). The theory converges with the modern-day multilingual linguistic diversity in its conceptualisation of heteroglossia, and dialogism. The two Bakhtinian concepts are explained below.

2.4.1 Heteroglossia

The term heteroglossia originates from the Russian term [*raznorechie*] which was coined by the Russian linguist and language philosopher, Mikhail Bakhtin, initially to express the intra-language variety within the Russian language (Huang 2016) and it is also viewed as "another's speech in another's language" (Jansinski, 1997). Jansinski also explains that the words inserted into the text are "double-voiced and internally dialogized". Of late, research in sociolinguistics has turned to reapplying Bakhtin's notion of heteroglossia for an enhanced understanding of linguistic practices in super-diverse environments, for example, Blommaert (2015) and Blackledge and Creese (2010). Heteroglossia is a means of expanding theoretical viewpoints and understanding linguistic diversity (Hall, Vitanova & Marchenkova, 2005). Furthermore, heteroglossia intersects the past and present meanings, co-existing in the same language. In essence, it is a lens for one to view the social, political and historical implications of language in practice. In this theory Bakhtin emphasises the situatedness of language, which is marked by tension, indexicality and multivoicedness (Kiramba, 2017)). In its application to everyday language use, a heteroglossic approach reveals how individual repertoires regularly comprise resources associated not only with different registers, genres, dialects, languages and styles, but with places, memories and 'expectations and desires linked to the future' (Busch 2014; Tagg, 2016). Bakhtin views the world as polyglossic or multi-voiced and heteroglossia denotes multi-vocality and multi-culturalism and has a historical meaning attached (Barwell, 2012).

2.4.2 The concept of dialogue

The other concept from Bakhtinian theory that resonates with my study is the concept of dialogue. To engage in the disruption of rigidity and boundarisation of language a "dialogic stance" (Freire, 1972); Bakhtin, 1981) has to be adopted. Dialogue involves a space in which numerous voices speaking from a variety of different power positions exist and the interaction, that is, the dialogue itself, is thus not a two-way, symmetric exchange (Osman, Mulicek, & Seideglanz, 2019). In research circles, the dialogical approach is a

way of perceiving reality, an epistemological framework that considers the separation of inside and outside, oneself from others, subjectivity from objectivity, centre from periphery, namely, a social construct (Folch-Serra, 1990). In diverse contexts the concept of dialogue suggests a more interactive way of handling linguistic boundarisation. Framed in a dialogue, diversity maintains a focus of collaboration between languages and the linguistic practices of multilinguals and immigrants inclusive. The monoglossic concepts/representations which form barriers in accessing knowledge are disrupted. In this sense, dialogue presents itself as a necessary component of the process of deconstruction of language ideologies to both the learners and knowledges that have to be represented. As a result, this research adopts this more interactive and collaborative way of stemming linguistic purism concepts, practices and discourses which manifest in the form of monolingual bias.

This Bakhtinian concept further engages with the linguistic resources of multilinguals by embracing dialogical negotiation between several distinct voices which Bakhtin names many-languagedness (Gardiner, 2017). In dialogue, there are territorial differences, that is, variations in the geographical distribution of particular properties or parameters that cannot be perceived as deviations from the standard or as a failure of spatial processes; these differences are the immanent characteristic of the dialogical space (Osman, Mulicek & Seideglanz, 2019). These territorial differences have suffered exclusion in many learning environments where they are treated as incompetence and a deficit; hence they are left out of the institutional cultures and practice.

The research falls within the concept heteroglossia because it articulates the linguistic practice of multilinguals, and in this case immigrants. The theory views immigrants as diverse, contextualised, and as historical beings. In so doing, the theory calls for plurality in language practices and accommodation of the entire linguistic resources of the immigrants. It also speaks to the languaging practices of the 21st century's linguistic super-diversity. It is important to note that heteroglossia explains that within the arena of almost every utterance an intense interaction and struggle between one's own and another's word is being waged (Bakhtin, 1984) and this struggle is regarded as centripetal

versus centrifugal force (Duranti, 1998, Kiramba, 2017). These forces can be related to institutional forces that define language as static, uniform and rigid. On the other hand, the centrifugal forces push speakers away from a common centre toward differentiation represented by people at the periphery of the social system (Duranti,1998). This shift in thinking rejects monoglossic language ideologies and advocates replacing them with heteroglossic language ideologies that acknowledge the dynamic language practices of bilingual speakers including immigrants. Therefore, it follows that against this background one may feel obliged to take on board the Bakhtinian theory in research on immigrants' plural language practices.

In summary, this study purports to integrate three related frameworks into a coherent one to gain insight on the complex question of multilingualism among immigrant primary school learners in South Africa. With immigrants coming into already multilingually complex classrooms, this interlocking framework will be useful to unearth details of the translingual (see Fig. 1 below):

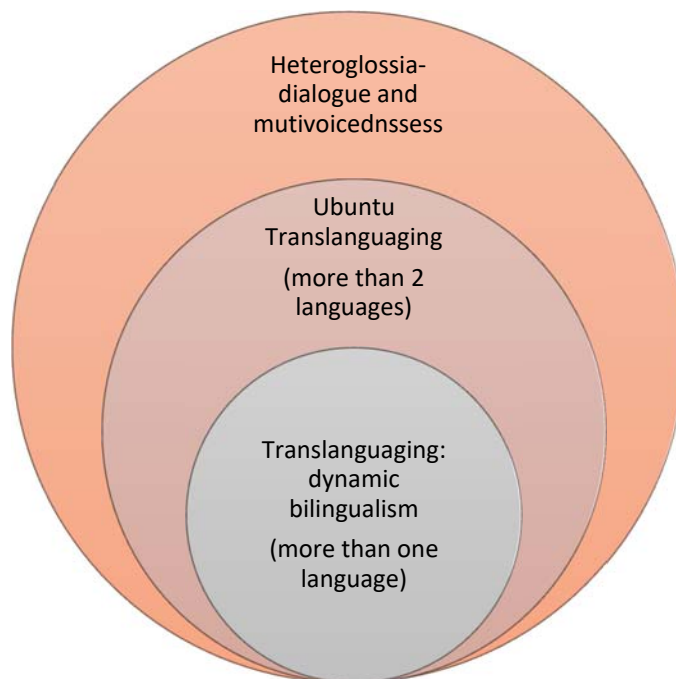


Figure 1: Integrated Theoretical framework

The diagram shows that both heteroglossia and translanguaging in general, provide a frame to zoom into a smaller lens and look at many languages and this allows me to go beyond borders. In that perception, the research views these theoretical frameworks as a relevant frame to apply to this study to engage in immigrant learning and identity issues in language learning. Below, a review of literature on previous research on multilingualism, translanguaging and immigration is presented.

2.5 Migration and language integration

Migration is a complex process with considerable and lasting effects on an individual's linguistic identity and learning (Akhtar, 2010, cited in Kogan, 2010). The process of becoming part of the host society entails learning the local language, negotiating cultures of origin and settlement, settling into a new neighbourhood, and establishing new social relationships (Albarracin, Cabedo-Timmons & Delany-Barmann, 2019). As migration takes place, issues about what it means for immigrants to become integrated members of the receiving society are imperative. In most cases, the focus has been on promoting proficiency in the local language and this seems to be a consistently strong requisite characteristic of integration (Garcia, 2017; Lou & Noels, 2020). However, historically, all over the world it has been confirmed that a shift to dominant language practices has not led to the structural incorporation of minoritized groups in the dominant society's economic, political, and social life. When immigrants arrive in a country, they need to integrate into the host society and usually their ability to communicate effectively is crucial for their integration.

However, despite the efforts to integrate with the new societies' linguistic isolation has become one of the major challenges that the immigrants face as they encounter new geographical environments. In most environments, immigrant linguistic repertoires including their languages, are perceived as an obstacle in language learning. In the schools, learners' home languages are often not recognized, understood, or valued, and immigrant learners are often referred to as English Language Learners (ELLs), Limited English Proficient (LEPs), non-native English Speakers and English Second Language

learners, (Garcia, Keygen, & Jo, 2008; Coady & Jong, 2015; Hererra, 2017). Knowledge of a home language other than English is sometimes viewed as an impediment to learning, or irrelevant at best, and learners may be actively discouraged from using or maintaining their home languages (Cummins, 2005; Hurst, 2017). Moreover, because these learners usually know more languages other than their home languages, they are viewed as incapable and struggling with the English language as well as the local languages of the host countries (Duarte, 2019). Immigrants and other language minority learners' language and literacy learning, and overall academic progress are significantly influenced by the ideological policies that inform social policy and pedagogical practices within schooling systems (Duarte, 2019; Kiramba, 2016).

Most institutional practices seek to silence the linguistic voices of immigrants who are perceived as and assumed to be illegitimate speakers of the local languages (Norton & Columbia, 2011; Coady, 2017; Mbembe, 2015), and most importantly the programmes may be designed to favour legitimate exchanges and exclude illegitimate ones by producing occasions that discriminate the illegitimate voices (Bourdieu, 1978). In most cases the single voicedness or authoritarian language practices become prevalent (Kiramba, 2016). Single voicedness is an institutional way of sticking to the "normative" ways of languaging. However, research has demonstrated that multilinguals, including immigrants, do not have a unified voice in as much as they do not have single and fixed identity, but an amalgam of constantly changing characteristics (Botero, 2016).

In recent developments, research on immigrants' language practices strongly articulates that language is linked with the identity of its user, be it spoken or unspoken, signs or gestures, it is a social liberator and offers a powerful position in educational institutions (Bourada, 2019; Seals & Peyton, 2017). In addition, immigrants' repertoires including their home languages, contain embedded ways of knowing. Grosjean (1985) purports that bilinguals are fully competent speaker-hearers who have a unique linguistic profile, multivoiced or heteroglossic (Jansiniski, 2009; Botero, 2016). This profile of bilinguals cannot be separated into two entities parts or two solitudes (Garcia, & Palmer, 2017; Leone, Cenoz, Gorter, 2017) because it involves a unified system of competences that

they tap into during their conversations. In fact, multilingual learners do have at least two languages in their linguistic repository, and hence they can manipulate this linguistic repository when learning other languages (Cenoz & Gorter, 2017). There is evidence showing positive gains of using two languages in literacy and oral communication skills in English and the home language when the home language is interwoven in classroom instruction and when classroom instructors relate in-class lessons to the home culture and community events.

In concurrence with the above view of using more than one language to teach, Seals and Peyton (2017) conducted an ethnographic case study with 40 K-5s learners for 3 years in rural Oregon (USA) to implement a Heritage language programme. Several data gathering instruments were used, including interviews, observations, audio and video recordings. The programme addressed the learning issues of students with home languages other than English. These learners were struggling in school and their home languages and cultures were not visible, developed, or much valued there. In a Language Enrichment Program in rural Oregon in the USA. The immigrant students were allowed to choose one programme to attend for twenty minutes to engage in their home languages. The results reflected that the immigrants felt like 'superheroes' (Seals, & Peyton, 2017). They expressed their belief and happiness that their heritage languages (Russian & Ukranian) were accepted in school learning. This empirical evidence suggests that the inclusion of two languages had a positive impact on teaching and immigrants improved their English pass-rate and it increased from 20% to 90%. The "superhero" feeling of the learners maybe reflect the overwhelming feeling of being able to control their own learning after their communication and understanding were improved through the language enrichment programme. Hence this relates to the study that I undertook to understand the challenges and opportunities of immigrants in the Sub-Saharan context.

In a similar study to address the language integration issues of immigrants, Bourada (2019) conducted a study in Sweden, where translanguaging was used as a teaching tool amongst newly arrived immigrants. The first hurdle that immigrant learners encounter in a host country is language and communication. Therefore, the Swedish government has

established Introduction Programs such as SFI (Swedish for Immigrants), where newly immigrated individuals can be directed to learn about the language and customs of Swedish society (Bourada, 2019). The research focused on translanguaging as a teaching and communicative tool (Garcia, 2009; Kleyn, 2019; Gorter, 2017) which has already been the focus of many studies and it addressed the challenges of teaching English in the Language Introduction Program in Sweden. Three teachers from a school in central Stockholm, with different socio-cultural backgrounds and having varying degrees of experience as teachers participated in the study. Furthermore, students between the ages of 5 and 19 years in the Language Introduction Programme were the focus. The data was gathered through classroom observations where three 60-minute lessons were observed, and structured interviews were conducted with the 3 teachers. The results showed that the teachers used organic translanguaging to help the learners to understand. The approach helped them to include home languages and learner experiences, despite the challenges faced. However, the focus of this translanguaging exercise was cultivating multilingualism; however, the results showed that it immersed the learners into Swedish culture and the English language. In reality, the aim of the programme seemed to focus on teaching newly immigrated students the Swedish language and for the students to integrate into the regular program as fast as possible. Therefore, the research does not address the issues of integration for social equity and knowledge access, instead, the focus seems subtracting of immigrant languages as well as assimilating them into the host country culture. This difference created a gap in the past research which my study aimed to address.

In a United States study to accommodate and integrate the languages of refugee immigrants from Somali, Ethiopia, Djibouti and Kenya in Minnesota, Bigelow (2019) encouraged the learners to use their native languages across modalities (e.g., speaking, listening, reading, writing, visual, gestural) as part of their writing processes. In addition, they used peer-to-peer native language communication to learn academic content language and skills. The research involved 14 refugee immigrants from grades 9 to 12 enrolled for the English as a second language programme and who were included on the Somali Facebook group. This project was given a digital text that represented some

aspect of the students' culture, accompanied by an oral presentation. The analysis focused on how the students used their multiple languages, accompanying images, and interaction in the Facebook groups. The results showed that Facebook appeared to be the translanguaging space for the learners, a space where the learners could exhibit their multiple linguistic identities. This also speaks to my study in the sense that the language integration seeks to create a translanguaging space.

Research has demonstrated that the integration of immigrants can be successfully done through pedagogical and or organic translanguaging (Garcia, 2017; Peyton, 2017; Bourada, 2019; and Bigelow, 2019). However, the language integration focus of the research above is mostly monoglossic in nature, and translanguaging is used to promote the learning of English or native languages of the state. In the case of Peyton and Seals (2019), in as much as they used translanguaging, the main focus was linguistic integration where it meant that migrants should speak the language of the political state into which they come (Garcia, 2019). In their study, Peyton and Seals (2017) concentrate on integrating the Spanish immigrants into the American community. The act is assimilative, and it is hinged on the colonial ideology of one language bias (McKinney, 2016, Mignolo, 2012, Mbembe & Naqvi, 2016). In the same vein, Bourada's (2019) study focuses on translanguaging as a tool for integrating immigrants into the Swedish community. The research shows that the immigrants are viewed from a deficit point of view, where they are deemed incapable and weak in terms of language proficiency; hence immersion is the ultimate result. This is what Garcia, (2017) problematizes in language integration programmes, and she maintains 'But what is the "national language", and why is it used as the basis for deciding who is welcomed and who is not? I also argue that translanguaging within immigrants' spaces should transform the spaces and emancipate the immigrant learners and integration should create the necessary dialogues within the learning space. There is a need to invite and maintain the multi-voices of the immigrants (Vitanova & Marchenkova, 2005) and the learners' languages will articulate their beingness and humanity (Childs, 2016). Bigelow (2019) captures the social media space as a translanguaging space for the immigrants to relate to their home languages, but in

the end, they are immersed in the English as a second language classroom. The translanguaging efforts are aimed at benefitting only one language, namely, English.

Given the above research, it is important that the gap in language integration and immigrants home languages still needs to be filled. Even though translanguaging has been used to promote the languages of the learners of the immigrants, the focus has been short-lived, and the aim is mainly to promote English or the host country's language. The concept of using immigrants' language repertoires in the same space with English and the local languages of the host nation is still at stake. There is a need for the heteroglossic approach to language use where immigrants' languages form part of their linguistic repertoires. The different voices have to be part of the language learning process to promote identity, social cohesion and linguistic identity of the immigrants.

2.6 Translanguaging and deeper understanding

Currently, language teaching in immigrant classes is predominantly purist oriented all over the world. The monolingual bias in language teaching and learning spaces has been strongly upheld worldwide. Research has reported that language purity has a strong impact on the institutional as well as classroom practices of language teachers (Hurst 2017; Robinson, Elizabeth-Martínez, & Tiffan 2018; Lee, & Chunhwa, 2018; Bussert-Webb, Masso, & Lewis, 2018). In the United States, multilingual researchers are also battling with the Dual bilingual language programmes (DBLE) in New York City where they mostly adhere to a 50-50 model: half of the instruction is in English while the other half is in another target language (Hamman 2017; Williams & Faulhaber, 2018; Herrera, 2017). However, these classes are basically English and Spanish which dominate language learning, and a kind of language separation or isolation practice is used. According to such perception, one would question the position of other languages in that space, including immigrant languages. Therefore, learners or speakers of those languages, though they are in the classrooms they are treated as invisible and seemingly non-existent within such spaces because as long as their languages (markers of identity) are not present, they are less important and lack access to knowledge.

Immersion and assimilative practices are the dominant language teaching practices in such Dual Language Education Programmes. In recent years, research has questioned the validity of separation programmes such as English for beginners, English for immigrants and First Additional Language. In such programmes, the concept of meaning making through language practices is ignored. Herrera (2017) argues that the Bilingual programmes tend to strictly separate languages and often insist that teachers and students only use the designated language according to the school or district's language allocation policy. Instead, her research focuses on translanguaging as a tool to enhance meaning making. Using Action research with 17 immigrants from the Dominican Republic, Puerto Rico and Mexico, Herrera designed an instructional unit that used immigration issues and policies. Observations, audio recordings, and interviews were carried out and field notes were used to collect the data. The results indicated the various ways in which students take up translanguaging in the classroom, and how it enables them to have their rightful access to the content and the learning that takes place. The translanguaging pedagogy enabled students to position themselves as knowers; they felt they had a voice. Moreover, intentional translanguaging expanded their repertoires and the understanding of the content was greatly amplified and clarified. It has also shown students' reflections of themselves as bilingual thinkers and doers. However, the comprehension was focused on the target language and not the immigrant languages or cultures.

Elsewhere, research on translanguaging as affording deeper learning experiences in Dual language learning programmes has been done in New York, that is, Hererra, (2017), Garcia and Kleyn (2019), Garcia (2014, 2018), and Coady (2017); in Canada, Anwarrudin (2018); and in Australia, Dovchin (2018) and Duarte (2019). In South Africa, Makalela (2015) points out that translanguaging offers better understanding of concepts and he used the Ubuntu translanguaging model in a study with local languages. Two case studies were done: case (1) involved 24 multilingual university students (who were enrolled for a Sepedi class), and case (2) involved 60 Grade 6 Sepedi learners. In case 1, the instructor's teaching approach was a typical translanguaging practice where isiZulu, isiXhosa, siSwati, isiNdebele and English were encouraged, especially in discussion

groups. The main language of communication was Sepedi, with English used sufficiently. In case (2) bilingual vocabulary contrasts practice, and texts (one in English and another one in Sepedi) were used to do comparative reading. The results from these cases show that the use of more than one language by multilingual learners in classroom settings provided cognitive and social advantages. The study shows that a purposeful translanguaging approach gave room for changing negative perceptions towards African languages, invested in their multiple linguistic identities, enhanced multilingualism as a norm and made language learning a positive experience. Moreover, the study unveiled that the use of translanguaging techniques improves reading comprehension gains. The study also revealed that there were more comprehension gains in the target language than in the home language.

2.7 Translanguaging and epistemic access

In extensive research to promote deeper learning, Duarte (2019) engaged in an empirical study to close the knowledge gap between Luxembourgish and Portuguese preschool learners in Luxembourg. The same project was also conducted in a different setting (Netherlands) with primary school learners where the aim was to achieve less separation between the three official languages of instruction (Frisian, Dutch and English) and immigrants' languages (Arabic, Polish and Swedish) in the trilingual models. This was done through an organic translanguaging which is a natural translanguaging practice of the learners and pedagogical translanguaging which is teacher organised (Garcia, Otheguy & Reid, 2019). The study involved 5 preschools, 9 teachers and 55 preschool learners from Luxembourg and 5 schools, 10 teachers and 85 primary school learners from Netherlands. In setting one (Preschools in Luxembourg) an explorative study with pre-post experimental design was conducted and a Portuguese speaking assistant was involved. Data was collected from the 5 hours of video. In the second setting in Netherlands, a cyclical design was adopted where tailored research questions and didactical experiments were used. The data was gathered through 5 hours of video observation. The result of the research shows that translanguaging was employed as a bridge between the language of instruction of the day (Frisian) and the other two languages of instruction within trilingual instruction (Dutch and English). Secondly, the

use of translanguaging to scaffold and link knowledge in the three languages of instruction to knowledge in the home languages of Polish and Arabic, was done by including them systematically in the daily routines of the group.

Although research has been done to show translanguaging as a process of deeper meaning, the results from the empirical evidence from certain researchers (Herrera, 2017; Makalela, 2015; and Duarte, 2018) demonstrate that the immigrant's languages are still not valorised and do not fare well at the linguistic market (Bourdieu, 1990). The fact that they are just used as "bridges" to mainstream languages seems to be a flawed focus. As a result, they do not form part of the school's language curriculum which greatly account to their peripherisation and minoritisation (McKinney, 2016). The concepts of Bilingual Education programmes (Herrera, 2017) in the United States still marginalise multilinguals and immigrants' learners by deeming them as needing remediation (Garcia, 2017). Therefore, translanguaging in a context where languages are separated does not conform to the ways of knowing that the immigrants are endowed with. Duarte's research (2018) portrays translanguaging as empowering the English language which defies the purpose of equity and social cohesion.

2. 8 Translanguaging and identity

Recent research on identity suggests that identity needs to be examined considering the issue of globalization in which hybridizing and transversing movements of people have led to the increase in multilingual schools and communities in which the production of new identities is certain and these are often called 'millennium identities' (e.g., Blackledge & Creese, 2010; Heller, 2011; Higgins 2011; Shin, 2012), However, purist practices which seem to subdue multiple identities is still taking place in multilingual classroom settings. In Hong Kong, research reports that South Asian students encounter social discrimination including an education system that is assimilative. In this research Li and He (2017) explain how South Asian students are assimilated into Cantonese-speaking cultures and the education pays little respect to their home and community languages as well as their identities (Pérez-Milans, 2016) Most of these South Asian students are

migrants. As policy calls, the medium of instruction at the school of research was English and as such, the learners and their teachers were expected to use English in their lessons. However, in as much as the institutional policy compelled them to use English only, the learner practices were contrary to the extreme linguistic, cultural and social and environment in which the South Asian students had originated and grown up in (Lin & He, 2017). In their findings, translanguaging appeared to be natural process and a social practice which transforms the space. This was so because the South Asian learners were observed resorting to their home languages and other linguistic armoury during the group work. The learners' heteroglossic practices are employed to mediate their access to literacy and, moreover, the results showed that this supported the content learning and language development of students. The research allowed space for immigrants to display their identities, and this gave them space. Research has always shown that there is a tight relationship between language and identity (Jacobsen and Jensen, 2016; Le Page and Tabouret-Keller, 1985; Norton, 1997) and research further confirms that language is at the helm of shaping individuals' identity. Valentine et al. (2008) supports the view that highlights that people are what they are because of what they speak and further elaborates that what people are where they are.

In a further elaboration of translanguaging, research shows that the act of translanguaging is an exhibition of trans-identity (Nkadimeng and Makalela, 2015). In their research (2015) with the youth from Soweto townships in Johannesburg, South Africa, aimed to show how these multilingual youths negotiated their identities in this complex multilingual environment. They engaged 17 Grade 11 multilingual youth in a focus group, and the researchers managed to generate data over a period of three hours. Nkameng and Makalela unveiled some dissonance between classroom practices and out of school practices which would account for the nature of their identity(ies). However, Nguyen (2019) takes on the broadening of this idea of trans-identity and, therefore, conceptualises trans-identity as discursively constructed through learners' translanguaging beliefs and practices. This research examined Vietnamese ethnic minority students' translanguaging beliefs and practices, and their identity construction through translanguaging. The research further explored how these students' translanguaging between their ethnic

language (L1), Vietnamese (L2), and other languages was connected to their language shift and identity transformation in a Vietnamese-dominated mainstream education. The study used semi structured interviews and the participants were a group of college students including their parents/family members. The findings demonstrated that the students were engaged in different trans-identities such as dual/multiple identities, neutral identity or shifting identity in their experiences of translanguaging practices (Nguyen 2019). Furthermore, the results indicated that, translanguaging was used as a conduit to display a neutral, seamless identity in which there is a symbiotic relationship between two linguistic and cultural worlds. Therefore, translanguaging could be used as a measure to accommodate dual and multiple identities.

The study is relevant to the focus of my research in the sense that immigrants are also a minority group that needs to be accommodated by means of translanguaging within the mainstream context to cater for their multiple identities. This may enhance their self-esteem; hence accommodating their heteroglossic wellbeing. The research undeniably points to the fact that there is definitely a unifying force between language and identity and unfortunately losing a language would ultimately harm an individual's identity and culture. In the light of these research studies, it is important to note that a translanguaging practice brings about many languages / many voices, and thus this also translates to many languages and heteroglossic identities. However, the shift from the L1 to Vietnamese rather than in the opposite direction is a major concern with this research where instead of supporting the minority language the pedagogy seemed to elevate the dominant Vietnamese language.

2. 9 Immigrants' language learning and social cohesion

Language separation approaches and practices usually de-humanize and segregate humans, especially multilinguals (Norton & Columbia, 2011; Tuck & Yang, 2021). It is within the interests of this research to apply translanguaging as a means of transforming the pedagogies and approaches to providing a more humanising experience and a social safe space in classrooms. In trying to address these disparities Coady (2017) calls for a Linguistically Relevant Pedagogy which also focuses on the learning and academic

achievement of multilingual learners. Such pedagogies situate multilingual education in its socio-political context. In a paper presented at the Wits International Language Conference in 2017, Coady's discussion of Mexican immigrants in New York City, stressed the inclusion of immigrant learners' languages and literacy practices in classroom environments. She demonstrated how the inclusion of languages, cultural traditions, and practices of the family and also the roles of the family members are useful resources that can be tapped to support the immigrants in the schools as well as other language minoritized learners. In her narrative research, the significance of immigrant languages, cultures and ways of life cannot be overemphasised.

Recent research has tried to disrupt the global thinking that social cohesion can be achieved when the population, as a whole, uses the same language in official and private settings (Makalela, 2017; Garcia, 2017; Kleyn & Garcia, 2019). This line of thinking places monolingual language practices into dominance and occupying all the multilingual spaces around the world. However, research has also demonstrated that bringing in different transnational experiences affords immigrant children opportunities to accumulate cultural resources and knowledge from both cultures, which are potential resources for literacy learning literacy (Hsin, 2019). For example, Sanchez (2007) found that children of Mexican immigrant families had various experiences from their home countries about farming and horse riding and they used this knowledge to create stories in their language learning. This shows that children with transnational experiences have the capacity to think flexibly and bring their experiences into the learning space is a way to accommodate different voices which also carry diverse identities. In addition, multilingualism or having to speak many languages is another potential literacy resource for immigrant children. As multilingual learners definitely have the experience of and are in contact with different cultures and ontologies, and therefore their vocabulary can be wide.

In a study that unveiled how the language learning practices of immigrants can bring learners together, Hsin (2017) conducted an ethnographic study that explored how the children of new-immigrant families whose mothers are from Vietnam learn and use literacy in transnational and sociocultural contexts in their homes and communities. Data

collection involved 89 hours of interviews where four Vietnamese mothers with children aged between four and six years were interviewed, and their four children underwent an 18-month observation. The results of this study showed that mothers believed that their children would learn the Vietnamese language in their context, and this included listening to Vietnamese songs and stories, socialising with Vietnamese friends and relatives in Taiwan. The observations revealed that the children developed their oral language, literacy, and cultural knowledge about Vietnam through literacy-related practices in various transnational contexts and these were inevitable resources for them to learn literacy in Vietnamese and Chinese. Most importantly, the findings revealed that these children learn languages in a potentially multilingual environment. In addition to Mandarin Chinese, they had opportunities to learn English, Taiwanese and Vietnamese. The potential multilingual learning environment which is suggested here is the concept of translanguaging, although Hsin (2017) did not come out very strongly to support the organic translanguaging that was going on within this classroom. Translanguaging as an everyday practice which is articulated by Mazzaferro, (2018) is a concept that the research would like to explore within the multilingual spaces where there are immigrants. However, the research did not explicitly expand the concept of translanguaging to show how it can humanise and as well as bring cohesion within the language classroom.

2.10 Transformative strategies with immigrant learners

A transformative endeavour involves broadening our knowledge and fostering appreciation of the 'trans-semiotic' nature of repertoires and practices and apportioning language as only one of the myriad available resources for communication (Cenoz and Gorter, 2017). It is with this social agenda in mind, that one can see the transformation of practices as appraising the destabilization of language hierarchies and monopolies within educational institutions. Transformative practices can be promoted through translanguaging (Cenoz and Gorter, 2017), inclusion, localisation of knowledge through engagement with immigrants' cultures, languages and linguistic practices. Transformation defies the solidified beliefs and practices that accompany monolingual bias. Anwarrudin (2018) describes a transformative pedagogy as one that can call forth

bilingual subjectivities and sustain bilingual performances that go beyond one or the other binary logic of two autonomous languages. The essence of this definition is one that is stimulated to reflect on what translanguaging can transform. Canagarajah (2018), adds to the understanding that transformation is about how semiotic resources may transform/disrupt social structures and challenge the understandings of language as regulated or determined by existing contexts of power relations. This perspective becomes so vital in multilingual immigrants' spaces, dialogic spaces that are needed in the quest for social justice in language classrooms. Liberating classroom spaces, language, and cultural dominance is a definite endeavour to create fairness, inclusion, and equity within micro linguistic spaces such as classrooms.

Research has demonstrated that translanguaging has made a transformative input to the study of applied linguistics and therefore, its transformative power goes beyond the process of language systems, to include individuals' cognition and social structures (Li, 2018, p. 27). In their research Kleyn and Garcia (2019) explore how enacting translanguaging as a stance and pedagogy can restructure ESL spaces to be inclusive of emergent bilinguals. The paper draws three lessons from their 2016 research in the CUNY-NYSIEB programme where they investigated how pedagogical translanguaging opens spaces for immigrants and multilinguals. The first lessons with 27 grade 5 multilinguals who had seven home languages were offered in a social studies lesson. In this lesson the use of home languages enlightened Gutierrez's (2012)' concept of *mirrors and windows* where the home language acted as the mirrors and the new things, they learnt were windows that they use to view the world. The lesson demonstrated that learners who were at the early stages of learning transformed their positions to knowers and leaders by sharing their histories and cultures. The act of putting languages side by side placed them in a better position in class as their languages carried value in the learning and meaning making process. In the last lesson, the 11th and 12th grade learners used open discussions which were not restricted to the language of the poem to explore culturally relevant poems. Translanguaging allowed the learners to express their emotions and connect with peers. This connection could have been stifled by the use of English only. The research definitely resonates with my study where pedagogical

translanguaging is used to create and transform learning spaces from homogeneous to heterogeneous languaging spaces. The inclusion of immigrants' languages would transform the language learning space for Sub-Saharan immigrant learners in South Africa.

Studies also reflect that translanguaging can democratize the language learning space where student and teacher relationship can transform (McKinney, 2016; Anwarrudin 2018; Duarte 2018; Kleyn and Garcia, 2019). In this view, transformation comes as the emancipation of students and their ability to express themselves. Furthermore, transformation as emancipation questions the world views, and this can be promoted by conscious pedagogy strategies such as translanguaging. For example, Anwarrudin (2018) explains that translanguaging transforms the semiotic resources, social structures, and most importantly it may challenge the view of languages in a delimited context of power relation. In empirical research at York University, Anwarrudin engaged in a reflective study with Chinese and Arabic speaking students enrolled for the Academic literacy course, and these students' success was their English proficiency. Therefore, he used an argumentative essay to employ pedagogical translanguaging in which students had to engage in two groups, Arabic and Chinese home language speakers. The students discussed the concepts of counter argument, refutation and gene mutation in their own languages for meaning making purposes. The results showed that the students explained the meanings better after the translanguaging discussions with their home language peers and they were able to better explain the concepts in English than before. The teacher was able to participate in the group discussions through tacit knowledge even though he did not know the language he implicitly picked up the meanings.

The study above speaks to the present study in the sense that, in as much as South Africa is a democratic state, there seems to be a tendency to defy the rights of some minority languages, discourses and cultures especially immigrants and there is need to speak out. This shows that translanguaging practices may be an effective way of doing so and in the classroom context, translanguaging is inherently empowering, because it makes linguistic arrangements "around experiences that are immediate to students (Anwarrudin, 2018).

Therefore, legitimising immigrants' practices through a translanguaging approach to promote their linguistic identities and epistemic access becomes a compelling argument in which one is able to transform the classroom practices and perception of teachers on immigrant language resources. The research differs with Jaspers' (2019). In Jasper's view translanguaging is "less transformative and socially critical." The research also refutes his view that "to assume translanguaging as being transformative is being too ambitious." The research also argues that legitimate/justifiable inclusion of immigrant learners' linguistic arsenal is a transformative process which can eventually transform the whole multilingual environment. This environment may include attitudes, perceptions, values, practices, landscapes and power dynamics to pave the way for social justice in language teaching. Despite all the studies showing translanguaging as having transformative effects on pedagogies and practices (Cenoz & Gorter, 2017; Anwarrudin, 2018; Garcia & Klein, 2019) and having the potential to transform the practices and to improve the understanding of concepts (Hererra, 2017; Duarte, 2018), affirming immigrant identities (Duarte, 2019) and social facilitation of inclusion (Coady, 2017). There is a paucity of research in South Africa to account for the Sub-Saharan immigrant learners' translanguaging experiences within learning environments.

2.11 Conclusion

This chapter reviews the literature about translanguaging. The theories, that is, the Translanguaging theory and Bakhtin's heteroglossia were explored in the light of how they relate to the languaging practices of the multilinguals that include immigrants. The main theory backing this study is the Translanguaging theory. It draws from Garcia's concept of translanguaging as a discursive practice (2006) and the Ubuntu paradigm (Makalela, 2015) to explore how this theory can impact the knowledge access and linguistic identities of immigrants considering its dynamic and ecological aspects. To augment the translanguaging focus amongst immigrants the research also incorporated Bakhtin's frameworks on heteroglossia. Here the nexus is the concept of multivoicedness (Hall, Vitanova, Marchenkova, 2005; Gardiner 2017; Huang, 2016) and dialogism (Bakhtin, 1981) where multivoicedness comes to explain the nature of the different voices

within the classroom space. Dialogism, an affective concept, seeks to explain the liberal approach to afford the different identities and cultures' discourses and to enhance the immigrant learner's self-worth within language learning spaces. The chapter also reviewed the current studies on immigrants' translanguaging worldwide. The studies show that there is a symbiotic relationship between migration and integration; however, worldwide the concept migration has often been understood as assimilation, immersion, and subtractive bilingualism (Norton & Columbia; 2011, Coady, 2017; Mbembe, 2015). More often than not the immigrant's multilingualism has often been viewed from a deficit viewpoint. It is evident that most studies seek to promote the target language and the minority language remains on the periphery (e.g., Searls & Peyton, 2017; Duarte, 2018). Besides translanguaging having empirically proved as a working theory and pedagogical practice and language theory, there is a dearth of translanguaging research to explore the impact of translanguaging on Sub-Saharan immigrants in South Africa. Therefore, this shows the need to conduct the study to investigate the efficacy of translanguaging in the immigrant learners' spaces in South Africa. For this reason, the following chapter discusses the design and methodology adopted by the research to engage with the phenomena under investigation.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY:

3.1 Introduction

The literature review from the previous chapter showed that there is a need to explore the efficacy of translanguaging amongst Sub-Saharan immigrants in South Africa to see how it can impact their epistemic access and linguistic identities. This chapter gives a detailed account of the methodology that was used to carry out this study. It discusses the research paradigm which is a guiding framework for the methodology. The paradigm is followed by the discussion of the research design. The study follows a mixed method design, and the sampling procedures are also deliberated. The chapter clarifies the various sampling elements including research sites, participants sampled, the curriculum subject, and the grade. Data collection, processing and presentation processes are also explained. Finally, issues of validity and ethics are explained at the end.

3.2 Research paradigm

A paradigm is a set of assumptions or beliefs about fundamental aspects of reality that give rise to a worldview. It focuses on critical assumptions taken on faith such as beliefs about the nature of reality (ontology), the relationship between knower and known (epistemology) and assumptions about methodologies (Creswell, 2011). Ontology is further conceptualised as a branch of philosophy concerned with articulating the nature and structure of the world (Antwan, & Hamza, 2015). It is from these two positions of objectivism and constructionism that the research is considered. Objectivism holds the view that there is an independent reality waiting to be discovered and constructivism assumes that reality is the product of social processes and is also socially constructed (Neuman, 2003). To balance this research, both objectivism and constructivism are adopted. In other words, this study subscribes to the view that knowledge is objective and quantifiable. According to this perception, the research engages in systematizing the knowledge generation process with the help of quantification to enhance precision in the

description of parameters and the relation amongst them (Antwi & Hamza, 2015). The research also adopts the view that reality is socially constructed – it is a human construct (Mutch, 2005) and hence there is no single correct route or particular method to knowledge (Antwi, & Hamza, 2015). This allows the researcher to take on the interpretivist approach through observation, interviews, document analysis, and interpretation which are the major underpinnings of the interpretivist paradigm.

3.3 Research Design

This research followed a mixed method design where a quasi- experimental design was used to explore the Natural science learning issues of immigrants in four primary schools. This mixed-method research is a dynamic preference for increasing the scope and improving the analytic power of my studies (Sadowski, 2000). The mixed- method design was the most favourable in my research as implementation research because it offered a more comprehensive and balanced approach to my study better than applying quantitative and qualitative on their own. The pre-test and post-tests as the quantitative elements of this mixed method study (quasi-experimental) were aimed at testing and confirming the hypothesis based on the existing conceptual model (translanguaging) and to achieve a breadth of understanding of the predictors of successful implementation. On the other hand, the observations, interviews and stimulated recall provided the qualitative part of the study. These facilitated the exploration of the research depth presenting evidence of success and identifying strategies for assisting the implementation of translanguaging. The quality rested on how translanguaging as a transformative approach impacts the issues of equity, inclusion, cohesion, fairness, knowledge access, linguistic identity affirmation and the creation of languaging space in South African classroom. The ultimate goal for using the mixed methods approach in this research study was to draw from each design and minimize the weaknesses of the quantitative and qualitative research approaches (Anwarrudin 2019, & Williams, 2007).

3.5 Sampling

The sampling procedure for this study entails both probability and non-probability sampling. The mixed research approach also culminated in the use of both qualitative

and quantitative sampling techniques such as systematic random sampling, stratified random sampling and, on the other hand, purposive and convenience sampling. It is a triangulation technique that is employed in this research to be able to generalise research findings from both the qualitative and quantitative components because they are intertwined. The discussion below, presents sample elements which include, the schools, teachers, learners, principals, the curriculum subject and the grade.

3.5.1 Research sites (The schools)

This research drew its sample from 60 primary schools in the Johannesburg West district, which is on the Westrand, Gauteng province. The district is one of the 15 education districts in Gauteng province, where a significant number of immigrants are settled. In addition, this specific district has been a convenient site because that is where I live. A systematic random sample of four primary schools was selected from the 60 primary schools in this district. The selection of samples was based on the interval of fourteen schools which meant that every fifteenth school on the list of the primary schools was selected. Therefore, the results of the sampling were that the 15th, 30th, 45th and 60th schools on the list were selected as samples using systematic random sampling. The schools have been labelled as School 1, 2, 3 and 4, respectively. The four primary schools happened to include two public primary schools, and these are School 2 and School 3, in addition, two private schools, School 1 and School 4 were also engaged. To be able to apply the pre-test, the intervention and the post-test, a stratified random sampling was used to select the controlled and experimental population. However, it was not possible to use the four schools as per the initial plan. Due to the Covid 19 pandemic restrictions and multiple cases of the virus infection that erupted at the schools, the researcher was only able to make use of two schools, namely, School 1 and School 4 and these were private schools. A further simple random sampling was used to create the required experimental and control group. As a result, School 1(A) was the experimental group and School 4(B) became the control group.

3.5.1.1 The Schools

These public schools are labelled as quantile 5 which means they are less poor and obliged to pay fees. This is their classification and designation before 1994, and unfortunately these statuses have not been reviewed since then despite the current changes in their environments, for example, the development of an informal settlement (Mukuku) nearby. Their clientele base is now entirely from low income and financially struggling households like any other public school in the district. In this context, the schools attract learners from diverse backgrounds and nationalities because they are open to the public. The public schools have a learner population of 1300 for school 2 and 1190 for School 3. There are 5 streams in grade 6 and each class has a mean average of 41 learners. The other two schools, School 1 and School 4 are private primary schools with a Christian orientation. Again, these schools are labelled as quantile (5), yet they are not in the class of elitist institutions. They largely attract learners from low-income families including immigrants and they are just like the quantile 1 schools because they are poor schools. Due to the covid restrictions, only two schools eventually participated in the study.

3.5.1.2 School (1or A) The experimental school

School 1, which was the experimental school (See appendix iv) is a religious private school which has a learner population of 580. The learners from this school include those from a high-density suburb and an informal settlement (Mukuku/sharks) which lies at the edge of the suburb. The school operates in the same status as the quantile 1 schools. In addition, it accommodates diverse learners from different nationalities. Furthermore, for it is within the moral obligations and mission statement that the school would cater for learners from all walks of life. Most importantly, to accomplish its pastoral mission, the school offers affordable fees and as a result many local learners including immigrants find their spaces at such schools in South Africa just like in any other public school. The suburbs in which the school lies are diversely populated with different nationalities and therefore the school authorities are not very particular about the documentation of immigrant children. Consequently, all learners, including documented and undocumented immigrants, are accommodated.

3.5.2.3 School (4 or B) The Control School

School 4, participated as the Control school (See Chapter 4). It is a private school, which has a learner population of 500. Again, the learners from this school include those from a high-density suburb and informal settlement (Mukuku/sharks) which lies at the edge of the suburb opposite School 1. School 4 has three streams of grade 6 and it also operates in the same status as the quantile 1 schools. In addition, as a private school, it accommodates diverse learners from different nationalities. Like school 1, School 4 offers affordable fees for the learners, and it also accommodate immigrant learners like any other public schools in South Africa. The suburbs in which it lies are diversely populated with different nationalities and the authorities do not fussy about documentation of immigrant children.

3.5.2 The Grade six sample

Further stratified random sampling was used at each specific school to identify one grade six class that has the highest number of immigrants to practice with. In this research, my initial sampling frame was a purposive sample of 14 Grade 6 classes with immigrant learners from the four schools. This was necessary because all the schools have more than one stream of the grade six class. However, because the other school could not open due to Covid 19 pandemic a sample frame of six grade 6 classes was used. A stratified sample was done to determine the class with the highest number of immigrants at each school and finally, two classes were used, one from each school for the research participation and the sample results were generalisable. The two groups created the experimental and the control groups of the participants.

A purposive sample of a grade six class was used because of the criticality of this level and the status of grade six. In the South African education system, this is the last year of the learners' intermediate phase (grade 4-6), and learners will be transiting from the intermediate phase to the senior phase (grade 7-9) DBE. In addition, this is a year of significant transition when learners will be using previously acquired skills to apply them to complex independent learning in deeper and more rigorous ways. The ages of the

learners in grade six in South Africa ranges from 10 to 12 years and this is the stage where they experience their early adolescence (Crocetti, 2017). The formation of a clear and stable sense of personal identity is a core developmental task that individuals need to address throughout their lives, especially in transitional periods when their sense of stability and certainty might be undermined. In this respect, during adolescence, many biological, cognitive, and social changes occur that stimulate young people to think about themselves, reflect on the kind of people they want to become, and find their place in society (Crocetti, 2017). This is why the current research found it appropriate to address the issues of identity affirmation and epistemic justice to this age group of learners 'to catch them young'.

3.5.3 The learner sample

The initial plan was to have a random sample of 160 grade six learners per school, but this went down to 90 learners per school. This also translated to a classrooms average of 40 learners. Stratified random sampling was done using the 40 learners from each school to determine immigrants and non-immigrants. The class with the highest number of immigrants, that is 15 immigrants or more, was selected. Therefore, in total approximately 61 learners from the two schools participated. There were 27 learners, from School 1 and 34 learners were from School 4. The learners from School 1 formed the experimental group and those from School 4 constituted the control group. A simple randomised sample of four immigrant's learner participants per school were selected as focus learners during the interviews, the intervention, observations and stimulated recall to give detail and depth to the concepts. During the intervention further stratified sampling of immigrants and volunteer local learners who speak more than two languages was done. Table 1 below shows the profile of the learners who were sampled for the sake of focused interview data.

Name of Child	Age	Sex	Country of origin	Languages spoken	No of years in S. A
Ano	11	M	Zimbabwe	IsiNdebele, isiZulu, IsiXhosa, ChiShona, English, Latin and Afrikaans	6
Shai	12	F	Zimbabwe	Chishona, IsiZulu, Isixhosa, English, Afrikaans, Latin.	7
Tino	11	F	Zimbabwe	Chishona, English, Afrikaans, Latin and IsiZulu	5
Ketu	12	F	Malawi	Chichewa, Nyanja, English Zulu Afrikaans, Latin	12
Jay	12	M	Mozambique	IsiXhosa, Shangaani, Isizulu, English, Pedi, Latin	8
Devar	12	F	Mozambique	English, Chi Tsonga, Shangaani, IsiZulu, Latin	5
Oamu	12	F	Lesotho	English, Tswana, IsiZulu, Latin, Sotho, Ndebele	6
Njabulo	12	M	Zambia	Chichewa, English, IsiZulu, Afrikaans, IsiXhosa	8

Table 1. Immigrant learner profiles

The table clarifies the ages, sex, country of origin, languages spoken by the learner and the number years the learners has been in South Africa. Most of them learners were within the critical time, which is the initial stages of their adolescence, and their ages were 11 and 12 however, most of them were twelve years by the time the interviews were done. Three learners come from Zimbabwe, 2 from Mozambique, the other one comes from Malawi, one from Lesotho and one from Zambia. These learners have varying years of stay in South Africa. Only one learner was born in South Africa and all of them usually go

to their home country during the Easter and Christmas seasons. They seemed to be so connected to their home countries because of the relations that they have in those home countries. These were the learners who mostly engaged in the interviews. Instead having face to face, the interviews had to come at a cost. The pandemic (Covid- 19) changed the course of the interview programme therefore the researcher had to switch to online WhatsApp video as well as WhatsApp calls with the participants.

3.5.4 Teacher sampling

In the first place, a group of 16 teachers was purposively sampled because they were the ones that teach grade six learners. However, this changed because the researcher could not reach out to another two schools for those teachers as the schools were constantly closed because of the pandemic (Covid- 19) restrictions and closures. Therefore, the researcher had to resort to the 16 teachers available in the two schools participating in the research, that is, School 1 and School 4. In addition, the four principals of these schools were conveniently sampled for interviews. Out of the 16 teachers, four of them (2 per school) participated in the interview in both pre-test, intervention, and post-test interviews. There were also two who volunteered for the interview sessions from the control school. These were mainly teachers from the grade 6 stream. The aim was to engage as much as possible with those teachers who are directly in contact with the grade 6 immigrant learners. These teachers had more insight into the immigrant learning issues. It was from the teachers and principals that the research managed to elicit the teacher perceptions, attitudes, linguistic behaviours, languaging practices, and feelings about immigrant learners. The interviews also made it possible to zoom into the issues of identity and social inclusion amongst immigrants and the specific insights into immigrants' learning and identity issues.

The teachers who participated in this study were all degreed and they majored in primary school teaching. Their age range was from 30 to 56 years and the researcher obtained two from each school. The fact that they were all qualified teachers made it easy and leveled the ground for the researcher to interview them. Two of the teachers (Teacher 1 and Teacher 4), worked directly with me in the pre-test and post-test. They were the

owners of the classes that participated. Their major or outstanding linguistic identity was that they were all multilingual. Although the researcher had to negotiate that understanding, because at first, they said they were monolingual; but after discussing their linguistic profiles, they after some thought agreed that they are all multilingual. The four teachers said they had extensive experience in teaching in multilingual settings where multiple languages are at the learner’s disposal, including immigrants.

Table 1 below shows the teacher profiles which include their age, qualifications, teaching experience and linguistic status. This information helped in the evaluation of the teacher practices and general Natural Science teaching.

Name of teacher	Age	Qualifications	Teaching experience	Linguistic status	S
Teacher 1	35	Degreed	10	Multilingual	F
Teacher 2	44	Degreed	20	Multilingual	m
Teacher 3	56	Degreed	37	Multilingual	m
Teacher 4	36	Degreed	8	Multilingual	F
Teacher 5	30	Degreed	5	Multilingual	F
Teacher 6	51	Degreed	26	Multilingual	F

Table 2, Teacher participant profiles

The table above shows teacher one to teacher six. All the above are degreed, and they were teaching grade 6 at the two participating schools. The researcher is going to concentrate more on the teachers of the classes that participated in my data collection. These classes are those of Teacher 1 and Teacher 4. Teacher 1 was from the experimental school, and she was the teacher who had the most immigrant learners in her classroom. She was 35 years old by then and she had 10 years of teaching experience at two different schools. She is also multilingual but she was not interested in multilingualism and so she did not want to focus on that much (because she viewed it as being deficit). The teacher understood the concept of translanguaging fairly well, but she was so much into school policy with a heavy monolingual mindset. The teacher helped

me to administer the two tests and she also had time to spare for me at the semi-structured interviews which later progressed into narrative conversations. On the other hand, Teacher 4 was the one who owned the class with which the researcher did interventions. This teacher was also in her 30s and degreed. This teacher is a multilingual immigrant teacher from Zimbabwe, and she appreciated multilingualism and saw it as helpful. She was always there for the multilingual tutorials, enthusiastic about learning. She also participated in both pre- and post-intervention interviews. Teacher 5 was from the experimental school, and she seemed extremely interested in the programme. She was in her 30s and she was registered for a master's programme with a local university. This teacher was also enthusiastic. She voluntarily came to see the multilingual tutorial whenever she had the opportunity and would sit and write notes for herself and would even ask questions. Teacher 5 was one of my participants in the post-intervention interview which were mainly reflective. The other teachers, Teacher 2 and teacher 3, were from the experimental school and they only participated in the pre-intervention interviews. Teacher 6 was occasionally there. She was not always available, and she was teaching at the control school. Although she was the senior teacher at this grade level, she showed a lack of interest in these issues. After the teacher interviews, the researcher had to engage with the school principals for more data. With this study, it was so important to have a cross section of conversations with immigrant learners, teachers and the school principals. The interviews would not have been complete without the school principals' input in this research. Table 2 below shows the profiles of the principals who participated in the interview. Their ages, qualifications, teaching experience and linguistic status were also captured.

Table 3. School Principal profiles

Name of Principal	Age	Qualifications	Teaching Experience	Linguistic status	sex
(Principal 1)	63	Masters	43	Multilingual	female
(Principal 2)	59	Master	32	Multilingual	Male

The two principals are both multilingual. Although principal 1 acted monolingual, she spoke and understood more than two languages (English, Afrikaans, Latin and understood a bit of IsiZulu). Principal 1 was female and came from the experimental school. She was aged 63, her home languages are English and Afrikaans and because of the work conditions she said would now add to her linguistic repertoire languages like Latin for church purposes and IsiZulu words. IsiZulu was the local language offered at the school. This principal was a little flexible, and she allowed me to use the different languages within the classroom for nine to ten weeks. She was however scared about the language policies that valorized assessment in English. Principal 2 was male and from the control school. This one was a somewhat traditional teacher. He was not very flexible and every day he questioned the success of such a programme being conducted by the researcher. He wanted his teachers to enforce English everywhere around the teacher. However, despite being rigid in his administrative practices Teacher 2, was very multilingual. She understood more than 5 languages. His language repertoire consisted of English, Afrikaans, IsiZulu, Tshivenda and Setswana. This principal understood issues of multilingualism and translanguaging, but he was worried about the learner pass rate. The assumption was that if the learners do not learn in English they will fail. What the principals had in common was that they all had master's degrees in education and vast experience in teaching in super-diverse environments too. Their profiles gave the researcher insight into how these principals responded to the complex linguistic climates in their schools.

3.5.5 The curriculum subject sampling

The subject that was used is Natural Science... This subject was conveniently sampled because as a primary school trained teacher, the researcher had taught this subject for many years. In addition, there is a general agreement in the discipline that high-quality Natural Science teaching and learning at the primary school level is fundamental for learner success and advancement in life. Science research has also revealed that teaching in most classrooms uses non-stimulating pedagogical approaches that lacks practical activities which promote deeper learning of science content and develop a learner's inquiry abilities (Bantwini, 2017). Therefore, there is a need for stimulating classroom approaches that attract and inspire young learners to pursue science learning in high school and at the tertiary level. Considering the above, it was imperative that the researcher choose the natural science subject to motivate the learners. Furthermore, there seems to be a societal perception that science subjects in general and Natural Science in particular, may not be taught and understood in home languages. For this reason, the researcher also wanted to explore such myths that may deprive the minority language and lead them to be excluded in academic spaces.

3.6 Data instruments and procedures

There are several methods of data generation that can be used in mixed designs. In this research, both qualitative and quantitative data gathering tools were used and these included pre-test, post-test, semi-structured interviews, stimulated recall and non-participant observations. These data generation methods were supplemented by audio recordings and field-notes. The primary data generation methods in this research were tests, pre- and post-tests. The data from tests were augmented by those from observations and interviews.

3.6.1 Tests

To address the research question on how the intentional use of immigrant languages fosters deeper understanding of the content subject matter the researcher employed tests, and this included a pre-test and a post-test. In between the pre- and post-test was

the intervention (the multilingual tutorial). Within the intervention (multilingual tutorials) there was deliberate accommodation for the use of translanguaging and the multilingual repertoires of the immigrant learners. After 10 weeks a post-test was administered to see the impact of this translanguaging intervention. The purpose of the language test was primarily to determine the immigrant learner's knowledge and ability in the language and to discriminate between the learner's ability and that of others; such abilities may include achievement and proficiency (Fulcher, 2009). In empirical research, tests have been designed to assess sample features of human behaviour and a variety of human abilities, potentials, achievements and behavioural tendencies; hence, the research adopted the concept of testing. The two important aspects of tests are validity and objectivity. Hence, this research employs self-designed tests as primary sources of data to measure the achievements of grade six learners in reading comprehension skills before and after the application of translanguaging. This is a quantitative index on the impact of translanguaging. Below is the discussion of the pre- tests, post tests and the intervention procedures.

3.6.1.1 The pre-test

This is the test that was administered a week after familiarisation processes with the school authorities (the principal), all learner participants (immigrants and non- immigrants) and their teachers. The test was administered to both groups - the control group and the experimental group with the help of the two teachers: Teacher 1 at the control school and Teacher 4 in the experimental group. This means that the test was administered to approximately 60 grade six learners in the two schools. Therefore, the whole of the second week after schools opened was dedicated to the pre-testing in the two schools and there were only five science lessons at each school every week. The five lessons were two double and one single lesson. The five lessons were spread on three days each week and had to use a day for each school for the test administration. The primary aim of the pre-test was to assess the baseline performance of the immigrant and non-immigrant learners at the four schools in Natural Science comprehension skills. The following 5 comprehension variables were assessed: literal comprehension,

reorganisation, inference, prediction, evaluation and application. A topic that had not been covered by the teacher was used for the pre-test to remove the bias. In this case, the topic was the Solar system, and the Teaching unit was 'The planets. A 650-word passage describing the concept of the Solar system was used and the test took one hour and thirty minutes, and this meant combining two Natural Science lessons. The pre-test was analysed to determine the baseline performance of the learners in the different comprehension skills.

3.6.1.2 Post-test

After nine weeks of translanguaging intervention, a grace period of one week was given to avoid bias, therefore, effectively the test was applied in the tenth week of the intervention. One day for each school was set aside for post-testing during the eleventh week. The post-test assessed the (5) comprehension skills (literal comprehension, reorganisation, inference, prediction, evaluation and application) in the Natural Science subject to compare the impact of a translanguaging intervention on the learners' comprehension with the baseline results. The post-test was administered to all the groups, both the experimental and the controlled. In all instances, the two class teachers (Teacher one for the control school and Teacher 4 for the experimental school) helped in the administering of the tests. The test was one hour and thirty minutes long and it had five sections (A-E) which were based on the 5 comprehension skills. The researcher used the same topic from the pre-test but for the post-test different components were tested, for example: the same topic on the Biosphere but instead the concept of Hydrosphere (water) would be tested. Finally, the post-test was compared with the pre-test for analysis. The exercise helped avoid the abstraction of content.

3.6.2 The intervention (Multilingual Tutorials)

The translanguaging intervention ran for approximately 9 weeks and it was basically in the form of multilingual tutorials. This intervention was an effort to establish how the use of immigrant languages helps in fostering a deeper understanding of content and an

afternoon programme was organised with the groups involved. Only the experimental school was involved in the intervention and approximately 30 students were involved. However, there were always some disturbances of absenteeism because of the Covid 19 infections within the schools and at home. Learners were sometimes forced to stay at home for quarantine after falling sick whether with Covid or not for safety's sake. In addition, all volunteer non-immigrant learners from the experimental groups were welcome. Each school had 3 days a week for intervention for about 9 weeks. The duration of each intervention lesson was at least 45 minutes. This translated to about 36 hours per experimental group. The interventions took place during the lunch break. Those who preferred stayed in close to have their short lunch and we would then start the lessons. The lessons could not operate in the afternoon because of logistical issues of learner transportation, and we finally agreed to have the lessons during the lunch breaks.

During the intervention, the researcher had to re-introduce the lessons and demonstrate using multiple languages to create space for plural languaging ways. The class then dispersed into groups for discussion in as many languages as possible and afforded by their repertoires. The researcher also gave the learners space to discuss in their own languages during pair work, group and class discussions, for example, asking each other 'what is lithosphere? They then read the text in pairs or groups and spoke to each other in their own languages without restriction. They also made use of the *Turn and Talk activity*. In this activity a learner would say a word or concept in their own language and ask the next speaker to do the same. As they talked about components of the lithosphere, for instance, the researcher allowed them to address each other by turning and explaining the concepts in the language in which they felt comfortable. As the researcher conducted these multilingual tutorials, the researcher used audio recordings to collect the data generated for later transcription. At the same time notes were also taken to remind me of the specific incidents in context. The multilingual tutorials were an example of pedagogical translanguaging to encourage the learners to utilise their languages and access more languages from their peers. The exercise encouraged the learners to identify concepts, words and ideas in their own languages.

3.6.3 Stimulated Recall

To engage more robustly with the immigrant learners and their teachers the researcher also used stimulated recall as a technique to extract as much quality data as possible from these subjects. The four teachers from the two schools and 4 immigrant learners from each school were sampled for the stimulated recall exercise. The stimulated recall activities were done immediately after the multilingual tutorials and the interviews to immediately capture the participants' retention. The stimulated sessions lasted for 10 minutes daily. The technique is an introspection procedure in which (normally) videotaped passages of behavior are replayed to individuals to stimulate recall of their concurrent cognitive activity. Through stimulated recall the researcher encouraged the immigrant learners and their teachers to describe their feelings immediately after engaging in interviews and multilingual tutorials in order to interpret statements and elaborate meanings. This was an open space for the learners as they deeply reflected on the use of their languages.

3.6.4 Interviews

Apart from tests, in this study, the researcher used semi structured interviews which later developed into narrative conversations to address the following research objectives: to explore the extent to which immigrant languages are used both in and outside classroom settings; to ascertain the degree to which the natural use of translanguaging plays on the immigrant learners' linguistic identities including their sense of the self. Therefore, three sets of interviews were prepared: for school principals, for the teachers and one for the learners. The four principals, four teachers (2 from each school) and four learners from the experimental groups participated in the interviews. Semi-structured interviews were used to deepen my research and that is where the thick data for my analysis was drawn from. The semi-structured interviews gave me room to probe more and get deeper insights into the phenomenon of my study. Interview notes were taken, and simultaneously audio recordings were done during interviews. To organise the procedures, constructed interview themes were framed to help direct the focus during the session. Themes from the research objectives were noted to help me prepare the content

of the interviews. The themes included: the use of immigrant languages inside and outside the classroom, immigrant linguistic identities, sense of self and inclusion. The learner interviews took as long as thirty minutes whilst teacher interviews lasted for more than an hour each session. All in all, 64 hours of interviews were allocated to teachers and principals, and 32 hours to the learners. Interviews were held daily at the school, so the researcher had to visit on that day during lunch hours and any other convenient times. However, when the Covid 19 pandemic was at its peak, the researcher had to switch to online interviews with both the learner and teacher participants. The researcher used WhatsApp video calls to conduct interviews, especially with the teachers. Eight immigrant learners, four from the experimental school and four from the control school were interviewed. The interviews were held continuously in all three phases, the pre-test, intervention, and post-test. All the interviews were audio recorded and for semi-structured interviews, scripts were also used to collect data. Each participant's response was entered on an interview script and audio recorded.

3.7 Observations

In this study, observation played a vital role in administering the research question on immigrant language usage in and outside classroom contexts and how it impacts the linguistic identity positions of immigrant learners and how the practice configures immigrant learners' sense of self in the school settings. The observation method is inherently oriented towards studying the interaction amongst immigrants as social beings in this study. The researcher employed non-participant observation to obtain detailed data on the impact of a translanguaging space in the language classroom on both the teachers and the learners during the teaching of Natural Science. Students from the experimental group were observed and approximately 30 learners including immigrants and two teachers, and the researcher participated in the multilingual tutorial observations. The observations were done on three days per week per group. The observation lasted at least 45 minutes per session. The learners were observed in the classrooms during intervention lessons as well as during their social interactions in a natural setting outside the classroom - during the school lunch and tea-breaks through non-participant observation on the days when we had no lessons for intervention. In the classroom,

teacher and learner practices on the use of languages were observed in the Natural Science classroom. Observations also included casual meetings with learners at break-time and lunch hours and these too were mostly non-participant. All the observations were audio recorded and an observation diary was designed where useful information relating to the immigrant's linguistic identities (languages, cultures, experiences, and histories) was recorded. The observations were also done about the learners' sense of self in activities such as their grouping systems and language practices.

3.7 Data Analysis

My quantitative set of data that emerged from tests were processed. Measures of central tendency (mean) were used to summarise my statistical data. Data were also analysed in relation to performance in five comprehension levels. Therefore, a multivariate statistical procedure for data analysis was done. This involved more than one type of measurement from general performance to different comprehension levels which included: literal comprehension, reorganisation, inference, prediction, and application. All the quantitative data I collected were subjected to descriptive statistical analysis that focuses on the mean (M) and standard deviation (SD). The Inferential statistical procedure relevant for gauging the effects of translanguaging on the immigrant learners is paired t-test to compare pre test and post-tests results were pitched at an alpha value of 0.05 for statistical significance. SPSS was used to generate the results from the tests.

The qualitative data set was drawn from the semi structured interviews, observations of multilingual tutorials, and stimulated recalls that were transcribed set by set. These data sets were transcribed and coded. The audio recordings from both the interviews and observations were coded using the NVivo transcription to provide an accurate verbatim transcription using quality audio recordings. During coding, for patterns that recur were checked, and these helped to develop themes on the questions focused on by the instrument. Recurring themes were selected for analysis and verbatim codes were analysed and interpreted in line with the objectives of the study. A thematic analysis was done both deductively and inductively. The interview scripts and notes were read many times and coded to develop the themes.

3.8 Validity and Reliability /Issues of trustworthiness

Trustworthiness can be defined as the believability of the researcher's findings; therefore, it is everything that the researcher has executed in designing, carrying out and reporting to produce credible results and it is of utmost importance in qualitative research (Creswell, 2011). In its practicality trustworthiness is the acid test of one's data analysis and it is characterised by validity, reliability, believability, correctness/credibility, openness, corroboration and member checking. Lincoln and Guba (1985) cited by McMillan and Schumacher (2010) assert that the issue of "judging the quality" in qualitative research has been one of the most debated topics among methodologists and therefore it was important for the research to mix the methods to improve the research validation process. Therefore, to cater to the mixed philosophical paradigm underpinning quantitative and qualitative research the research incorporated alternative terms like dependability, credibility, conformability and transferability in addition to their quantitative equivalents. Therefore, reliability such as the audit trail, member checking, negative case analysis, triangulation, prolonged engagement with participants and peer debriefing have also been used in the study to ensure dependability, credibility, and transferability in the qualitative element of the study.

3.9 Limitations of the study

The Covid -19 pandemic was a major challenge during the course of this research. At the start of the process of data collection at the schools, there was a sharp rise in Covid-19 cases in South Africa. This delayed the administration of the tests as well as the settling of the teachers and the learners. The data collection process did not start as per schedule. There were hitches here and there that delayed the administration of both tests and the interviews and the intervention. Due to the rise in Covid cases in the second and third wave (January-March 2021), the government schools that the researcher had chosen did not allow the researchers to come to their schools because of Covid 19 restrictions. At one of the schools, School 2, the school principal had to read the directive from the government to the researcher and the researcher had to withdraw all the material she

had brought to the school for the pre-test. At School 3 there were few learners coming to school, many of them were staying at home during the beginning of term two because of the pandemic regulations which stated that those with symptoms should stay at home. There was a lot of anxiety and uncertainty at this school. There was a high rate of absenteeism, and this stalled the researcher's whole intended programme. Therefore, the researcher had to focus on the two private schools which were the experimental school and the control school. Therefore, the researcher finally settled on two schools, and thus the researcher remained with four teachers per school and the samples did not change especially for the learners and the teachers. The researcher had to prolong lessons into nine weeks to cater for the disturbances and eventually took more time in the schools.

3.10 Ethical Considerations

Before the study commenced, permission had to be sought from the University of the Witwatersrand and the Department of Education, written consent was required from school authorities (principals) and the responsible authority for the religious schools. In addition, written consent from teachers of grade six immigrant learners, parents of immigrant learners who were below the age of twelve, and the immigrant learners themselves was given, although some parents questioned how this would happen during the pandemic. All the observation sessions were negotiated, and interviews were carried out outside the school timetables to avoid lesson disturbances and ensure the smooth running of the school. All the visits to the school were made through appointments. All the audio and video recordings were negotiated. All the participants were assured of privacy and confidentiality on the data collected before they were engaged in the research interviews or observations. Anonymity is going to be granted and hence pseudonyms and nicknames were used in place of the participants' real names to enhance issues of confidentiality.

3.11 Conclusion

The chapter discussed the mixed method design and justified why the approach decided upon was preferred rather than pursuing a purely quantitative or strictly qualitative study.

The sampling was two-pronged, both probability and non- probability sampling was employed to cater for the qualitative and quantitative aspects of the research, so systematic random, random, purposive, stratified random and convenient sampling was discussed. The data gathering methods were also explained and they catered for the two qualitative and quantitative elements of the research. In addition, the methods were discussed in relation to the objectives they served. The function and conducting of tests were also explained, and multilingual tutorials were clarified as the intervention strategies to enhance the epistemic access and the function of interviews and observation was to draw data from the affective side of the participants. Stimulated recall was also discussed as a strategy to capture data from the multilingual tutorials. It also included an explanation of how digital tools such as videos and voice recording would assist in drawing data. The following chapter presents, interprets and analyses the research data.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

OF READING PERFORMANCE

4.1 Introduction

The study aimed to investigate the efficacy of translanguaging as a tool for improving the understanding of content materials and the enhancement of the self-images of grade six immigrant learners in selected South African classrooms. In an effort to establish the effectiveness of translanguaging, a two-sample t- test (Leedy & Ormrod, 2010) was adopted, where two comprehension tests were administered to two groups of learners. The learners were those from the experimental school and those from the control school. The initial test (pre-test) was administered before the intervention whilst the post-test was administered in the twelfth, a week after the intervention lessons had ended. Therefore, the chapter presents results from the pre and post-tests that were held with grade six classes of the experimental school (School A) and the control school (School B). The main purpose behind the tests was to establish how the use of a variety of immigrant languages fosters deeper understanding of the Natural Science subject content. The mean, pass rate, standard deviations, learning gain, effect size indices, and p-value for each test were calculated. The procedure of the test administration was as follows: after the pre-test, the experimental group was assigned to a translanguaging intervention/ treatment where they engaged in multilingual tutorials. The data from the tests augments the data from the multilingual tutorials that were held in their multiple home languages. Another t-test was held with both groups to compare and determine the impact of the translanguaging intervention which was administered at the experimental school. The results are presented in three parts with the first part of the chapter providing the performance results of the experimental school pre- and post-test. The second part presents the results of the control school in the pre and post-test and finally gives a

comparative statistical analysis of the two schools. Below is a presentation of the results in tables.

4.2 The pre- and post-tests

The tests comprised 25 comprehension questions. The questions were divided into 6 sections (A to F). Section A comprised literal comprehension, section B reorganisation, section C inferential, section D prediction, Section E evaluation and section F comprised application questions. A statistical package for the social sciences (SPSS) software was used to process the quantitative data from the tests. The results presented in this chapter show the performance of the learners in both pre-test and post-test at different levels, both at the experimental school and at the control school. Finally, a cross-comparison of the two schools through an ANOVA and MANOVA analysis was done to summarise and highlight the impact of translanguaging in the learning of natural science and specific comprehension skills needed to learn the subject. The different variables, in this case, comprehension levels, are compared and measured to determine their significance. Below are the findings from the experimental school in both pre and post-test.

4.3 The experimental school (school A) results

4.3.1 Overall reading performance in the pre-test

School (A) was the experimental school where 27 learners participated in the test. The pre-test was administered to establish the group's general performance in comprehension. The mean performance score of the group in the Natural science comprehension pre-tests of this group is presented in the following table.

Table 4 The general performance of the learners

	N	Mean (%)	Std. Deviation
Pre-test school A	27	14.07(56.07)	4.07

Table 4 shows the mean and percentage of the general performance of the learners in the pre-test. It shows that the children of the experimental group had a mean performance

of ($M = 14.07$, $SD = 4.07$) which represents (56.07%) performance. The standard deviation of 4.07 implies that the individual scores of the pupils vary from the mean by 4.07 and this shows that the individual scores of the pupils in the pre-test are not far from their mean score. Therefore, this implies that the experimental group was homogeneous in their performance where the scores are close to the mean. In addition, the mean percentage of (56.07) shows that the group scored slightly above the national pass mark of (50%) in natural science at the primary school level in South Africa; however, the score is below the international benchmark of a (75%) percent pass mark. This performance showed that there was a need for an intervention to help the class improve their performance.

4.3.1 Overall reading performance in the post-test

After (9) weeks of the intervention, a post-test was administered at the experimental school to see the general performance and the impact of translanguaging that the group received in a period of 9-weeks. This was a nine-week intervention where translanguaging was applied in the natural science lessons. The mean score of the learners in the post-test is presented in table 5 below.

Table 5 The general performance of the learners at the post-test

	N	Mean (%)	Std. Deviation
Post-test School A	27	16.74(66.96)	2.45

Table 5 shows the mean and the percentage of the general performance of the learners in the post-test. It shows that the children of the experimental group had a mean performance of ($M = 16.74$, $SD = 2.45$) which represents a (66.96%) performance. The standard deviation of 2.45 implies that the individual scores of the learners in the post-test vary from the mean by 2.45. This implies that the learners' scores were much closer to the mean in the post-test and again it shows the homogeneity of the group could not be doubted. Note that the mean ($M=16.74$) and the average percentage score of (66.96) % for the post test is higher than the national Benchmark of (50%) but still below the (75%) international benchmark.

.4.3.2 The pre versus post-test reading performance results.

Further analysis of the pre and post-test results was done in order to find the effectiveness of translanguaging by comparing pre- and post-test performance of learners of this same experimental group (School A). In the pre-test, no treatment was done, and the post-test was administered after a nine-week translanguaging treatment. Table two presents a comparison of the general performance of the experimental group in the two tests.

Table 6 Performance of the learners at pre-test and post-test

	N	Mean (%)	Std. Deviation	t	Sig (2-tailed)
Pre-test School A	27	14.07(56.07)	4.07	-3.245	.003
Post-test School A	27	16.74(66.96)	2.45		

Table 6 indicates that in the pre-test, the mean general performance of the children of the experimental group was ($M = 14.07$, $SD = 4.07$) which represents (56.07%) general performance, but in the post-test, the children of the experimental group had a mean performance of ($M = 16.74$, $SD = 2.45$) which represents 66.96% general performance. The standard deviations of 4.07 and 2.45 in the pre-test and post-test, respectively, imply that the individual scores of the pupils in the post-test are closer to their post-test mean score than their pre-test mean score. This shows that the group performed better in quality in the pre test, and the group became more homogeneous in its performance at the post test. The improvement can be attributed to the administration of the translanguaging treatment. To add to that, there is a greater difference in score from the pre and post-test where the mean score is (56.07%) and then rose to (66.96) in the post-test. Again, this implies that the translanguaging intervention played an important role in improving the results. The statistically significant difference in the pre-test and post-test implies that the pupils did better in the post-test than in the pre-test and therefore I reject the null hypothesis which predicts that the intervention would not improve the learners' performance and maintains that translanguaging had a positive impact on the comprehension concepts and thereby improving the results.

4.3.3 The six levels of comprehension at the pre-test

An analysis was also done to determine learners' performance in the six different levels of comprehension that were tested in the pre-test. These included literal comprehension (section A), reorganisation questions (section B), inferential questions (section C), prediction questions section (D), evaluation questions (section E) and application questions (section F). The aim of the analysis was to determine the level of performance of the learners before the intervention. The result of the analysis is presented in the table below:

Table 7 Performance of the learners in the six levels of comprehension

	N	Mean	Std. Deviation
A. Lit.Comprehension	27	4.77(76.67%)	1.47
B. Reorganisation	27	2.74(68.50%)	1.02
C. Inferential	27	2.55(64.00%)	1.01
D. Prediction	27	1.81(30.17%)	1.07
E. Evaluation	27	1.14(57.5%)	.76
F. Application	27	1.11(37.00%)	.84

Table 7 indicates that in the pre-test, the children of the experimental group had a mean performance of ($M = 4.77$, $SD = 1.47$) in literal comprehension, a mean performance of ($M = 2.74$, $SD = 1.02$) in the reorganisation questions, a mean performance of ($M = 2.55$, $SD = 1.01$) in the inferential questions, a mean performance of ($M = 1.81$, $SD = 1.07$) for prediction, a mean performance of ($M = 1.14$, $SD = .76$) in evaluation , and a mean performance of ($M = 1.11$, $SD = .84$) in the application questions. The standard deviations for the different sections imply that the individual scores of the pupils in section E are closer to their mean than in other sections followed by Sections F, C, B, D and A. In other words, the individual scores of the pupils in section A varied more from their mean than the others indicating that the majority of the pupils had their scores closer to the mean in section E than in other sections. The percentage performances for the six comprehension skills were (76.67%), (68.50%), (64.00%), (30.17%), (57.50%) and (37.00%) respectively. Thus, the children performed better in literary comprehension skills with a mean

percentage performance of (76.67); this was followed by the reorganisation skills with a mean % performance of (68.50). The section which had the lowest performance percentage score was the prediction section with (30.17). The results show that the learners were doing well in literal comprehension because they scored more than the national (50%) pass mark and also exceeded the international benchmark of (75%).

4.3.4 The six levels of comprehension in the post- test

Once more, an analysis of the general performance of the learners in the different comprehension levels in the post-test was done. This analysis provided the impact of the intervention/translanguaging at the different levels of comprehension such as literal comprehension, reorganisation, inference, prediction, evaluation and application. Table (8) below shows the means scores of the learners in the six comprehension levels.

Table 8 Performance of the learners in the six comprehension levels

	N	Mean	Std. Deviation
A. Lit. Comprehension	27	5.33(88.83%)	1.20
B. Reorganisation	27	2.85(71.25%)	.76
C. Inferential	27	2.55(64.00%)	.89
D. Prediction	27	2.88(48.17%)	1.01
E. Evaluation	27	1.51(76.00%)	.64
F. Application	27	1.74(58.00%)	.81

Table 8 indicates that in the post-test, the children of the experimental group had a mean performance of ($M = 5.33$, $SD = 1.20$) in literal comprehension. A mean performance of ($M = 2.85$, $SD = .76$) in reorganisation questions, a mean performance of ($M = 2.55$, $SD = .89$). In prediction questions a mean performance of ($M = 2.88$, $SD = 1.01$) for the evaluation questions, a mean performance of ($M = 1.51$, $SD = .64$) for the and a mean performance of ($M = 1.74$, $SD = .81$) in application questions. In addition, the percentage performances of the children in the various comprehension skills in the post-test were (88.83%), (71.25%), (64.00%), (48.17%), (76.00%) and (58.00%), respectively. Thus, the children performed best in literary comprehension with a mean % of 88.83 % followed by an evaluation section with a mean% performance of (76.00). The lowest performance

was experienced in the prediction questions where the mean percentage score was (48.00). The percentage results showed that the learners improved their performance grade in the post-test at the experimental school. It is only at the prediction level where the mean percentage score of the group was below (50.00%). The post-test standard deviations for the different sections imply that the individual scores of the pupils in section E are closer to their mean than in other sections followed by Sections B, F, C, D and A. In other words, the individual scores of the pupils in section A varied much from their mean than the others indicating that the majority of the pupils had their scores closer to the mean in section E than the other sections.

4.3.5 Comprehension performance at the pre-test and post-test

To establish the impact of the translanguaging intervention on the different levels of comprehension, a cross-comparison analysis of the different levels of comprehension was done between the pre-test and post-test that were done at the same school. Each level of comprehension performance in the pre-test was compared with the same level in the post-test in their performance. Therefore, the table below presents the mean performance scores of each section(level) in the pre-test that are compared to the mean score performance of the same level(section). The difference in performance also explained the impact of the translanguaging intervention on the different levels of comprehension at the experimental school.

Table 9 Performance in the six comprehension levels

Pretest	N	Mean/%	Std. Deviation	F	Sig (2-tailed)
A. Lit.Comprehension	27	4.77(76.67)	1.47	64.18	.000
B. Reorganisation	27	2.74(68.50)	1.02		
C Inferential	27	2.55(64.00)	1.01		
D. Prediction	27	1.81(30.17)	1.07		
E. Evaluation	27	1.14(57.50)	.76		
F. Application	27	1.11(37.00)	.84		
Post test					
A. Lit.Comprehension	27	5.33(88.83)	1.20	64.379	.000
B. Reorganisation	27	2.85(71.25)	.76		
C. Inferential	27	2.55(64.00)	.89		
D. Prediction	27	2.88(48.17)	1.01		
E. Evaluation	27	1.51(76.00)	.64		
F. Application	27	1.74(58.00)	.81		

Table 9 reveals that the children in the experimental group differed significantly in their pre-test performances in sections A-F, $F(5, 130) = 64.18, p = .000$. Similarly, in the post-test, the children of the experimental group differed significantly in their pre-test performances in sections A-F, $F(5, 130) = 64.379, p = .000$. In addition, the group scored above average in all the six comprehension aspects in the post-test except in the prediction where the mean performance is below (50%) in both the pre- and post- test. However, there is some evidence of improvement in the % performance of the group in the prediction skills where they scored (30%) in the pre-test and (48.17%). These results mean that in both pre-test and post-test, the performances of the children of the experimental group in the different comprehension skills represented by sections (A-F) were not the same. In other words, there were differential performances of the children in the various sections of the instrument as a result of their exposure to the treatment/intervention. This implies that although the translanguaging intervention did not improve the children's performances in the different sections equally after their exposure there was remarkable improvement in the group performance in all the comprehension skills. The pre-test standard deviations for the different sections imply that the individual scores of the pupils in section E are closer to their mean than in other sections followed by Sections F, C, B, D and A. In other words, the individual scores of the pupils in section A varied more from their mean than the others. Similarly, the post-test standard deviations for the different sections imply that the individual scores of the pupils in section E are closer to their mean than in other sections followed by Sections B, F, C, D and A. In other words, the individual scores of the pupils in section A varied much from their mean than the others. The statistically significant differences in their mean scores at both the pre-test and post-test indicate the pupils did not perform equally in the various sections at both pre-test and post-test. Thus, while some pupils achieved a high score in some sections, others performed low/worse in both the pre-test and post-test.

4.2.6.1 Literal comprehension questions

To establish the impact of translanguaging on the literal comprehension skills an analysis was done of the cross comparison of learners' group performance in literal comprehension in the pre-test and post- test at the experimental school. The literal

comprehension sections had a total of six marks. The table (Table 10) below shows the mean scores of the learners in both the pre-test and the post-test in section A. (literal comprehension)

Table 10 Literal comprehension performance

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test section A	27	4.77	1.47	.56	-1.751	.092
Post-test section A	27	5.33	1.20			

Table **10** indicates that the pre-test mean performance of the children in section A (Literal comprehension) is ($M = 4.77$, $SD = 1.47$), while their post-test mean performance is ($M = 5.33$, $SD = 1.20$) with a learning gain of .56. However, it was revealed that there is no significant difference in the mean performance of children at the pre-test and post-test in section A (Literal comprehension), $t(26) = -1.751$, $p = .092$. This is for the fact that the associated probability value of .092 is greater than the .05 level of significance ($p > .05$). The standard deviations of 1.47 and 1.20 indicate that the learners' individual scores are closer to their mean in the post-test section A than in the pre-test section, which also signifies homogeneity in the group performance. However, there is no statistically significant difference in the means implying that the pupils performed almost equally at the post-test and pre-test at the literal level. This suggests that translanguaging did not much influence the results in the literal level as it requires the lowest level of understanding.

4.2.6.2 Reorganisation questions

Section B had a total of 4 marks and to determine the impact of the translanguaging reorganisation skills, a cross comparison analysis of section B (reorganisation) of both the pre and post-test was done. Table 11 presents the results of the reorganisation performance of the learners at the experimental school at the two levels of the pre and post-test.

Table 11 Performance in reorganisation questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test section B	27	2.74	1.02	.11	-.486	.631
Post-test section B	27	2.85	.76			

Table 11 indicates that the pre-test mean performance of the children in section B (Reorganisation) is ($M = 2.74$, $SD = 1.02$), while their post-test mean performance is ($M = 2.85$, $SD = .76$) with a learning gain of .11. However, it was revealed that there is no significant difference in the mean performance of children at the pre-test and post-test in section B (Reorganisation), $t(26) = -.486$, $p = .631$. This is for the fact that the associated probability value of .631 is greater than the .05 level of significance ($p > .05$). The standard deviations of 1.02 and .76 indicate that the learners' individual scores are closer to their mean in the post-test section B than pre-test section B. This implies that the learners' scores were more homogeneous in the post-test than in the pre-test. The no statistically significant difference in the means imply that the learners performed almost equally in the post-test and pre-test. However, there is a learning gain of .11.

4.2.6.3 Inferential questions

The third comprehension skill that was tested is inference. Therefore, a cross-analysis of the learner's performance in the inferential skills was done. The total marks for section C were 4 and therefore the cross-sectional analysis of performance of learners in both the pre-test and post- test of the same skill was done. The table below shows the performance means scores of the group in the inferential questions in both the pre and post-test.

Table 12: Comparison of pre-test and post-test performances of school A children in Inferential questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test C School A	27	2.55	1.01	.00	.000	1.000
Post-test C School A	27	2.55	.89			

Table 12 indicates that the pre-test mean performance of the learners in section C (Inference) is ($M = 2.55$, $SD = 1.01$), while their post-test mean performance is ($M = 2.55$, $SD = .89$) with .00 learning gain. However, it was revealed that there is no significant difference in the mean performance of the learners in the pre-test and post-test in section C (Inference), $t(26) = .000$, $p = 1.000$. This is for the fact that the associated probability value of 1.000 is greater than the .05 level of significance ($p > .05$). The standard deviations of 1.01 and .89 indicate that the learners' individual scores are closer to their mean in the post-test section C than in pre-test section C. The no statistically significant difference in the means implies that the learners performed equally in the post-test and pre-test. There is also a learning gain of .00 which suggests the translanguaging intervention did not do much to improve the results at the inference level at this school.

4.2.6.4 Prediction questions

Section D was on prediction questions, and it had a total of 6 marks. The cross- analysis of section D (Prediction questions) of the experimental school was done to establish the impact of the intervention at this level. The performance mean scores of both the pre and post-test at the prediction level for the experimental group are presented in table 13 below.

Table 13: Performance at prediction questions.

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test D School A	27	1.81	1.07	1.07	-3.878	.001
Post-test D School A	27	2.88	1.01			

Table 13 indicates that the pre-test mean performance of the children in section D (Prediction) is ($M = 1.81$, $SD = 1.07$), while their post-test mean performance is ($M = 2.88$, $SD = 1.01$) with a learning gain of 1.07. Besides, it was further revealed that there is a significant difference in the mean performance of children at the pre-test and post-test in section D (Prediction), $t(26) = -3.878$, $p = .001$. This is for the fact that the associated probability value of .001 is less than the .05 level of significance ($p < .05$). This means that there was a substantive improvement in the performance of the learners in the

predictive skill after their exposure to the translanguaging intervention. The standard deviations of 1.07 and 1.01 indicate that the learners' individual scores are closer to their mean in the post-test section D than in the pre-test section D. The statistically significant difference in the means implies that the pupils performed better in the post-test than the pre-test. This shows that the translanguaging intervention improved the results of the prediction skills and therefore, rejects the null hypothesis which predicted that translanguaging could not improve the prediction skills of the learners in the natural science concepts.

4.2.6.5 The evaluation questions

This section had evaluation questions and it carried 2 marks. Therefore, an analysis of the performance of the learners in the evaluation was done at both the pre and post-test level at the experimental school. The analysis aimed at establishing the impact of the translanguaging intervention on the inferential skills of the group. Table 14 presents the mean performance scores of the learners in the evaluation section in both the pre and post-tests.

Table 14: Performance at evaluation questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test E School A	27	1.14	.76	.37	-1.814	.067
Post-test E School A	27	1.51	.64			

Table 14 indicates that the pre-test mean performance of the children in section E is ($M = 1.14$, $SD = .76$), while their post-test mean performance is ($M = 1.51$, $SD = .64$) with a learning gain of .37. However, it was revealed that there is no significant difference in the mean performance of children in the pre-test and post-test in section E, $t(26) = -1.814$, $p = .067$. This is because the associated probability value of .067 is greater than the .05 level of significance ($p > .05$). The standard deviations of .76 and .64 indicate that the learners' individual scores are closer to their mean in the post-test section E than in pre-

test section E. The no statistically significant difference in the means implies that the learners performed almost equally in the post-test and the pre-test; however, there is a learning gain of .37 which suggests that the translanguaging intervention had a positive influence on the post-test results.

4.2.6.6 The application questions

An analysis of the learners' mean performance at the evaluation level in the pre, and post-test was also done to establish the impact of the translanguaging intervention on the higher-level comprehension skills. The section had a mark allocation of 3 and table 15 below shows the mean performance score of the learners in both the pre-test and the post-test in evaluative questions at the experimental school.

Table 15: Performance at Application questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test F School A	27	1.11	.84	.63	-3.533	.002
Post-test F School A	27	1.74	.81			

Table 15 indicates that the pre-test mean performance of the learners in section F (Application) is ($M = 1.11$, $SD = .84$), while their post-test mean performance is ($M = 1.74$, $SD = .81$) with a learning gain of .63. It was further revealed that there is a significant difference in the mean performance of children at the pre-test and post-test in section F(Application), $t(26) = -3.533$, $p = .002$. This is for the fact that the associated probability value of .002 is less than the .05 level of significance ($p < .05$). The standard deviations of .84 and .81 indicate that the learners' individual scores are closer to their mean in the post-test section F than in pre-test section F. The statistically significant difference in the means implies that the learners performed better in the post-test than in the pre-test. This suggests that the translanguaging intervention had a positive influence on the results of the evaluative questions at this level.

4.3 The overall reading performance of the control school (School B)

4.3.1 The pre-test

In this section, I present the results from the control school (School B), and this is the school where there was no treatment. The same pre and post-tests were administered to School (B) and school (A) in the same week. At the control school, 34 learners participated. After the pre-test in the third week of my data collection, the post-test was also administered to the control school after 9 weeks and there was no translanguaging treatment at this school. Table 16 below presents the overall mean performance of the learners in the pre- test at the control school.

Table 16: The Overall performance

	N	Mean (%)	Std. Deviation
Pre-test School B	34	11.91(48.29)	3.69

Table 16 shows the mean and percentage of the general performance of the control group learners in the pre-test. It shows that the learners in the control group had a mean performance of ($M = 11.91$, $SD = 3.69$) which represents a (48.29%) performance. This is slightly below the standard national pass mark of the natural science subject in South Africa. In addition, the group performed far below the international benchmark of (75%) pass mark. The standard deviation of 3.69 implies that the individual scores of the learners vary from the mean by 3.69 in the pre-test. This shows that the group is homogeneous. Thus, the individual scores of the learners in pre-test are not far from their mean score.

4.3.2 The post test

School (B) was the control school, and a post-test was also administered to establish the overall group performance of learners. There was no translanguaging treatment at the control school. Table 17 presents the mean performance score of the learners in the post-test after 9 weeks of teaching without the translanguaging intervention.

Table 17: Post -test Overall performance

	N	Mean (%)	Std. Deviation
Post-test School B	34	12.47(50.00)	2.37

Table 17 shows the mean and percentage of the general performance of the control group children at the post-test. It shows that the learners in the control group had a mean performance of ($M = 12.47$, $SD = 2.37$) which represents a (50.00%) performance. The result shows that the mean percentage score of the group rose to (50%) which is the national pass mark for natural science at the primary school level in South Africa, but still the group did not reach the international benchmark pass of (75%). The standard deviation of 2.37 implies that the individual scores of the learners in the post-test vary from the mean by 2.37. In comparison with their standard deviation in the pre-test, the individual scores of the learners in the post-test are closer to their post-test mean score than their pre-test mean score which suggests the group was homogenous.

4.3.3 The pre and post-test

A comparison of the control group's performance was also done to establish the learners' performance when no intervention/ treatment was administered to the group. The table below shows the mean scores of the group when no treatment was administered.

Table 18 Performance of learners

	N	Mean (%)	Std. Deviation	t	Sig (2-tailed)
Pre-test School B	34	11.91(48.29)	3.69	-.749	.459
Post-test School B	34	12.47(50.00)	2.37		

Table 18 indicates that in the pre-test, the mean general performance of the learners in the control group was ($M = 11.91$, $SD = 3.69$) which represents a 48.29% general performance; but in the post-test, the learners in the control group had a mean performance of ($M = 12.47$, $SD = 2.37$) which represents a 50.00% general performance. The group mean percentage performance moved slightly higher to 50%. This may be attributed to the teaching that went on in this group during the nine weeks. The standard

deviations of 3.69 and 2.37 in the pre-test and post-test, respectively, imply that the individual scores of the pupils in the post-test are closer to their post-test mean score than their pre-test mean score.

4.3.4 The six levels of comprehension (pre-test)

A further analysis of the different levels of comprehension was done at pre-test level for the control school. Therefore, an analysis of the literal comprehension, reorganisation, inference, prediction, evaluation and application questions' results of the control group was done, and it was aimed at establishing the difference in performance of the group with regards to the different levels of comprehension. Table 19 below presents the mean performance scores of the group with regards to the different levels of comprehension, that is sections A-F.

Table 19: Performance at the six comprehension levels

	N	Mean	Std. Deviation
A. Lit.Comprehension	34	4.14(69.17%)	1.37
B. Reorganisation	34	2.23(55.75%)	.88
C. Inference	34	1.61(40.50%)	1.10
D. Prediction	34	1.97(32.83%)	1.16
E. Evaluation	34	.85(42.50%)	.60
F. Application	34	1.17(39.33%)	.86

Table 19 indicates that in the pre-test, the children of the control group had a mean performance of ($M = 4.14$, $SD = 1.37$) in literal comprehension, a mean performance of ($M = 2.23$, $SD = .88$) in reorganisation, a mean performance of ($M = 1.61$, $SD = 1.10$) in inferential questions, mean performance of ($M = 1.97$, $SD = 1.16$) for prediction, mean performance of ($M = .85$, $SD = .60$) or evaluation, and mean performance of ($M = 1.17$, $SD = .86$) for application. Furthermore, the percentage performances for the six comprehension skills are (69.17%), (55.7%), (40.50%), (32.83%), (42.5%) and (39.33%), respectively. Thus, the learners performed best in literary comprehension skills where the performance score was (69.17) and this was followed by the reorganisation skill where the score was (55.7%). The lowest percentage was obtained at the prediction level where

the score was (32.83%). The standard deviations for the different sections imply that the individual scores of the learners for section E are closer to their mean than in other sections, followed by Sections F, B, C, D and A. In other words, the individual scores of the learners in section A varied much more from their mean than the others, indicating that the majority of the pupils had scores closer to the mean in section E than in the other sections.

4.3.5 The six comprehension levels (post-test)

An analysis was also done to determine the difference in the performance of the learners in the six levels of comprehension in the post-test at the control school. Table 20 below presents the mean performance score of the group in the six different levels of comprehension.

Table 20: Performance of learners at the different levels of comprehension

	N	Mean	Std. Deviation
A. Lit.Comprehension	34	4.91(81.67%)	.79
B. Reorganisation	34	1.85(46.25%)	.74
Post-test C School B	34	2.32(58.00%)	1.09
Post-test D School B	34	1.67(27.83%)	.94
Post-test E School B	34	.88(44.00%)	.68
Post-test F School B	34	1.05(35.33%)	.81

Table 20 indicates that in the post-test, the learners of the control group had a mean performance of ($M = 4.91$, $SD = .79$) in section A, a mean performance of ($M = 1.85$, $SD = .74$) in section B, a mean performance of ($M = 2.32$, $SD = 1.09$) in section C, a mean performance of ($M = 1.67$, $SD = .94$) in section D, a mean performance of ($M = .88$, $SD = .68$) in section E, and a mean performance of ($M = 1.05$, $SD = .81$) in section F. The percentage performances for the comprehension skills in the post-test are (81.67%), (46.25%), (58.00%), (27.83%), (44.00%) and (35.33%), respectively. Thus, the learners performed best in literary comprehension with a group mean percentage score of (81.67%) and this was followed by the inferential skill with (58.00%). The lowest

percentage was attained in the prediction skills which was (27.83%). The standard deviations for the different sections imply that the individual scores of the pupils in section E are closer to their mean than for other sections, followed by Sections B, A, F, D and C. In other words, the individual scores of the learners in section C varied much more from their mean than the others, indicating that the majority of the pupils had their scores closer to the mean in section E than in other sections.

4.3.6. The six comprehension levels performance at pre versus post-test.

An analysis of the general performance of the group in the six-comprehension levels of the pre-test level, as well as the general performance of the group in the same levels of comprehension in the post-test were also done. Table 21 presents the general performance mean scores of the group in the six comprehension levels in both the pre and post-test of the control group.

Table 21: Performance at six levels of comprehension

	N	Mean	Std. Deviation	F	Sig (2-tailed)
A. Lit.Comprehension	34	4.14(69.17)	1.37		
B. Reorganisation	34	2.23(55.75)	.88	56.046	.000
C. Inference	34	1.61(40.50)	1.10		
D. Predictions	34	1.97(32.83)	1.16		
E. Evaluation	34	.85(42.50)	.60		
F. Application	34	1.17(39.33)	.86		
A. Lit.Comprehension	34	4.91(81.67)	.79		
B. Reorganisation	34	1.85(46.25)	.74	106.739	.000
C. Inferential	34	2.32(58.00)	1.09		
D. Prediction	34	1.67(27.83)	.94		
E. Evaluation	34	.88(44.00)	.68		
F. Application	34	1.05(35.33)	.81		

Table 21 reveals that the learners of the control group differed significantly in their pre-test performances in sections A-F, $F(5, 130) = 56.046, p = .000$. Similarly, in the post-

test, the learners of the control group differed significantly in their pre-test performances in sections A-F, $F(5, 130) = 106.739, p = .000$. There is evidence that the group scored a mean of above 50% in only two skills, that is, in the literal comprehension and inferential questions. However, it is also evident that the group's percentage performance regressed in reorganisation, prediction and application. This means that at both the pre-test and post-test, the performances of the learners in the different sections (A-F) and the group performance declined in the three skills. In other words, there were differential performances by the learners in the various sections of the instrument. This might have been the result of difficulty in understanding the concepts because of only one language having been used to explain the concepts to them. The pre-test standard deviations for the different sections imply that the individual scores of the learners for section E are closer to their mean than in other sections, followed by Sections F, B, C, D and A. In other words, the individual scores of the learners in section A varied much more from their mean than the others. Similarly, the post-test standard deviations for the different sections imply that the individual scores of the learners in section E are closer to their mean than in other sections, followed by Sections B, A, F, D and C. In other words, the individual scores of the learners in section C varied much more from their mean than the others. The statistically significant differences in their mean scores for both the pre-test and post-test indicate that the learners did not perform equally in the various sections in both the pre-test and post-test. Thus, while some learners performed well in some sections, others performed poorly in both the pre-test and post-test.

4.3.6.1 Literal comprehension questions

An analysis of the literal comprehension section was done of both the pre and post-tests at the experimental school. This was aimed at establishing the difference in the performance score of the group at School B where no intervention was applied. Table 22 below presents the mean scores of the group performance in literal comprehension at the control school in both the pre and post-test.

Table 22: Performance in literal comprehension

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test Section A	34	4.14.	1.37	.77	-3.533	.002
Post-test Section A	34	4.91	.79			

Table **22** indicates that the pre-test mean performance of the control group learners in section A (Literal comprehension) is ($M = 4.14$, $SD = 1.37$), while their post-test mean performance is ($M = 4.91$, $SD = .79$) with a learning gain of .77. It was further revealed that there is a significant difference in the mean performance of learners in the pre-test and post-test in section A, $t(33) = -3.533$, $p = .002$. This is because the associated probability value of .002 is less than the .05 level of significance ($p < .05$). The standard deviations of 1.37 and .79 indicate that the learners' individual scores are closer to their mean in the post-test section A than in pre-test section A. The statistically significant difference in the means implies that the learners performed better in the post-test than in the pre-test. The learning gain here might be attributed to the natural learning of the children.

4.3.6.2 The reorganisation questions

An analysis was also done to establish the group performance of the learners in reorganisation questions in both the pre and post-test. The table below (Table 23) shows the mean performance score of the group in the pre and post-test in the reorganisation questions.

Table 23: Performance in reorganisation questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test Section B	34	2.23	.88	-.38	2.024	.050
Post-test Section B	34	1.85	.74			

Table **23** indicates that the pre-test mean performance of the control group learners in section B (reorganisation questions) is ($M = 2.23$, $SD = .88$), while their post-test mean

performance is ($M = 1.85$, $SD = .74$) with a learning gain of $-.38$. It was further revealed that there is a significant difference in the mean performance of learners at the pre-test and post-test at reorganisation questions, $t(33) = -2.024$, $p = .050$. This is for the fact that the associated probability value of $.050$ is equal to the $.05$ level of significance ($p = .05$). The standard deviations of $.88$ and $.74$ indicate that the learners' individual scores are closer to their mean in the post-test section B than in the pre-test section B. The statistically significant difference in the means implies that the pupils performed better in the pre-test than in the post-test. However, there was no learning gain at this level. This may imply that the content became more complex whilst the language used to access the content became a barrier to the meaning making processes of the children; hence their performance did not improve despite the nine weeks of teaching.

4.3.6.3 The inferential questions

The analysis was done to establish the difference in group performance with regards to inferential questions in the pre and post-test. Table 24 presents the mean score and standard deviation and learning gain in the pre- and post- tests at the control school.

Table 24: Performance at the Inferential level

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test C Section B	34	1.61	1.10	.71	-2.978	.005
Post-test C School B	34	2.32	1.09			

Table 24 indicates that the pre-test mean performance of the control group learners in section C (Inferential questions) is ($M = 1.61$, $SD = 1.10$), while their post-test mean performance is ($M = 2.32$, $SD = 1.09$) with a learning gain of $.71$. It was further revealed that there is a significant difference in the mean performance of learners in the pre-test and post-test for inferential questions, $t(33) = -2.978$, $p = .005$. This is because that the associated probability value of $.005$ is less than the $.05$ level of significance ($p < .05$). The standard deviations of 1.10 and 1.09 indicate that the learners' individual scores are closer to their mean in the post-test section C than in the pre-test section C. The

statistically significant difference in the means implies that the pupils performed better in the post-test than the pre-test.

4.3.6.4 The prediction questions

An analysis of the group performance in prediction questions was done to establish the difference in group performance in the pre and post-test of this same school where a translanguaging treatment was not administered. The following table (Table 25) presents the mean scores, standard deviation and learning gain demonstrated by the tests.

Table 25: Performance in Prediction questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test Section D	34	1.97	1.16	-.30	.952	.348
Post-test Section D	34	1.67	.94			

Table 25 indicates that the pre-test mean performance of the control group learners in section D (prediction questions) is ($M = 1.97$, $SD = 1.16$), while their post-test mean performance is ($M = 1.67$, $SD = .94$) with a learning gain of $-.30$. It was further revealed that there is no significant difference in the mean performance of the learners in the pre-test and post-test in prediction questions, $t(33) = .952$, $p = .348$. This is for the fact that the associated probability value of $.348$ is greater than the $.05$ level of significance ($p > .05$). The standard deviations of 1.16 and $.94$ indicate that the learners' individual scores are closer to their mean in the post-test section D than the pre-test section D. The no statistically significant difference in the means imply that the pupils performed almost equally in the post-test and the pre-test. However, no learning gain is experienced in the prediction questions at the experimental school. This can also be attributed to the degree of difficulty of the skill which is also worsened by the issues of language as the means to access knowledge. The learning gain of minus 30 implies that the learners are in fact in a process of unlearning.

4.3.6.5 The evaluation questions

An analysis was made to establish the difference in group performance in the evaluation questions in the pre and post-test at the control school. Table 26 presents the means core standard deviation and learning gain between the tests.

Table 26: Performance in Evaluation questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test Section E	34	.85	.60	.03	-.167	.869
Post-test Section E	34	.88	.68			

Table 26 indicates that the pre-test mean performance of the control group learners in section E(Evaluation) is ($M = .85$, $SD = .60$), while their post-test mean performance is ($M = .88$, $SD = .68$) with a learning gain of .03. It was further revealed that there is no significant difference in the mean performance of learners in the pre-test and post-test in evaluation questions, $t(33) = -.167$, $p = .869$. This is for the fact that the associated probability value of .869 is greater than the .05 level of significance ($p > .05$). The standard deviations of .60 and .68 indicate that the learners' individual scores are closer to their mean in the post-test section E than in the pre-test section E. The no statistically significant difference in the means implies that the pupils performed almost equally in the post-test and pre-test. The results also show that the learners did not do well. Despite teaching for nine weeks the groups still performed well below the 50 % benchmark. This implies the evaluative questions being higher order questions challenged the learners' comprehension skills.

4.3.6.6 The application questions

Finally, a comparison of the group performance in the pre and post-test in the application of advanced comprehension skills was done for the control school. This was to establish the learning gain in a situation where a translanguaging treatment was not applied. Table 27 presents the mean scores, standard deviations and learning gain in the evaluation questions of the pre and post-test at the control school.

Table 27: Performance at the Application questions

	N	Mean	Std. Deviation	Learning gain	t	Sig (2-tailed)
Pre-test section F	34	1.17	.86	-.12	.511	.613
Post-test section F	34	1.05	.81			

Table 27 indicates that the pre-test mean performance of the control group learners in section F is ($M = 1.17$, $SD = .86$), while their post-test mean performance is ($M = 1.05$, $SD = .81$) with a learning gain of $-.12$. However, it was further revealed that there is no significant difference in the mean performance of learners in the pre-test and post-test in section F, $t(33) = .511$, $p = .613$. This is because the associated probability value of $.613$ is greater than the $.05$ level of significance ($p > .05$). The standard deviations of $.86$ and $.81$ indicate that the learners' individual scores are closer to their mean in the post-test section F than the pre-test section F. The no statistically significant difference in the means implies that the learners performed almost equally in the post-test and pre-test. In addition, there is no learning gain in this skill. The learning gain of minus 12 implies that the group is unlearning and unable to tackle the application questions.

4.4 Comparison of the experimental and control group performances

In this section the researcher presents the results from both the experimental school and the control school, and the main focus is to establish the different performance levels of the groups before and after a translanguaging intervention was administered at one of the schools (School A). Firstly, the researcher compared the pre-test mean performance of the two groups in the literal comprehension, reorganisation, inference, prediction, evaluation and application questions followed by a cross- comparison of performances in the post test. In the final part, the researcher presented a cross- comparison of the general performance of the learners in the two tests in the pre-test and post-test.

4.4.1 THE PRE-TEST

4.4.1.1 Literal comprehension questions

The pre-test was administered at both School A and School B; therefore, an analysis to compare the general group performance against each other was done. This analysis shows the literal comprehension operation level of the two groups at the beginning of the data collection programme as presented by the pre-test results. Therefore, table 28 below presents the mean scores and standard deviation of the two groups for literal comprehension.

Table 28. Performance at Literal comprehension

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental school-section A	27	4.77(76.67)	1.47	1.723	.090
Control school -Section A	34	4.14(69.19)	1.37		

Table 28 shows that the children of the experimental group had a pre-test mean performance of ($M = 4.77$, $SD = 1.47$) in section A (literal comprehensions questions), while their control group counterparts had a mean performance of ($M = 4.14$, $SD = 1.37$). However, it was further found that there is no significant difference ($p > .05$) in the pre-test mean performance scores of the experimental and control groups in section A, $t(59) = 1.723$, $p = .090$. The standard deviations of 1.47 and 1.37 for the experimental and control groups, respectively, indicate that the control group learners' individual scores are closer to their mean score than that of the pupils of the experimental group. The no statistically significant difference in the means implies that the pupils of the experimental and control groups performed almost equally in the pre-test, and this shows that the groups are homogenous and therefore they could be compared.

4.4.2 Reorganisation questions.

This cross-comparison analysis was to determine the group's operation level with regards to reorganisation questions. The analysis was to establish the group performance in reorganisation comprehension questions and the difference in the group's performances before the intervention was done. Table 29 below presents the mean performance scores and standard deviations of the two groups in the reorganisation questions in the pre-test.

Table 29: Performance in Reorganisation questions

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental school -section B	27	2.74(68.50)	1.02	2.063	.044
Control school- section B	34	2.23(55.50)	.88		

Table 29 shows that the learners of the experimental group had a pre-test mean performance of ($M = 2.74$, $SD = 1.02$) in section B (Reorganisation questions)), while their control group counterparts had a mean performance of ($M = 2.23$, $SD = .88$). Besides, it was further found that there is a significant difference ($p < .05$) in the pre-test mean performance scores of the experimental and control groups in section B, $t(59) = 2.063$, $p = .044$. The standard deviations of 1.02 and .88 for the experimental and control groups, respectively, indicate that the control group learners' individual scores are closer to their mean score than that of the learners of the experimental group. However, the statistically significant difference in the means implies that the pupils of the experimental group performed better than the pupils of the control group in the pre-test. This means that although the groups are homogenous the experimental group performed better in the pre-test in the reorganisation questions than the control group.

4.4.3 The inferential questions

An analysis of the group performance in inferential questions at each school was also carried out. The analysis aimed at establishing the operation levels of the two groups in the inferential questions. The table below shows the mean performance scores of the two groups in inferential questions in the test and in both School A and School B.

Table 30: Performance in inferential questions

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental school section C	27	2.55(64.00)	1.01	3.422	.001
Control school section C	34	1.61(40.50)	1.10		

Table 30 shows that the children of the experimental group had a pre-test mean performance of ($M = 2.55$, $SD = 1.01$) in section C (Inferential questions), while their control group counterparts had a mean performance of ($M = 1.61$, $SD = 1.10$). Thus, there is a significant difference ($p < .05$) in the pre-test mean performance scores of the experimental and control groups in section C, namely, $t(59) = 3.422$, $p = .001$. The standard deviations of 1.01 and 1.10 for the experimental and control groups, respectively, indicates that the control group learners' individual scores are closer to their mean score than the learners of the experimental group. However, the statistically significant difference in the means implies that the pupils of the experimental group performed better than the pupils of the control group in the pre-test. Here the percentage scores indicate that the experimental group performed better in the reorganisation questions.

4.4.4 The prediction questions

Another cross-comparison of the group performance was done to establish the performance of the groups in prediction questions in the pre-test in both schools. Table 31 below presents the mean scores of the two groups in the prediction questions at both the experimental and control school.

Table 31: Performance in prediction questions

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental school section D	27	1.81(30.17)	1.07	-.536	.594
Control school section D	34	1.97(32.83)	1.16		

Table 31 shows that the children of the experimental group had a pre-test mean performance of ($M = 1.81$, $SD = 1.07$) in section D, while their control group counterparts

had a mean performance of ($M = 1.97$, $SD = 1.16$). However, it was further found that there is no significant difference ($p > .05$) in the pre-test mean performance scores of the experimental and control groups in section D, $t(59) = -.536$, $p = .594$. The standard deviations of 1.07 and 1.16 for the experimental and control groups, respectively, indicate that the experimental group pupils' individual scores are closer to their mean score than the pupils of the control group. The no statistically significant difference in the means implies that the pupils of both the experimental and control groups performed almost equally in the pre-test. This suggests that the two groups were homogeneous at this level of comprehension and therefore they were comparable.

4.4.5 The evaluation questions

A cross-comparison of the group performance in the evaluation questions was done to establish the two groups' performance in evaluation questions for the pre-test. Table 32 below presents the mean performance scores of the two groups in evaluative questions at the pre-test level.

Table 32: Performance in Evaluation questions

Group	N	Mean	Std. Deviation	t	Sig (2-tailed)
Experimental school- section D	27	1.14(57.50)	.76	1.672	.100
Control school section D	34	.85(42.50)	.60		

Table 32 shows that the learners of the experimental group had a pre-test mean performance of ($M = 1.14$, $SD = .76$) in section E, while their control group counterparts had a mean performance of ($M = .85$, $SD = .60$). However, it was further found that there is no significant difference ($p > .05$) in the pre-test mean performance scores of the experimental and control groups in section E, $t(59) = 1.672$, $p = .100$. The standard deviations of .76 and .60 for the experimental and control groups, respectively, indicate that the control group learners' individual scores are closer to their mean score than the pupils of the experimental group. The no statistically significant difference in the means implies that the pupils of the experimental and control groups performed almost equally in the pre-test. Again, the groups show a homogeneous performance at this level, and this allowed the groups to be compared.

4.4.6 The application questions

An analysis was done to establish the group performance in higher level comprehension questions (application questions). The aim of the analysis was to establish the mean performance score of the two groups at the application level before an intervention was administered. Table 33 below, therefore, presents the mean performance score and standard deviation of the two groups in the pre-test at the application level.

Table 33: Performance in Application questions

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental	27	1.11(37.00)	.84	-.295	.769
Control	34	1.17(33.00)	.86		

Table 33 shows that the children of the experimental group had a pre-test mean performance of ($M = 1.11$, $SD = .84$) in section F (Application questions), while their control group counterparts had a mean performance of ($M = 1.17$, $SD = .86$). However, it was further found that there is no significant difference ($p > .05$) in the pre-test mean performance scores of the experimental and control groups in section F, $t(59) = -.295$, $p = .769$. The standard deviations of .84 and .86 for the experimental and control groups, respectively, indicate that the experimental group learners' individual scores are closer to their mean score than the learners of the control group. The no statistically significant difference in the means implies that the learners of the experimental and control groups performed almost equally in the pre-test. Therefore, the group performance at this level was homogeneous and the groups could be compared.

4.5 The post-test (the experimental and control school)

4.5.1 Literal comprehension

After the pre-test, a post-test was applied to both the control school and the experimental school. The post-test was administered nine weeks after the pre-test. In addition, during the nine weeks, a translanguaging intervention was done at the experimental school. School A, while there was no intervention at School B the control school. Therefore, an

analysis was also made to determine the impact of translanguaging as a teaching strategy in the Natural science lessons. Table 34 presents the mean score performance of the literal comprehension questions at both the experimental and the control school.

Table 34: Literal comprehension

Group	N	Mean	Std. Deviation	t	Sig (2-tailed)
Experimental school section A	27	5.33(88.83%)	1.20	1.639	.107
Control school section A	34	4.91(81.67)	.78		

Table 34 shows that the learners of the experimental group had a post-test mean performance of ($M = 5.33$, $SD = 1.20$) in section A, while their control group counterparts had a mean performance of ($M = 4.91$, $SD = .79$). However, it was further found that there is no significant difference ($p > .05$) in the post-test mean performance scores of the experimental and control groups in section A, $t(59) = 1.639$, $p = .107$. The mean percentage performances of the experimental and control groups in section A are (88.83%) and (81.67%), respectively. That shows that the experimental group's performance mean score was slightly higher than that of the control group in the post-test in the literal comprehension questions. The learners were able to exceed the 50% national pass mark and the (75%) international benchmark at the literal comprehension level. The standard deviations of 1.20 and .78 for the experimental and control groups, respectively, indicate that the control group learners' individual scores are closer to their mean score than those of the pupils of the experimental group. That there is no statistically significant difference in the means implies that the learners of the experimental and control groups performed almost equally in the post-test.

4.5.2 The reorganisation questions

An analysis was done to establish the impact of translanguaging as a teaching strategy in teaching reorganisation questions. The table below presents the mean performance scores of the two groups in the reorganisation questions in the post-test.

Table 35: Performance at reorganisation level

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental school section B	27	2.85(71.25)	.76	5.129	.000
Control school section B	34	1.85(46.25)	.74		

Table 35 shows that the learners of the experimental group had a post-test mean performance of ($M = 2.85$, $SD = .76$) in section B (Reorganisation questions), while their control group counterparts had a mean performance of ($M = 1.85$, $SD = .74$). Hence, there is a significant difference ($p < .05$) in the post-test mean performance scores of the experimental and control groups in section B, $t(59) = 5.129$, $p = .000$. The standard deviations of .76 and .74 for the experimental and control groups respectively indicate that the control group learners' individual scores are closer to their mean score than the learners of the experimental group. This means that the experimental group became heterogeneous in its performance at this level of comprehension in the post-test. However, the statistically significant difference in the means implies that the learners of the experimental performed better than the learners of the control group in the post-test. The difference could be attributed to the translanguaging intervention that was administered at the experimental school. Therefore, in that case, I can reject the null hypothesis which predicted that the learners could not improve their performance in reorganisation questions after a translanguaging intervention.

4.5.3 The inferential questions

A cross-comparison was also done to establish the group performance of the inferential questions in the post-test at both schools after the experimental school had been subjected to the translanguaging treatment. Table 36 presents the mean performance scores of the two groups for the inferential questions in the post-test.

Table 36: Performance at the Inferential level

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental	27	2.55(64.00)	.89	.892	.376
Control	34	2.32(58.00)	1.09		

Table 36 shows that the learners of the experimental group had a post-test mean performance of ($M = 2.55$, $SD = .89$) in section C (Inferential questions.), while their control group counterparts had a mean performance of ($M = 2.32$, $SD = 1.09$). However, it was further found that there is no significant difference ($p > .05$) in the post-test mean performance scores of the experimental and control groups in section C, $t(59) = .892$, $p = .376$. The standard deviations of .89 and 1.09 for the experimental and control groups, respectively, indicate that the experimental group learners' individual scores are closer to their mean score than the learners of the control group. This shows that the learners' scores were slightly dispersed at the control school. The no statistically significant difference in the means implies that the learners of the experimental and control groups performed almost equally in the post-test. However, the mean percentage scores reflect that there was an improvement in the group performance at the experimental school but not at the control school. This improvement could be attributed to the intervention. It is possible that the group might have performed much better if the duration of the intervention had been extended.

4.5.4 The prediction questions

The two groups were also subjected to prediction questions in the post-test where the experimental group received translanguaging treatment in 9 weeks and the control school did not. An analysis was done to establish the performance of the groups at the prediction level in two schools to determine the impact of translanguaging. The table below shows the mean scores performance of the two group in the at the prediction level at the post-test.

Table 37: Performance at the Prediction level

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental	27	2.88(48.18)	1.01	4.823	.000
Control	34	1.67(27.83)	.94		

Table 37 shows that the learners of the experimental group had a post-test mean performance of ($M = 2.88$, $SD = 1.01$) in section D, while their control group counterparts had a mean performance of ($M = 1.67$, $SD = .94$). It was further revealed that there is a significant difference ($p < .05$) in the post-test mean performance scores of the experimental and control groups in section D, $t(59) = 4.823$, $p = .000$. The experimental group had a mean percentage performance of (48.18) compared to that of the control school of (27.83). The results showed that the experimental group's scores are closer to the (50%) national benchmark compared to the control group. The standard deviations of 1.01 and .94 for the experimental and control groups, respectively, indicate that the control group learners' individual scores are closer to their mean score than the learners of the experimental group. This also indicates that the most or all of the learners in the control group failed to reach the (50%) national benchmark in their scoring. However, the statistically significant difference in the means implies that the learners of the experimental performed better than the learners of the control group in the post-test and therefore suggests that the translanguaging intervention helped the experimental group to score higher at the prediction level. In this case, I can reject the null hypothesis which predicted that the learners could not improve their performance at the prediction level after the translanguaging intervention.

4.5.5 The evaluation questions

The evaluation questions were also part of the post-test, therefore a cross-comparison analysis of the group performance in evaluation questions was done. The aim was to establish the impact of translanguaging on the experimental group in this aspect of comprehension compared to the control group where the translanguaging strategy was

not used. The table below presents the mean performance scores in evaluation questions in the post-test at the two schools.

Table 38: Performance at the Evaluation level

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental school section E	27	1.51(76.00)	.64	3.698	.000
Control school section E	34	.88(44.00)	.68		

Table 38 shows that the learners of the experimental group had post-test mean performance of ($M = 1.51$, $SD = .64$) in section E (Evaluation questions), while their control group counterparts had a mean performance of ($M = .88$, $SD = .68$). Thus, there is a significant difference ($p < .05$) in the post-test mean performance scores of the experimental and control groups in section E, $t(59) = 3.698$, $p = .000$. The experimental group had a mean score of 76.00% as compared to the control school with 44.00% at evaluation questions. The experimental group managed to score above that national pass mark of 50% and the international benchmark of 75%. This shows that the experimental group performed better than the control school at the evaluation level. The improvement in results is attributed to the translanguaging intervention that was administered at the experimental school. The standard deviations of .64 and .68 for the experimental and control groups, respectively, indicate that the experimental group learners' individual scores are closer to their mean score than the learners of the control group. However, the statistically significant difference in the means implies that the learners of the experimental performed better than the learners of the control group in the post-test and this difference is ascribed to the translanguaging intervention that was administered at the experimental school. As a result, I reject the null hypothesis which predicted that learners could not improve their performance in higher order reorganisation questions.

4.5.6 The application questions

A cross-comparison of the group performance in the application questions was done to show the impact of translanguaging on the group where a translanguaging treatment was applied as opposed to the performance of the group where there was no translanguaging treatment. Table 39 below presents the mean performance scores of the two groups in the post test in the application questions.

Table 39: Performance at the Application level

Group	N	Mean/%	Std. Deviation	t	Sig (2-tailed)
Experimental school	27	1.74(58.00)	.81	3.251	.002
Control	34	1.05(35.33)	.81		

Table 39 shows that the learners of the experimental group had a post-test mean performance of ($M = 1.74$, $SD = .81$) in section F (application questions), while their control group counterparts had a mean performance of ($M = 1.05$, $SD = .81$). Thus, there is a significant difference ($p < .05$) in the post-test mean performance scores of the experimental and control groups in section F, $t(59) = 3.251$, $p = .002$. In addition, the experimental school had a mean score of (58.00%) as compared to (35.00%) of the control school. This shows that the experimental school scored above the national benchmark of (50%); however, the group is below the international benchmark of (75%). Given more time the learners in the experimental group might have scored much higher because this is a higher-level skill and more difficult to master. Standard deviations of .81 and .81 for the experimental and control groups, respectively, indicate that the experimental group learners' individual scores varied the same from their mean score as those of the learners of the control group. However, the statistically significant difference in the means implies that the learners of the experimental group performed better than learners of the control group in the post-test.

4.6 The overall test performance experimental and control school

4.6.1 Pre-test

The pre-test was administered to both schools before the intervention. Therefore, an analysis was done to determine the performance levels of comprehension at the two schools before the translanguaging intervention was done at the experimental school. The table below shows the mean performance scores of the two groups for the pre-test.

Table 40 Overall performance in the pre-test

Group	N	Mean	Std. Deviation	t	Sig (2-tailed)
Experimental school	27	14.07(56.07%)	4.06	2.171	.034
Control school	34	11.91(48.29%)	3.69		

Table 40 shows that the learners of the experimental group had an overall pre-test mean performance of ($M = 14.07$, $SD = 4.06$), while their control group counterparts had an overall mean performance of ($M = 11.91$, $SD = 3.69$). It was further revealed that there is a significant difference ($p < .05$) in the pre-test overall mean performance scores of the experimental and control groups, $t(59) = 2.171$, $p = .034$. The overall pre-test mean percentages for the experimental and control groups are (56.07%) and (48.29%), respectively. The standard deviations of 4.06 and 3.69 for the experimental and control groups, respectively, indicate that the control group learners' individual scores are closer to their mean score than those of the learners of the experimental group. The results show that the groups are homogeneous and could be compared. However, the statistically significant difference in the means implies that the learners of the experimental group performed better than the learners of the control in the post-test.

4.6.2 The overall performance in the post-test

The post-test was administered to both the experimental school and the control school. This was after a translanguaging intervention was administered at the experimental school. The aim was to establish the impact of the translanguaging intervention that was

applied at the experimental school. Table 41 below shows the mean performance scores of the two groups in the post-test.

Table 41: Post-test overall performance for experimental and control schools

Group	N	Mean	Std. Deviation	t	Sig (2-tailed)
Experimental school	27	16.74(66.96%)	2.45	6.864	.000
Control school	34	12.47(50.00%)	2.37		

Table 43 shows that the learners of the experimental group had an overall post-test mean performance of ($M = 16.74$, $SD = 2.45$), while their control group counterparts had an overall mean performance of ($M = 12.47$, $SD = 2.37$). It was further revealed that there is a significant difference ($p < .05$) in the post-test overall mean performance scores of the experimental and control groups, $t(59) = 6.864$, $p = .0000$. The overall post-test mean percentages for the experimental and control groups are (66.96%) and (50.00%), respectively. There was a difference in performance of the groups. The experimental groups had a higher percentage mean score than the control group and can be attributed to the translanguaging treatment that was administered at the experimental school. The standard deviations of 2.45 and 2.37 for the experimental and control groups, respectively, indicate that the control group learners' individual scores are closer to their mean score than the learners of the experimental group. However, the statistically significant difference in the means implies that the learners of the experimental group performed better than learners of the control group in the post-test. This suggests that the translanguaging intervention with the experimental group helped to foster a deeper understanding of concepts and hence they improved their performance in the post-test as compared to the control school. Therefore, if given much more time translanguaging can help to improve the performance of learners in the natural science subject. As a result, I reject the null hypothesis which predicted that learners would not improve their performance in the Natural science after the translanguaging intervention.

4.7 Summary ANOVA of the results

An Analysis of Variance test (ANOVA) was run to establish the performance of the two groups in both the pre-test and post-test. The means of the two tests were used and the aim was to establish the overall impact of the translanguaging intervention in improving comprehension in the Natural science subject. Table 42 below shows the summary ANOVA for the two groups in the two tests.

42 Summary ANOVA for the overall performance of learners in the pre-test and post-test

Group		Mean	SD		Sum of Squares	df	Mean Square	F	Sig.
Pre-test	Experimental	14.07	4.06	Between Groups	70.364	1	70.364	4.714	.034
	Control	11.91	3.69	Within Groups	880.587	59	14.925		
				Total	950.951	60			
Post-test	Experimental	16.74	2.45	Between Groups	274.410	1	274.410	47.112	.000
	Control	12.47	2.37	Within Groups	343.656	59	5.825		
				Total	618.066	60			

Table 43 shows that there is a significant difference in the mean performance of learners in the experimental group ($M = 14.07$, $SD = 4.06$) and the control group ($M = 11.91$, $SD = 3.69$) at the pre-test stage, $F(1, 59) = 4.714$, $p = .034$. Similarly, there is a significant difference in the mean performance of learners in the experimental group ($M = 16.74$, $SD = 2.45$) and the control group ($M = 12.47$, $SD = 2.37$) at the post-test stage, $F(1, 59) = 47.112$, $p = .000$. The respective standard deviations in both the pre-test and post-test indicate that the individual performance scores of the learners of the experimental group were closer to their mean score than those of the control group. The statistically significant differences in the means of learners of the experimental and control groups imply that the learners of the experimental group performed better than those of the control group in both the pre-test and post-test. This implies that the translanguaging intervention worked

well to contribute to the improvement of the learners' understanding of Natural science concepts.

4.7 Summary MANOVA of the results

A Multi Analysis of Variance analysis was conducted with the results where all the means from the different comprehension skills were used to establish the performance of the learners. The aim was to establish the impact of translanguaging on the different comprehension levels that were assessed in the two schools. Table 43 below presents the summary MANOVA for the performance of the learners in the six levels of comprehension.

Table 43: Summary MANOVA for the performance of learners in the various sections of the pre-test and post-test

Group	N	Pre-test				Post-test					
		Mean	Std.		F	Sig.	Mean	Std.		F	Sig.
			Deviation					Deviation			
Section A Experimental	27	4.77	1.47			5.33	1.20				
Control	34	4.14	1.37			4.91	.79				
Section B Experimental	27	2.74	1.02			2.65	.76				
Control	34	2.23	.88			1.85	.74				
Section C Experimental	27	2.55	1.01			2.55	.89				
Control	34	1.61	1.10			2.32	1.09				
Section D Experimental	27	1.81	1.07	9.155	.000	2.88	1.01	3.011	.013		
Control	34	1.97	1.16			1.67	.94				
Section E Experimental	27	1.14	.76			1.51	.64				
Control	34	.85	.60			.88	.68				
Section F Experimental	27	1.11	.84			1.70	.81				
Control	34	1.17	.86			1.05	.81				

Table 43 shows that there is a significant difference in the performance of learners of the experimental and control groups in the various sections (A-F) in the pre-test, $F(1, 59) = 9.155$, $p = .000$ as well as in the post-test, $F(1, 59) = 3.011$, $p = .013$. This statistical significance implies that the learners of the experimental group performed much better

than their control group counterparts which may be attributed to their exposure to the translanguaging treatment.

4.8 Conclusion

This chapter provided the three sections of results from the pre, and post-test that were administered at the experimental school (School A) and the control school (School B). The t-test was aimed to address the research question that sought to establish how the use of a variety of immigrant languages fosters a deeper understanding of the content of the Natural Science subject. Therefore, the chapter has presented the results of the general performance of the two groups in the Natural science questions that demanded learners' knowledge of six comprehension skills, namely, literal comprehension, reorganisation, inferential, prediction, evaluation and application. The results revealed that the experimental group performed better than the control group at the post-test level in all the comprehension aspects as compared to the pre-test performances. In addition, the experimental school scored much higher levels of comprehension, namely, prediction, evaluation, and application skills improved greatly. This, therefore, illustrates that the translanguaging treatment had a positive impact on the performance of the immigrant learners in the experimental group and it provided learners with a space for meaning making (Makalela, 2017; Garcia 2017) and to engage in a deeper understanding of the Natural science concepts. In the end, ANOVA and MANOVA tests are done to present a comprehensive summary of the results and performance of the two groups. The results show that the experimental group outperformed the control group at the different comprehension levels. This implies that translanguaging was able to promote knowledge access such that the experimental group were able to use their linguistic resources to make meaning of their multilingual worlds (Garcia, 2009; Makalela, 2016; Garcia and Lin 2016). On the other hand, the results showed that the control group performance backslid in the other three skills, namely, reorganisation, prediction, and the application to a learning gain of minus. This regression can be attributed to continued monolingual biased approaches, that were used in teaching (Dhokotera & Makalela 2022). To ascertain more on the group performance data, the data collected from the interviews, multilingual

tutorials and observations were analysed to augment the data from the t-test. Therefore, chapter five focuses on the learner, teacher and principal interviews and chapter six presents' data from the multilingual tutorials and non-participant observations that were conducted.

CHAPTER 5 DATA PRESENTATION AND ANALYSIS

5.1 Introduction

The previous chapter presented findings from the pre and post-tests that were administered to two grade six classes, one from the experimental school and another from the control school. To augment the findings from the t-test, interviews with immigrant learners, teachers, and school principals were held. Therefore, this chapter focuses on the presentation and analysis of findings from interviews that were conducted with three sets of participants, the immigrant learners, teachers who were teaching immigrant learners, and the school principals of the two schools. The interviews were done to address the research objective which sought to establish the extent to which immigrants use their languages in and outside classroom premises. In addition, the interviews were set to establish how the use of these immigrant languages can offer opportunities for integration. The two objectives are important tributaries to the main focus of this research which was to investigate the efficacy of translanguaging as a tool for improving understanding of content materials and enhancing the self-images of the immigrant learners. The findings from the interviews are presented in three broader sections: the preintervention attitudes and beliefs of learners, teachers and school principals. The second section presents the post intervention attitudes and beliefs of learners and teachers. These interviews were audio-recorded, and some accompanying notes were also written down. These were later on transcribed and coded for the deduction of themes. Below is the thematic presentation of the interview results.

5.2 THE PRE -INTERVENTION ATTITUDES AND BELIEFS

5.2.1 Learners

5.1.1.1 Flexible and fluid linguistic identities of immigrants

The results from the learner interviews show that the immigrant learners exhibit multiple and fluid linguistic identities which are deployed according to the context. Their different

languages are used according to the context and situation to affirm different developing identities. Excerpt 1, below, shows how Ano, an immigrant learner, uses his language resources to interact and make meaning within the different contexts. At the same time, he exhibits his extensive linguistic profile in which six languages are used.

Excerpt 1

Researcher: You said your nickname is Ano?

Ano: Yes Mam

Researcher: Which languages do you speak?

Ano: A whole lot ...mam, ummmm but some a little, that is Chishona, IsiNdebele, English, Isizulu, Afrikaans, Latin and Sotho.

Researcher: Great! and how do you speak the languages?

Ano: Shona, Ndebele, English mostly at home with my parents and relatives from Zimbabwe and when I am in Zimbabwe. Others are languages for school like English and others I learn from my South African friend.

Researcher: What about Latin

Ano: Latin is for church mam.

Which people do you talk to in Zimbabwe?

Ano: My grandparents (From my mother's side) speak Chishona and from my father's side speak Shona.

In this excerpt, the researcher asked for the languages that the learner spoke, and the learner indicated he spoke more than six languages. To confirm this, he says, “*A whole lot of mam...*” In this utterance, the learner paused as he responded to show that he could not really enumerate the languages. The words *whole lot* showed that the learner had many languages which he did not wish to enumerate. However, after sensing that the researcher needed actual names of languages, he proceeded to name them one by one, “*Chishona, IsiNdebele*” This practice of naming and enumeration of languages is a societal construct and a traditional teacher practice where there is a belief in named languages and learners are usually identified by the languages they speak and not part of their languaging practices (Makalela, 2015). The learner seemed unconcerned about the names of the languages, but his focus was on the different communication

engagements which he entered into in a different context. This practice is the opposite of the learner's expectation whose response showed that he valued language use more than language enumeration. In this context, home is portrayed as a fluid phenomenon. The immigrant country and the home country are all defined as home. The defining contexts of language use which include, home, heritage country, school, friends, and church are the defined spaces in which the learners flexibly and fluidly deploy their language resources. This kind of bilingualism resonates with what Garcia (2009) calls flexible bilingualism in which the learners are able to shuttle between languages. The use of immigrant languages with relatives and family members in the heritage country is one important aspect of immigrant language practices. This shows that languages are also important for the learner's transnational communication. The use of immigrant languages reveals the porousness of language borders and the learners' linguistic identities (Makalela, 2015; Garcia 2009). It is the type of multilingualism that Garcia and Reid (2015) call the unitary view of languages. From this viewpoint, they argue that despite their sociocultural significance bilinguals/multilinguals do not have dual or multiple linguistic systems. Therefore, in their communication multilinguals deploy their full linguistics without watchful adherence to the social and politically defined boundaries (Otheguy, Garcia & Reid 2019; Vogel & Garcia, 2017).

On further analysis, it is evident from the extract that the immigrant learners are multilinguals who engage with multiple languages including local and transnational languages. In the case of Ano, Chishona and IsiNdebele are part of his important language repertoire. The learner showed that he was able to use seven languages depending on the context and the home languages go as far as the heritage country. The learner said Chishona, and isiNdebele are mostly spoken at home by relatives and parents as heritage languages.

5.1.1.2 Immigrant languages illegitimate tenders in the school

The second finding from the learner interviews was that the immigrant languages are not legitimate tenders in the school, especially in the classroom. This means they are not allowed for use in this space. In excerpt two below, the learner addresses the question of the teacher's attitude toward the immigrant languages.

Excerpt 2

Researcher: Does your teacher allow you to speak your home language in the classroom?

Jay: No

Researcher: Why?

Jay: She says we must use English. The other languages are not for school.

Researcher: How do you feel about that?

Jay: Nothing I just become quiet because I cannot speak English nice to them. I just follow what they want.

In the excerpt Jay, an immigrant learner of Mozambique origin responded by saying that teachers do not allow him to speak his home language(s) in the classroom because all the learners are supposed to use English and the other languages are not for school. The researcher further asks Jay how he feels about this language rule and Jay says he becomes quiet because he cannot speak English nicely and he follows what the teacher wants. In this excerpt, the teacher denounces other languages, including immigrant languages, and pronounces English as the language of the school. The teachers do not allow those languages and the learners are reduced to silence and withdrawal. Therefore, it is clear that as much as the teachers understand that the immigrant learners speak other languages, they usually act quite oblivious and hence the learners are deemed invisible in terms of their linguistic identities. This response shows that the teachers are linguistic gatekeepers who also participate in disadvantaging the members of the marginalised group by disallowing minoritised languages to engage in learning (Reagan, 2018). By saying *English is the language of the school and other languages are not for school*, the teacher is making the English language a legitimate tender on the school premises, and on the other hand, the othered languages like immigrant languages are proclaimed as illegitimate. This leaves the learner of minority languages feeling withdrawn and silenced. The words *I cannot speak English nice* show that the learner is made to feel inadequate about her language practices and hence she surrenders and declares *I just follow what they want*. This is the situation that shows a microcosm of the macro institutional societies where the immigrant languages are minoritised and thereby leading to minoritised identities of the subjects as well.

5.1.1.3 Smuggling multiple languages for meaning making.

Despite being disallowed to speak other languages in the classrooms or during school times the learners still engage their languages for meaning making during groupwork classroom learning. In excerpt three below, the immigrant learner explains how they manage to use their languages during school time without the teacher being aware.

Excerpt 3

Researcher: So, you Shai you are completely silent during learning?

Shai: No mam. Sometimes I just feel like using Shona, especially words like Saka (but) I feel like I can't avoid it.

Researcher: So, you discuss in your languages

Shai: kkkk in class, we use whatever languages in our group work and speak in low voices so that the teacher doesn't hear us. We sometimes use our languages but without the teacher noticing.

In this excerpt, the researcher asked Shai a girl from Zimbabwe to narrate how they use immigrant languages in the classroom despite being disallowed to do so. The girl clarified that some of them were not completely silenced in terms of their home languages. She explained that sometimes she subconsciously speaks her home language, in her utterances, and she declared that *I just feel like speaking Shona, especially words like "Saka."* She declared that she feels like she could not avoid using some of the Shona words. The researcher goes on to probe whether the learner sometimes discusses something in her language whilst she is learning. Shai agreed and explained that they used "Whatever language during groupwork"; she also added that they sometimes use their home languages without the teacher noticing. She also said the conversations would be in low voices.

In the excerpt, the learner shows that using more than one language is a subconscious process for her, hence she finds herself using the languages that are not allowed in the school. The act of using language naturally resonates with Mazzaferro's (2019) concept of translanguaging as an everyday practice. In this concept, the complex process of interactional communication practices is valued. It is this everyday practice that resonates

with a space that is shaped by a meaningful action, a content link where social practices, identities, and ideologies can be negotiated and constructed and or negated or denounced (Mazzaferro, 2018). It is in this context that translanguaging is affirmed as a natural phenomenon and everyday practice of the immigrants where their practices are natural. Therefore, in this case, only the groupwork offers the immigrants this space to secretly use their languaging practices and show what their linguistic identities are like.

The excerpt further shows that the learners are so discreet in the use of their/ other languages in the classroom; hence she says they *lower their voices* when they speak their languages during their group's work. The practice of smuggling languages is similar to the resistant strategies (Dovchin, 2017; Canagarajah & Dovchin, 2019). Therefore, in such instances, multilingualism is discretely made visible as a practice of resistance and empowerment. From Shai's experience, the immigrant learners try to resist the monolingual practices and ideologies of the classroom and empower themselves through group work times using their own languages in discussions. The group workspace allows the immigrants who form part of the marginalised community in the classroom to perform a hidden form of resistance (Canagarajah & Dovchin, 2019), and this space becomes a weapon which the marginalised use to secretly fight their linguistic exclusion. The general interpretation shows that other immigrant learners' resort to silence, but others are agentive as they keep on using their languages by taking every chance they can get.

5.1.1.4 Emerging negative identities of immigrant learners

The results from the learner interviews also showed that the use of immigrant languages could influence the negative identities of the learners as the languages could be associated with negative immigrant identities. Excerpt 4 below shows a discussion the researcher held with the immigrant learner Njabulo who is of Zambian origin and how he responded to the question on the use of his home language, Chichewa.

Excerpt 4

Researcher: Njabulo is your nickname he?

Yes, Mam.

Researcher: Tell me Njabulo, do ever speak Chichewa in the classroom?

Njabulo: Not much because people laugh, and others hate it.

Researcher: Why do you think others hate or laugh?

Njabulo: Some say it's weird and actually, I tried to speak Chichewa to my friend whose father comes from my home country and my friend (a boy) said he does not like that language because his father abused her mother.

Researcher: Did the father speak the same language as yours?

Njabulo: yes, but her mother is South African she can't speak the Chichewa language.

In this excerpt, the researcher asked whether Njabulo (which is the boy's nickname) uses his home language in the classroom. The learner said that he did not necessarily do so because he is scared of being laughed at and also that others hated his language. The researcher further asked Njabulo why the others would laugh and also hate his language. Njabulo replied that other learners said Njabulo's language was weird. He further elaborated that in one incident, where he tried to speak to a friend whose father came from the same home country as his, Njabulo's friend indicated that he hated the language (Chichewa) because his Chichewa father always abused his mother. The father who was also from Zambia spoke the same language as Njabulo and was married to a South African woman.

The excerpt shows that whilst immigrant learners can be agentive in the use of their home languages, it may be extremely hard for them to open up and speak their home languages in the classroom because of their fear to be labelled 'weird' or outsiders; the constructed identity of the nationals e.g., Zimbabweans, Nigerians, Mozambicans, and Malawians, and others. Furthermore, the learners are often laughed at and despised if they speak their languages openly and this often degrades the language's importance; hence, the immigrants may resort to local languages and English. This is often the reaction of monolingual biased people who equate speaking in other languages to language

deficiency. In the same vein, linguistic diversity and difference are viewed as a problem and with hate (Coady, 2017). Continuing the discussion, Njabulo explained that other learners laugh because they say his language is weird. In addition, Njabulo is hesitant to use his home languages in the classroom because he understands that the other learners hate the immigrant languages. This is evident when he narrates the story of his friend who refused to learn the language and listen to it because his father who spoke that home language was an “*abuser*.”

The second interpretation of the extract shows that the school classroom is a miniature society that carries societal values and perceptions about immigrants and their languages (Freire, 1972). Njabulo’s case shows that indeed the linguistic xenophobic tendencies are brewed within the stereotyping tendencies of the society against other immigrant nationals across the country such as Zimbabweans, Zambians, Mozambicans, Malawians, Basotho, and Tswana people. In the extract, the Chichewa language is associated with an abusive Zambian father who spoke this language. From this extract, it is clear that to some extent the different immigrant languages are associated with the different stereotypes related to the nationalities who speak the languages. Therefore, some of the immigrant learners lose confidence through societal negative stereotyping of other nationals especially if they are of those scorned nationalities. As a result, some would choose not to expose their languages in the classroom to avoid negative stereotyping. The extract also explains why sometimes there is little use of immigrant home languages in the classroom among other things. Given the stringent measures of monolingual bias and the social constructs that follow the nationals who speak these immigrant languages it is possible that the learners may find it difficult and unsafe to use their language. This feeling induced anxiety amongst the immigrant learners during the first days when engaged in multilingual tutorials.

5.1.1.5 Organic translanguaging in the school playground

The results from the interviews also revealed that translanguaging occurred naturally within the different spaces although it was sometimes constrained by the monolingual contexts. Excerpt 5 below explains how Tino an immigrant learner used translanguaging to build up her linguistic identities in the school playground.

Excerpt 5

Researcher: Which languages do you speak at the school playground?

Tino: English, Shona isiZulu and sometimes Afrikaans and other languages we mix them a lot as we speak and play during break time and also during sanitization time and whenever we get a chance to do so.

Researcher: Do you like mixing languages?

Tino: Unoziva zvinenge zvichiitika between your friends plus kuti kana umwe akakuvhunza about information achishandisa these languages asking for direction and stuff.

(Yes, it helps to know what is happening between your friends and also to understand what if somebody is asking about information in these languages asking direction and stuff")

Researcher: Do you use your home language out there?

Tino: Yes, most of the time I get mixed up and use Shona words like "saka" when I want to say "so" and Hanti when I want to say "Is it so?" And in netball, they call me "Pano" because I always use the word.

Researcher: What does Pano mean?

Tino: It means to pass the ball here kkkk.

In this excerpt, the researcher asked Tino the languages she spoke on the school playground. Tino said that she spoke Shona, Isizulu, English, sometimes Afrikaans and other languages. She elaborated that as she talks to her friends they always 'mix' languages in their communication. The researcher asked her to give the reason for their (Tino and her friends) mixing languages. Tino resorted to the Shona language in her explanation because she knew that the researcher could speak Shona too and said that it was easy for getting information and direction and 'stuff' from other learners. Tino also indicated that mixing languages was not a voluntary thing; she just finds herself getting mixed up in her speaking during play.

The extract shows that Tino uses more than four languages in her communication practices and these languages include Shona, isiZulu, Afrikaans, English and other languages. Tino's explanation shows that although it was hard for the learners to openly

use their languages in the classroom space and during lesson times, the immigrant learners naturally translanguage every day especially on the school playground at the times when they are free from lessons. They are free to express and exhibit themselves fully through the mixing of different languages which they are in contact with. The excerpt also unpacks that immigrant learners' use of numerous and unlimited languages when they are on the school playground and whenever they get the chance to do so. The main reason is that the school authorities do not strictly monitor this space. It is clear that this space is free of language gatekeeping and there is no language prescription; hence Tino says, *"We mix them a lot as we speak"* which suggests that the learners are busy with their identity affirmation and focusing on who they are as well as meaning-making. Tino specifies that unmonitored spaces such as school corridors and queuing for (Covid 19) sanitisation are the spaces they usually use for their languages. Here learners do not sensor their languaging practices, so they speak in their natural ways. She expresses translanguaging as an unconscious process when she says: *Yes yes, most of the time I get mixed up and use Shona words like "saka" when I want to say "so" and Hanti, when I want to say, Is it so? And in netball, they call me "Pano" because I always use the words.* This suggests that most of the time she does not have to think about the names of languages to use but the words and meaning. The kind of mixing up is the natural use of linguistic resources or organic translanguaging where interactions are focused on enhancing subject or language-related understanding (Garcia & Seltzer, 2018; Sembiante & Tian, 2020). Garcia, (2014) describes this as natural translanguaging, and Probyn (2015) asserts that it is an extended translanguaging with the notion of bridging the named languages' communication barriers that are socially induced. The practices are therefore unplanned and informal ways that the multilinguals use to appropriate themselves in encountering other humans and they use all the available resources to communicate (Hattingh, McKinney, Msimanga, Probyn, & Tyler, 2022).

To elaborate on the communication and meaning making agenda on the school playground Tino said, *"I also want to understand if somebody is asking for direction and stuff in these languages."* The learner expresses the need to be able to cross languages to function in this multilingual space. It is a space that helps them to learn and become more meaningful speakers. Therefore, from the excerpt, it is evident that the playground

as a geographical area is an absolute space where the immigrant learners are able to use their language resources including their home language. By affording the immigrants the space to use the whole complex linguistic repertoire the space also becomes a conducive space for translanguaging for every learner, so in the school natural translanguaging is about space and time.

5.1.1.6 The immigrant languages for social cohesion

The results also showed that the immigrant learners use their languages to socially integrate with the other learners. They mix the languages so that they improve communication with their friends and thereby try to make attachments with individuals and sustain relationships with the larger community of learners. In the following excerpt, the immigrant learner explains why he sometimes uses his home language when he is with his friends. Jay is from Mozambique. His home languages are Shangani and Tsonga.

Excerpt 6

Researcher: Do you use your home languages with friends.

Jay: Yes, mam sometimes, we also saw found that some of the words are very similar in Shangaani, Shona, isiZulu e.g., Zulu-inyama, Shangaani-nyama, Shona -Nyama, Tsonga- Nyama. Munhu. umuntu muntu etc.

Researcher: What do you like about this practice?

Jay: We share Jokes in our languages it is so fun

Researcher: Are your friends not annoyed by your language?

Jay: No! sometimes we just talk

In the extract, the researcher asked whether Jay used his home language when he is speaking with friends. Jay replied he always does so because he had discovered that some words in these languages were similar in some way for example in his own language Shangaani, *meat is -nyama then he gave examples of Zulu-inyama, Shona -Nyama, Tsonga- Nyama. Munhu. umuntu muntu etc./*. Jay was open to say he enjoyed using some of the words from his language and there was a lot of fun and jokes that emerged from the languages. The excerpt tells how Jay finds himself and his friends mixing their home languages and local languages. Again, their talks are not boundaried

or restricted when he is with friends. As the learner communicates, they capitalise on words that are similar in languages in their conversations to make meaning. Jay says, “*Some words are very similar.*” So as immigrants communicate with local learners, they also leverage on similar words to make meaning. The learner also indicated that they enjoy sharing jokes in their languages and they are usually not conscious of boundaries as they speak. In most cases, the learners disregard the language boundaries hence Jay emphatically said, “*sometimes we just talk.*” The words *just talk* shows that freedom to express without restrictions. This shows that the learners feel free to speak some of their languages outside the classroom when they are with their local South African friends.

The extract also shows that the immigrant learners use their languages to mark their identities and leverage their meaning making processes during out-of-school play with local and other immigrants’ friends. They use the lexical linkage between these Bantu languages for meaning making and play and Jay gives examples of words like ‘*nyama and munhu*’ which are similar in many languages. This relationship in languages is important for their meaning making and it shows how the immigrant languages payoff in the social and linguistic integration of the learners. However, this playground linguistic practice defies the traditional thinking that integration should be assimilistic, immersive, and complete alienation of immigrants from their heritage languages as well as mono identification of the self (McKinney, 2016). In this particular case, the learners engaged in a process of negotiation of the linguistic identities observable as the immigrants cast in their language’s resources for recognition and affirmation. The mix-up of languages hybridizes the space to suit the linguistic and identity complexities of the 21st century. The use of language without restriction makes the learners feel like part of the group, and Jay points out that they *just talk*, which suggests the feeling of freedom and control of their own languaging practices as compared to the classroom where there are forced to use prescribed language rules. It is this type of space where the learners feel like “*superheroes*” where they are in charge (Searls & Peyton, 2017). The *superhero* feeling may be a reflection that the learners are in charge of their own communications and learning.

5.1.1.7 Immigrant languages as mirrors of linguistic and cultural identity

The results of the interviews showed that the immigrant languages are the mirrors that reflect the linguistic and cultural identities of the learners. In addition, the languages are an armoury for accessing knowledge. Excerpt 7 is a response to the question where the learners were asked why they need their languages even though these languages do not count as part of the school curriculum languages package. Below is Ketu's response.

Excerpt 7

Researcher: Why do you have to use your home language when it is not part of the school subject.

Ketu: I have to do that; it's my culture and I understand better in my own language. These languages connect me with my grandparents back home during WhatsApp communication.

Researcher: what do mean by Language as your culture?

Ketu: Speaking or writing to my grandies in our language, it's a sign of respect; the language helps me to discover important things in my culture.

In this excerpt, the researcher asks Ketu, who is from Malawi, why she wants to use her home language when it is not a school subject. Ketu replies that she uses her home language because it is her culture. She also said that she understood better in her home language. Ketu also said that her home language connects her with her grandparents in Malawi and she connects with them through writing WhatsApp messages. The researcher further probes by asking what Ketu meant by language as her culture. Ketu elaborates that using the home language with the grandparents was a sign of respect in their culture. In addition, she clarified that she learns and discovers important things in her own culture through the use of her own language.

In this excerpt, the learner claims her cultural and linguistic identity by valorising the use of her home language. She shows that she is really passionate about using the immigrant languages hence she says, "It's my culture." The pronoun 'my' is significant here to show the possessive element and denote the self, or the immigrant learner. This means that the immigrant learners as they learn, are also battling with issues of identity. They are struggling to establish a space to ascertain who they are with regard to their language and culture. The learner also emphasizes the need for an immigrant language to help

them connect with the relatives in the home/heritage country in a language that is suitable, and that is why she stresses that she needs to communicate with the grandparents at home. The learner understands the language discourses of her language and she says, “*it is a sign of respect*” elaborating why she has to greet the grandparents in the home language and acknowledges the gesture as a sign of respect.

In the second interpretation of the excerpt, the immigrant languages act as mirrors that reflect the learners’ identities, and their using these languages would raise their (the learners’) self-esteem. According to Gutierrez (2012), the home languages function as mirrors through which the learners see themselves. The learners understand that self is the result of social processes, constructed and reconstructed through ongoing social interaction and so they also need to discursively engage with the home country to enhance their communication and understanding. At the same time, the learners understand the cultural implication of using home languages and the relationship/Ubuntu implications behind them. This use of appropriate language in an appropriate context also implicates Bakhtin’s heteroglossia where the language and word are embedded with meaning. Therefore, the learner knows what speaking in a home language means to her relatives including the grandparents. Finally, the learner also introduces the critical issue of an online platform for transnational communication. The use of WhatsApp is an important practice as a space for reaching out to home country relatives and bringing home closer.

On the whole, the pre-intervention interviews revealed that there was natural translanguaging on the school premises though mild in the classroom and much more relaxed on the school playground. The learners thrive to exhibit their linguistic identity within the classroom and outside the classroom, however, there are considerable constraints within the classroom space. Monolingual bias appears to be the main constraint with regard to the use of immigrant languages, especially in the classroom space where there are prescribed language rules for the learners. The school authorities and the teachers are also gatekeepers of immigrant languages, and they condemn the mixing of languages. Therefore, the next section presents the results from the post-

intervention interview. The aim was to determine whether there was a difference in the use of languages amongst the immigrants in and outside the school.

5.1.2 Teachers

These interviews aimed at establishing the use of immigrant languages in and out of the school environment and six teachers were meant to be interviewed. However, only four teachers (Teachers 1, 2, 3, and 4) were available for interviews and they were from the two schools, the experimental school, and the control school. The following themes emerged from the teacher preintervention interviews.

5.1.2.1 Immigrant languages not allowed in the classroom.

The major finding from the teacher interviews is that immigrant languages as well as other local languages are not part of the school curriculum and are not allowed to be used within the classroom spaces for learning purposes. The school language policies seem not to cater for those languages which are not part of the school curriculum and teachers along with their principals are the implementers of the exclusive language policies. Excerpt 8 below shows how the schoolteachers reacted to the typical use of immigrant languages in their classrooms for learning purposes.

Excerpt 8

Teacher 1: *I don't allow any "venac' languages (meaning Vernacular languages). The school does not, and personally I feel, the venac languages are difficult for me.*

Teacher 2: *No, the I don't allow the languages the "admin" is so "strict". We actually punish them for speaking any language other than English.*

Teacher 3: *"I do not give room for other languages including those for immigrants, I can't even explain in those languages, the school policy dictates how we teach".*

Teacher 4: *They are not allowed to speak in their languages, the school policy does not allow. The school language is exclusively English. But I do allow them to speak in their groups for meaning making during reading anyway!*

In excerpt one, above, the teachers are responding to the questions about whether they would allow the immigrant languages in their classrooms at any given moment. All the teachers agreed that they did not allow the immigrant languages or any Indigenous languages. Teacher (1) is the grade six class teacher at the control school, and she openly says *venac languages* in this case referring to Indigenous languages. She seemed to be so obsessed with monolingual habits. In her response, she refers to these languages as “*Venac*” which is a short for saying vernacular (Indigenous). She actually goes on to explain that the school did not allow the use of the vernacular languages within the learning space and here the vernacular languages include the immigrant languages. The excerpt shows Teacher 1’s attitude and the general attitude of teachers towards the African and immigrant languages in institutions of learning. These languages seem to carry no value in the classroom, and, in fact, their use would portray a limited measure of English and other languages which are used as languages of teaching and learning. This was also noticed when Teacher 1 showed some spite toward them, as she said “*Venac languages are a difficulty for me*”. The word *difficult* here was not used to portray the languages as positively challenging but as an unworthy difficulty. This often shows how the minoritized languages, Bantu languages in particular, have been perceived in educational institutions where vernacular/indigenous languages are often seen as lower status languages. This way of understanding often emerges from the western *mono* ideologies that promote one language and specifically English as a language of teaching and learning. The vernacular languages are habitually referred to as languages that have not yet developed into standard languages (Angelo, Fraser & Yeatman, 2019). Therefore, they are often seen as unimportant and are thus excluded from teaching and learning in the institutions.

In a number of cases, the use of the indigenous African languages by the learners in the classroom often results in the learners being punished, as echoed by Teacher 2. The teacher elaborates by saying (*The admin is strict, and we often punish them for speaking in a language that is not English*) This teacher explains that the principal, whom she refers to as the (*Admin*), is so strict about the language used in the classroom and within the school premises. By *strict* Teacher 2 refers to the fact that the principal is so hard on the

use of other languages he wants the learners to speak in English only. This is quite typical in traditional schools where the school administration is complacent and spearheads the subtle persecution of indigenous languages in the school as well as the classroom. This frequent rejection of indigenous languages which is influenced by western oneness ideologies maintains the rigidity, inflexibility, and impervious behaviour of the school administrators, particularly the school principals. As a result, they may become insensitive to language diversity and complex multilingualism within the school premises (Makalela, 2016). The behaviour by Teacher 2, seems to reflect the aftereffects of the monolingual language training the teacher might have undergone, which manifests itself in this multilingual classroom. Such monolingual perceptions can be the carryover symptoms of the monolingual teacher education these teachers or principals might have experienced during their training (Dhokotera & Makalela, 2022)

Further, in this excerpt, Teacher 3 agrees that she does not allow the immigrant languages in the classroom space. She further elaborates that the school regulations and policies take precedence. She declares that “*the school dictates how we teach*. She uses the word *dictates* to illustrate the amount of power that the school has over the learners’ interests and that the school has the final word. By school, the teacher is referring to the administrator, mainly the school principal. This utterance shows the traditional power top-down colonial power relations that have been passed on to existing institutions of learning. This is a colonial power legacy that some institutions of learning still hold on to. This kind of teaching has always empowered the teachers and at the same time compromise the chief client within the schooling system, in this case, the learner. It does not consider the learner’s linguistic resources (Busch, 2012) or their Funds of Knowledge (Gonzalez, Moll & Tenery, 1995; Gonzalez, Moll & Amanti, 2006).

In addition, Teacher 3 also explains that the other reason for not taking the languages into the classroom is because she cannot speak the languages. This has always been the perception of traditional teachers on the use of many languages. They do not take into consideration the transformative nature of translanguaging (Kleyn, 2019; Prada & Nikula, 2018; Sanchez & Garcia 2021). Taking on board all languages within the classroom translanguaging space (a safe space) would transform the classroom practices

and, hence, the learners become the producers of knowledge (Garcia, 2021) and the space automatically shifts the power positions. In most cases traditional teachers are uncomfortable with power and identity shifts because they are used to the traditional ways of teaching where they are the knowers and learners are regarded as empty slates (Bewaji, 2022). The researcher actually witnessed these power shifts in the tutorial (the type of lessons that the researcher used in intervention) The learners came out with various words from the different languages to explain the scientific concepts in their own languages. Two teachers and the researcher had to make notes of words from the different immigrant languages during the turn and talk activity. We were the ones asking questions and the students answered those questions perfectly.

Teacher 4 took the argument further to say, “*English was a predominant language and that it was the language of their school*”. The word *predominant* suggests the power of the language in the school and therefore Teacher 4 seems to be saying that the English language reigns at this school. She further describes English as the *language of the school*. Again, this shows how the teachers often use western ways of judgment to allocate language hierarchy. Such instances reveal the perception of monolingual teachers who identify language as an object that resides in the school. Multilingual research has refuted this separatist view and instead underscores what the people do with language as more important than its objectification (Makalela, 2015; Frank & Christiansen, 2012). This means that the focus is on the named languages’ native proficiency as opposed to how the people use the language repertoires to make meaning and further access knowledge (Garcia, OrtheGuy & Reid, 2017). However, Teacher 4 is slightly different from the other teachers in her appreciation of multilingualism in her class. Even though the learners are not allowed to use their home languages in the classroom, she gives them room to speak their languages during their group discussions. This is a practice of smuggling the languages into the classroom space (McKinney, 2016) which helps the teachers to foster understanding amongst the learners. These languages carry rich learning resources such as the cultures, discourses, experiences, histories, and language trajectories of multilingual learners, and specifically immigrants (Vandeyar, 2014). Hence, it is against this background that that raises the possibility that if these treasures are left out of the classroom, meaningful learning may cease to take place. The

teachers also indicated that using many languages is an everyday practice of the multilingual learners, including immigrants. The data shows that language mixing comes naturally, especially in the school playground, when the learner feels free when the teachers are not close by, and no lessons are being attended.

5.1.2.2 “Out of school,” space for meaningful immigrant language learning and development

The other major finding from the teacher interviews was that the out-of-school spaces like the school playground, home, school corridors, and group work times are translanguaging spaces. These are the ideal social learning spaces where meaningful language learning and identity development take place. Excerpt 9 below shows how the teachers responded to the question about the use of minoritized languages, specifically by immigrants /other languages by the learners elsewhere besides the classroom.

Excerpt 9

Teacher 1: *Umm the learners speak their languages during break time as they play in the playground and during co-curricular times, and at home, you see, you can't stop them! But immigrants also use local languages!*

Teacher 2: *Learners are comfortable with their languages; in class I have to remind them “Aaaah guys this is English” I can hear conversations in other languages during their discussions in group discussions and school corridors and I think its natural instinct to do that you can just hear that the language is not English.*

Teacher 3: *Because it's not free for them to talk in classroom using their languages the learners are very free to speak outside the classroom in the corridors and the playground they shout as much as they want, they are so happy that they can break confinement of the classroom outside.*

Teacher 4: *After school, they come for extra explanations especially those who speak Shona because they know I come from Zimbabwe and I speak Shona.*

In this excerpt, the teachers are responding to the question whether learners use their language resources at school or not outside the classroom. All four teachers confirm that although these learners are not allowed to use their languages in class for learning purposes, the learners feel comfortable speaking in their home languages they use them outside the classroom. The teacher mentions that *during break time, in the playground, during co-curricular times, and at home*. These are safe spaces for them since they are not allowed to speak their languages in the classroom. To emphasize the intensity of the out-of-the-classroom home language use by the multilingual learners Teacher 1 adds that *You can't stop them!* In a way, teacher tries to show that the use of home languages is an everyday practice with the learners. However, even the immigrants join in.

Teacher 2 emphasizes that the multilingual immigrant learners mix their languages as they speak during lesson transition periods as they move from one classroom to another. Teacher 2 elaborates that multilingual learner are learners who are always in need of their languages, and they usually converse in their languages in the classroom during group work. This suggests that the use of many languages is natural hence she says, *In the classroom, I can hear conversations which are not in English during group discussions and corridors, I think it's a natural instinct that you can just hear that this language is not English*. From the excerpt, one can tell that group work discussions are a major site for multi -languageing in the classroom. Teacher 4 further elaborates that the learners are free to speak in the school corridors and the playground and they are as natural as possible in those spaces. By using these spaces, they are able to break out from the language confinement created by the monolingual bias of the classrooms.

Teacher 4 also explains how other people who speak the same language are converted into safe spaces by the immigrant learners. *"After school, they come for extra explanations especially those who speak Shona because I come from Zimbabwe"*. The immigrant teachers who speak the same languages as the immigrants are also safe spaces for the learners. They usually come for after-school extra lessons and those are also clear spaces for clarity and meaning making for immigrants as they are able to use their languages to seek clarification.

Therefore, the excerpt shows that the learners use more than one language at a time more freely outside the classroom despite the strict one language policy rules in most institutions. The school playground and the co-curricular break times are the safe spaces for the learners to exhibit their linguistic resources. Therefore, there is evidence from the teacher interviews that organic translanguaging, (Garcia, 2017) and developing identities in the school playground and out of school are a norm in the out of class space. The findings show that translanguaging occurs naturally within the different spaces, however, it is constrained by the context (Mazzaferro, 2019; Makalela, 2018; Garcia 2009). The school playground, corridors, and the home are different translanguaging spaces for the immigrants and they have different dynamics. However, sometimes languages are adamant to leave the classroom as much as the school policies try to shut them out; they somehow sneak into the classroom. This is evident as Teacher 2, explains that sometimes she has to shout and warn the learner when she hears them speak other languages in the classroom, “*Guys this is English*” This part of the extract shows that the languages are so fluid and porous that they cannot be constrained by political and social boundaries (Makalela, 2016).

The results show that the immigrants translanguage every day, especially on the school playground when they are free from lessons. They are then free to express and exhibit themselves fully through the mixing of different languages with which they are in contact. The excerpt also illustrates that the immigrant learners can speak boundless languages when there are on the school playground/out of school and whenever they get the chance to do so without being monitored by the school authorities. It also shows that the learners cannot always be separated from the languages with which they are comfortable. The three spaces help the multilinguals (immigrant learners) to learn and become more meaningful speakers. The excerpt also enables one to confirm that it is the school system and teachers as language gatekeepers and monolinguals who shut out the languaging practices of the multilinguals.

5.1.2.3 The linguistic Xenophobia

The findings from the teacher interview reveal there is linguistic xenophobia which causes anxiety amongst the multilinguals, including the immigrants. The teachers were asked

whether the immigrant learners are willing to use their languages in and outside the school. Excerpt 10 below shows how the teachers feel about the immigrant learners' language identities.

Excerpt 10

Teacher 1 *The immigrants want to hide that, Sometime I use the names and spellings to identify them these learners seem to undermine where they come from!*

Teacher 2. *This thing of xenophobia runs deep! The learners themselves and look down upon immigrant languages and they discriminate each other through the languages. So, immigrants may not be at liberty to speak their languages.*

Teacher 3. *The learners are a minority and sometimes I cannot recognise them they do not want to speak out, you hardly know them sometimes because they are scared to be known.*

Teacher 4 *No they are not able to do so freely, there is a lot of negative stereotyping of immigrants. Nigerians, Zimbabweans, Malawians, and those from Mozambique etc are often given some negative tags which the learners feel unsafe with. So unfortunately, linguistic identity is equated to those stereotypes. So, to avoid those embarrassment, and this feeling of insecurity the learners join mainstream linguistic identities as they speak in the playground and their languages are relegated to home use.*

In the excerpt, the four teachers said that as much as they speak their languages the immigrants were not willing to use their languages in the school because of fear. According to Teacher 1, other local learners and teachers seem to undermine these languages and therefore the immigrant learners would rather resort to hiding their languages. Speaking these languages would in turn lead them to be undermined. Adair (2019) and Mahembe (2012) also support this, asserting that immigrant learners encounter numerous adaptation problems including structural discrimination which is shaped by the institutions. This type of discrimination devalues the minority languages, especially immigrant home languages. Teacher 2 agrees with teacher 1 on the fact that the learners despise each other's languages, and for immigrants' xenophobia (hate of

foreigners) is one of the major causes of the disparagement. According to Teacher 2, hatred for foreigners goes as far as hating their languages (linguistic xenophobia) and this becomes evident as she says “*xenophobia runs deep!* This means the xenophobia that is witnessed goes as far as hatred of languages. The immigrant learners end up feeling uncomfortable speaking their languages in most spaces and they withdraw from spaces where they think they can be victimized. Normally they may have fear and anxiety over the use of language (Dovchin, 2021). This argument tends to explain why the immigrant learners said they were nervous, scared, and anxious when they gave their reflections on the translanguaging lessons (multilingual tutorials). Most of them said that even though they were allowed to speak their languages in the initial stages of the tutorial most of them reported feelings of anxiety. However, Teacher 3 was somewhat elusive when he said the learners were usually a minority and they are hardly heard speaking their languages.

Teacher 4 further made a clear point that unearthed the reason most of the immigrants were gripped with fear and nervousness when the multilingual tutorials were introduced. This teacher cited that there was probably extensive negative stereotyping of different African nationals within South Africa. These nationals included Nigerians, Zimbabweans, Malawians, Mozambicans, Congolese, and many more. According to her (Teacher 4), this kind of stereotyping has made immigrants and other local minoritized language learners either silent or of translanguaging through the tutorial managed to create a socially just space where these learners felt included, and they became part and parcel of the learning (Hurst, 2017). The multilingual tutorial space was a safe space in which they felt equal and less minoritized.

5.1.2.4 Translanguaging for better meaning making.

The results of the teacher interviews also revealed translanguaging as a natural process amongst the immigrant learners that is ideal for meaning making in the classroom. The teachers felt that there is a need to open up space for the immigrant language repertoires to leverage their meaning-making processes. Excerpt 11 below shows how the teachers

responded to the question of the use of translanguaging in the complex multilingual classroom they teach.

Excerpt 11

Teacher 1. *This is always happening when they are discussing in class. The other languages can be used for clarification. Some locals always say Me'm uri kamuso (Madam do you mean tomorrow). So, I say yes because they need clarification.*

Teacher 2. *I feel that the learners should learn in their languages, it is easier to learn in their own language. This their everyday practice*

Teacher 3. *They are good reasons for learning in their languages. They meet new friend, gain confidence, and ask what they do not understand from each other.*

Teacher 4. *I think it is an innovative idea to learn in use these languages learners may feel relieved. They want to share knowledge from home, uyazi! I always do it I explain in a very low voice so that the admin does not hear when I use local other language which is not English.*

In the excerpt, the four teachers agree that it was important to use more languages other than English during teaching and learning. Teacher 1 says that using more than one language has always been a social practice amongst multilingual learners. She further elaborates that the immigrants, as well as local learners, use their languages every time during discussions, and when they need clarification for task instructions, they usually use their languages. This shows that the learners naturally translanguaged in the classroom, and this is what Garcia (2009) calls organic translanguaging “here the multilinguals show the deployment of their full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages” (Garcia, Otheguy and Reid 2015). Teacher 2 also supported this view saying that there is a need for translanguaging in the classroom to accommodate the linguistic repertoires of the immigrant learners and she confirmed that it was easier for the learners to learn in their home languages than in English only. Teacher 3 explains that using many languages is good in the sense that the learners would make friends during learning, and they would gain confidence in their learning

because they would be able to ask questions about things they do not understand. Teacher 4 said that the learners feel *relieved* when they are allowed to use their languages. The word relieved denotes worry and uneasiness, which may mean that the exclusion of the learner's languages and language practices always worries them and affects their self-esteem and obviously this would affect their everyday learning and it could even indicate relief of being able to express themselves and their voices being heard after long periods of being subdued.

The excerpt shows that using multiple languages/translanguaging manifests itself as an everyday linguistic identity of the multilinguals. This means that immigrant learners are actually translanguagers. They are only constrained by space. In addition, this practice can be a safe learning space for the immigrant learners as well. It is in this space that educators as well as the learners co-construct meaningful relationships and experiences, but also subvert, and more often disrupt normalised practices (Mary & Young, 2017). This was experienced when the learners had to smuggle their languages into group work use. The teachers also highlighted that the use of other languages in the classroom would give confidence to the learners. This idea resonates with the idea that if learners are deprived from using these languages, it actually silences them (Dovchin, 2017). According to Mary and Young (2017), the exclusion of the languages will be detrimental to effective learning and the learners may become frustrated and confused and even suffer low esteem and eventually withdraw from active participation in the classroom. The excerpt also helps show that translanguaging opens up safe spaces in which shared knowledge from home can be used to scaffold the learners' learning (Cummins, 2008).

5.1.2.5 The policy constraints or teacher expertise?

The findings also revealed that there is a debate on who is stalling the other. Teachers felt that the policymakers were failing them because they too wanted to allow the natural practices of the multilingual learners. The teachers revealed that the school admin (the principals/mistresses) would not allow them to use any other languages in the classroom even though they (the teachers) realised that using the languages was helpful and made their work easier. On the other hand, there was evidence that the teachers were not necessarily ready for such linguistic complexity; they scared of handling such classroom

environments as it would expose their inadequacies. Therefore, some of them had to resort to the use of one language practices/policy in order to create their own safe space. The following excerpt 12 presents the teachers' responses to why they did not allow the immigrant learners and other multilingual learners in the classroom to use their languages to safely speak.

Excerpt 12

Teacher 1: *These learners, haai mara they do not speak the same languages. Teachers cannot speak all these languages The fairest is to use English as it is the common one and for the sake of their exams too and its admin policy nobody can go against*

Teacher 2: *The is a private school and the school policy does not allow. Its English only and English makes the learners equal.*

Teacher 3: *It is okay to express in their own languages what they do not understand but remember the assessments are all in English so they will always fail if they do not practices using English.*

Teacher 4: *I use ask the leaners to use their languages with caution, the school admin does not allow, I also want the leaners to pass the assessments because they write in English. But it's difficult sometimes it's hard with every child speaking their own language.*

In the excerpt, all four teachers agree that the school policies do not allow them to use the many language repertoires within the classrooms. Although most of them mixed languages as they spoke to me, they were not willing to allow the multilingual learners that liberty. Teacher 1 explains, that despite the fact that the school *admin* did not allow her to use other languages she feared there were too many languages in the classroom and each learner spoke more than two languages and as a result, she could not speak all these languages '*Mara these languages are not the same*'. This teacher seemed to have been overwhelmed by the linguistic complexity in the classroom. She believed in *sameness* and that difference would bring challenges to her teaching, so she confessed that the only way out of this situation was to use the English language for neutrality which

she calls the (*common one*). The idea of sameness portrays the classrooms as homogeneous, and their pedagogical implications are a one size fits all teaching strategy (McKinney, 2015). The heterogeneous linguistic environment is then comprised this means that all the relevant repertoires which are available in that linguistic space are not left out unutilised.

This reaction to multilingualism is not an uncommon one for teachers. Instead of the teacher resorting to the creation of a safe space for the students to exhibit their own language resources, this teacher interestingly creates her own “safe space” where she valorises the use of English languages to avoid conflict and chaos within Bhabha’s (1991) ‘third space’, the translanguaging space (Garcia, 2017). The extract shows some teachers would choose to use monolingual biased practices where they encourage learners to speak in one language English, to avoid the challenges of a linguistic diversity classroom environment. Teacher 2 shares the same sentiment of *sameness* as Teacher 1, because she thinks speaking one language equalizes. She said, English makes learners equal. This kind of sentiment is a residual behaviour from monolingual teacher training the teacher underwent (Dhokotera, 2021). The monolingual bias effect of teacher training still suffices within the language classroom in former colonial states like South Africa, and therefore, the teacher fails to address the complex languaging practices in the classroom. However, Teacher 4 demonstrates that even though the school policy does not allow her, she smuggled all languages possible into the classroom by allowing the learners to discuss in whatever languages they understand “*I use it with caution*”. When she says with caution, she implied that she would be careful in case the principal finds her using the other languages or another teacher may report her. She also cited the challenge of the assessment which is always in English as the driving force behind the use of English every time. This excerpt makes it clear that most teachers do not allow the immigrant languages because of school language policies. The other reason is that teachers choose to protect their position through the use of one language policy. The use of English only in the classroom saves them from the embarrassment of being repositioned as learners and vice versa. However, other teachers are *risk-takers*, and they open space to engage with the complex linguistic environment for a greater and more meaningful learning experience for both the learners and the teachers.

5.1.3 THE PRINCIPALS

The purpose of the principal interviews was to establish how these policy implementers dealt with the language complexities in their schools. The interviews were continuous throughout the data collection programme. The data was also gathered transcribed and thematically presented and the major themes which emerged from the principal interviews were that there was no room for immigrant languages, many languages versus the one language for assessment, immigrant languages as funds of knowledge and many languages as the way to go.

5.1.3.1 No room for immigrants' languages

The major finding from the principal interviews was that the principals as policy implementors in schools adopt the one language policy as the school language policy. In this policy, they do not allow the teachers nor the learners to speak any other language at school and especially not in the classroom. The policy is meant to enhance language proficiency and prepare the learners for internal and national assessments. In excerpt 13 below, the principals responded to the question if they allow the teachers to use more than one language including those of immigrant learners in the classroom teaching. It shows the responses of the principals to the question of whether they include immigrant language and other languages which are not part of the school curriculum.

Excerpt 13

We do not give room for immigrant languages. Teachers should teach in English I cannot speak those languages even the teachers. To use many languages that will be chaos. (Principal 1)

In this excerpt, the principal was explaining his position on the use of many languages in the classroom for teaching and learning. The main reason for teaching in English for this principal is that the teachers and he were not able to speak immigrant languages. At the same time, he argued that there would be *chaos*, which will be caused by the many languages in the same space at a given moment. The responses by the principal showed the usual responses of many teachers and principals, and other policymakers with regards to the general use of multiple languages. Many language teachers think of

themselves as they teach. The use of many languages can transform the learning spaces and shift power positions in the classroom (Garcia, & Kleyn, 2019, Nkadimeng & Makalela, 2019) and many teachers and principals are not comfortable with this. This was the same scenario in the multilingual tutorial where the three of us had to be learners and the learners were teaching us. It was quite a big repositioning because the class teacher of this specific class would sit down and make notes whilst the tutorial took place. The transformation of the classroom into many voices intimidates the teachers because they see it as an uncontrollable space with multivoices. This is often the reaction of teachers and policy implementers to the chaotic situation in the classroom. However, the chaotic space is a space for identity negotiation, becoming, and development (Bakhtin, 1991). The principal shows that he is influenced by the monolingual teacher training that he underwent and so he is oblivious of any other languages that are available within his school.

5.1.3.2 Many languages versus one language for assessment

Besides the fact that the principals were scared and intimidated by the learners' multiple languages, the teachers were too. The principals were also worried about the assessment not being in any of the immigrant learners' languages, so the principals had to put the national assessment at the forefront. Asked why they were not keen to accommodate the transnational languages for learning and teaching, the principal's (principal 1) response is highlighted in Excerpt 14 below.

Excerpt 14

School leadership achievement is detected through the pass rate. The position of the school in the cluster, district, province, and national level is so important in school leadership. So, to pass the exams the learners have to use English which is the language they are being assessed with. (Principal 1)

In this excerpt, this principal was explaining that as the school leader he has to achieve in his school leadership through attaining high pass rates at all levels of the school. He stressed that the position of the school is very important at all levels including at cluster level, district, provincial as well as national levels. The principal also explains that to pass

the exams the teachers must encourage the learners to use English every time because it is the language for national assessment. This shows that the language focus is determined by the language of assessment. The performance of the school at the national level is also the main thrust within the schools the principal points out “*Headship achievement is determined by the pass rate.*” The principal’s response shows that his leadership did not focus on the learners’ linguistic needs but on the personal needs of the school head. The teaching and learning processes are focused on the personal gains of the principal as well as national assessment. The language policy is predominantly backed by the assessment policy. This shows a discord between policy and practice. Therefore, it is evident that the immigrant languages are far from being part of the curriculum as they have “no value” in terms of the language of assessment.

5.1.3.3 Immigrant languages as funds of knowledge

The result of the interview reveals that the principals understand that multilingualism is the way to go despite the community language stereotyping challenges. Excerpt 15 below shows the response of the principal 2 when the researcher asked why he does not apply the rules that accommodate multiple languages in the school.

Excerpt 15

The school is not an island. It is definitely part of the community. the community determines the language they want their learners to use. So, the representative of the community is the School Governing Body, and it takes part, and they want English. In reality, the society is xenophobic If they do not accept even other local languages what more immigrant languages? Definitely, they are non-existent in the school. But as school authorities we understand the value of the learners’ languages and cultures as valuable asserts in the learner’s education in uplifting their identities because these learners also need them. (Principal 2)

The principal explains that the school cannot be detached from the community in which it exists. Therefore, the community participates in determining the language policy of the school in the form of a school governing body. He further explains that society is xenophobic and does not recognize immigrants’ languages and views them as non-

existent. This reflects that the school is a microcosm of the broader society. The community want their children to speak English and they do not tolerate other languages including languages from across the border. This is the case with many schools that assume English as a high-status language. They tend to approve of the use of English at the expense of their own African languages. The principal also points out the xenophobic society which may degenerate into linguistic xenophobia, but this is mostly against African languages. To them English is superior and the only way to literacy and achievement. This kind of thinking has been perpetrated by colonial ideologies which identify the western languages as superior as compared to African languages (Mignolo, 2012). The principal also speaks about the invisibility of immigrant languages in the eyes of the teachers and school heads. Principals attribute this to the generally xenophobic community. Communities are still suffering under the colonial Yoke and in South Africa the apartheid Yoke where languages have been used to separate the Black people (Nkadimeng & Makalela, 2015). Principal 2 said it was difficult for them to allow the immigrants' language because he was protecting them from xenophobic tendencies. He said *"Sometimes you feel you can put these learners in danger."*

On the other hand, the principal acknowledges the use of multiple languages as one of the valuable learning assets of the learners. He perceives the use of the learners' home languages as important in the immigrant child's learning because it promotes the learners' identities which is a prerequisite in their learning.

5.1.3.4 The teacher training expertise

From the interviews, it was also revealed that the teachers were not fully prepared to engage with multilingual classes let alone with immigrants' languages involved. There is a great indication that the training of teachers is not adequate. The teachers do not have enough skills and expertise to handle this complex multilingualism. In the excerpt below the principal summarises the teachers' preparedness and willingness in this issue.

Excerpt 16

Actually, I think the teachers would love to use many languages to help the learners to grasp knowledge. They sometimes do it secretly with them. I hear them explain in vernacular languages during the lesson to explain concepts. However, they do not have enough knowledge to teach in a multilingual context let alone where immigrants' languages are involved.

In this excerpt, the principal says the teachers would appreciate using many languages in the classroom. The teachers also use languages that are familiar to the learners as the principal says he often overhears them clarify content in the learners' languaging, in this case, local languages. However, the principal revealed that one of the drawbacks he saw was expertise. They were not sufficiently skilled in dealing with such linguistic complexities, especially where immigrant learners were involved. This is the challenge at most learning institutions where the teacher is monolingually trained, yet they are facing multilingual classes (Kiramba 2016). The excerpt shows that because of the lack of expertise the teachers then resort to the use of English which they feel equalises the classroom space and is a safe space for them. The teacher then assumes that all the learners speak one language, and this is specifically English. This amounts to monolingual teaching methods such as assimilation and immersion.

5.2. THE POST-INTERVENTION ATTITUDES AND BELIEFS

5.2.1 Learners

The learner post-intervention interviews were done with the four learners from the experimental school who were regular attenders of the multilingual classes. The interviews were conducted in the ninth week after the multilingual tutorials ended. These were reflections to see if there was any difference in the use of languages and their personal attitude towards the use of their languages. Once more, the learners were asked about their classroom and their out-of-school experiences. The post-intervention interviews focused on the reflections of the learners on the use of translanguaging in the classroom as they engaged in multilingual tutorials.

5.1.1.1 Anxiety amongst the immigrant learners

After being subjected to monolingual practices in their everyday learning, the learners did not automatically adopt the home language practice that I introduced during the multilingual tutorials. The results of the interviews showed the immigrant learners were anxious about using their languages. The excerpt below shows Jay describing how he felt at the start of the tutorials.

Excerpt 17

Jay: At first, I was so nervous, excited, and scared. I am used to speaking in English, so I thought people gonna laugh at me. So, I kept like reminding myself that "it's okay" kkkk. Because I thought somebody would say "stop using that language." It was a surprise I am not used to speak it openly in class. My heart was not settled mam haa."

In this excerpt, Jay is describing his feelings when he was asked to speak his language during the tutorials. He said that he was nervous, excited, and scared. He further explains that he had been used to teachers allowing them to speak in English only in the classroom. He also said that he thought someone was going to laugh at his language and he was so cautious when he used his home language because he thought somebody could stop him at some point. He was also not settled when he spoke his language hence, he said to the researcher *'My heart was not settled mam, haa'*.

The excerpt further shows that Jay was anxious when he started using his home language publicly in the classroom. The major reason for his nervousness and being scared was that he thought the other learners may laugh at him. On the other hand, he was excited because it was his first experience using his own language in the classroom. The introduction of the multilingual tutorials gave them a new experience in the classroom where they would openly use their languages. This experience made them nervous and excited at the same time. This anxiety emanated from the previous experiences of the monolingual bias norms that had been used in their everyday lessons. Laughing at and intimidating learners who use their home languages during lessons has always been a practice amongst the learners in institutions and monolingual biased classrooms. In any

case, speaking in the home languages has been interpreted as a deficit, inability, and to a certain extent denotes disrespectfulness, insulting and disadvantageous (Coady, 2017). In addition, these immigrants eventually develop an inner negative voice (negative esteem). Like with Jay, in this case, the negative esteem would constantly remind him that someone might just shout “*stop using that language*” as usual. Therefore, using their languages was quite a big surprise to them and an anxiety-ridden experience.

The excerpt cited, shows that without their languages in the classroom the immigrant learners suffer some kind of emotional trauma (Dovchin, 2021). It is triggered by the psychological and mental issues which the immigrant learners may grapple with such as academic and institutional culture. These factors might construct emotional situations which cause anxiety, and frustration when the learners try to express their legitimate beingness and this is what we witness Jay trying to express in this excerpt. This frustrating condition may have led to the poor performance of the learners, especially in the pre-test. To support this, Back, et al. (2020) affirm that immigrant learners are profoundly emotional, and this may affect their academic work.

5.2.1.2 The multilingual tutorial, a dialogic space like home

The post-intervention interviews revealed that the multilingual tutorials were a perfect space for learners’ dialogue. They were able to bring knowledge from elsewhere, including the home. The learners felt comfortable and rightfully placed in the multilingual tutorial as they were able to exhibit their identities and practise their beingness. Excerpt 18 below shows a response to the multilingual lessons they attended.

Excerpt 18

Researcher: What would you say about the multilingual lesson?

Ano: That was amazing mam. Takafara, (We were happy), the turn and talk were fun This was my first time to use, my language in the classroom. I felt like I was home I was able to say what I want in any language.

In this excerpt, the researcher asked the learner to say what he thought about the multilingual tutorials. The learner said that he was so happy (*Takafara*) to experience their languages in the classroom so openly. Ano enjoyed the activities, especially the “Turn ad

Talk” which meant that they would literally turn to their peers and say the words in their home languages. She also revealed her emotions by stating that she felt like she was home, and the most important part was that she was able to say what she wanted in her own language.

The excerpt reveals that learners had not been used to using their languages openly and this had silenced them. This had in turn triggered the nervousness and fear at the start of the tutorials. This was observable during the first week of the tutorials and those who attempted to talk used English during the initial days of the multilingual programme. After a few weeks of the intervention, the learners gained confidence, and both local and immigrant learners adjusted to the multilingual practices of the classroom spaces. The learners started to negotiate their linguistic and cultural identities as well as languaging practices through the classroom dialogues and conversations.

The excerpt further shows that the learner experienced the multilingual tutorial space as a safe space because he said, “*I felt like I was home.*” According to the learner, home is a safe and cathartic space where they are able to communicate by using whatever linguistic armoury they have. The learner had the same feeling of home during the tutorial where he could speak many languages without being monitored. This shows that the multilingual tutorials were safe spaces where they could use their languages to make meaning. This means that the multilingual tutorials were safe spaces for pedagogical translanguaging that the teacher created in order to accommodate the linguistic complexities of this particular grade six class. This is a kind of translanguaging that is organised and planned to meet the languaging needs of the multilingual classroom (Cenoz & Gorter, 2020). Pedagogical translanguaging is meant to focus on the multilingual speaker’s linguistic repertoires. In addition, it asserts that though languages can be regarded as separate entities their boundaries are porous and fluid (Probyn, 2020). According to the excerpt, the learners were able to engage with their multiple languages and hence the multilingual tutorial space improved the learner’s participation because it made them feel at home. As a result, this intervention helped the learners to improve their post-test results.

5.2.1.3 Knowledge access through immigrant languages

The results of the post intervention interviews revealed the multilingual tutorials were enabling spaces for immigrants' access to knowledge. The learners were able to process and answer questions in their own languages which gave them leverage to the accessing the knowledge about the concepts being taught. Excerpt 19 below provides Shai's comment on how she felt about using her home languages during learning languages.

Excerpt 19

Shai: I was able to answer the questions in my home language because I was allowed to do. Some words can't be translated so I had to use my language and sometimes I have no English words. Like I do not know how to say Hweva (The designated star in African tradition which is very bright to mark the early morning of about 3am in African time), Mashambanzou (early morning times when the sun shows its yellowish rays), in English so I have to use Shona.

In this excerpt, Shai was asked to explain how she felt about using her home languages in the classroom. Shai explained that using her home languages was an advantage because she was able to answer questions in her home /everyday language. She also elaborated that sometimes words cannot be translated so it was convenient to use her home language when she could not find English words. She gave examples of Shona words that she could not translate into English.

As the multilingual tutorial programme gained momentum, most immigrant and non-immigrant learners showed interest and most of the learners attended every lesson. They enjoyed the fact that the space enabled them to participate in a playful manner without being scared of the usual classroom language rules. In this excerpt, Shai explains how using the Chishona language was sometimes inevitable Shai was explaining that she was able to use her language to explain some of the concepts, for example, some words cannot be translated, like *Hweva* and *Mashambanzou*. These are traditional or context-based Shona words that refer to certain times of the day. The naming of these times is determined by the geography of the people, for example, *Mashambanzou* time refers to the early morning times of the day when the yellowish/golden rays of the sun appear in

the sky to mark that the sun is about to rise/ a new morning is coming. This kind of experience is most relevant in African places where the sun is always available. There is also a historical context of the compound word *mashambanzou* (*Mashamba* -) (time to bath) -*Nzou* (Elephant). The use of the words in different contexts captures the inherent sociohistorical association or connotations of the word (Ivanov,1999; Blackledge & Creese, 2014; Hirschkop, 2021). Such words are sort of historical voices that are not explicit, and they need context to make meaning. Therefore, the meanings are mobile and negotiated in the space provided. In this case, it was important for Shai to say the word *Hweva* or *Mashambanzou* in their cultural and historical context so that they make meaning and hence they can use that meaning to understand the current context. It is, therefore, important that the learners were able to go beyond the words to make meaning and this could only be made possible through the translanguaging lessons. The class was able to open up for othered knowledge which is often castigated in a monolingual biased class. On reflection translanguaging enabled the learners to draw knowledge from their different social and cultural practices to make sense of the scientific knowledge at hand. The knowledge about the different times of the day was the funds of knowledge that they relied upon in their learning process.

5.2.1.4 The harmonious integration

The results showed that intentional translanguaging practices in the classroom disrupted the monolingual mindsets of everyone in the classroom and a new wave of harmonious integration gripped the learner and a free space for the learners to learn from each other was created. Excerpt 11 below, shows how the learners felt about other learners' languages that they encountered during the multilingual tutorials.

Excerpt 20

(Tino): At first when I said work is basa the others were like, "what is this language" but the whole class later on joined, and I also learnt that work is mbereko in tswana, zhino in Venda, espani in Tsotsi, Tiza in Shangaani and musevenzi in Sotho that was amazing! We could now share the words in different languages it was fun.

This response was given when the researcher asked Tino how she felt about the different languages encountered in the classroom. Tino described her classmates' reactions to her first use of her home language as she used the word 'Basa' to mean 'work' and she said the classmates were surprised and they asked, "what is this language?" However, the classmates later joined in giving the word for work in their own languages as well. For her, it was amazing to hear all those languages like Venda, Tsotsi, Shangaani, and many others which were not usual in the classroom space. She also describes the experience of sharing and having fun.

The excerpt shows how the immigrant learners finally gained confidence in the use of their home languages. Tino explained how the classroom had transformed from a space where there was hatred of and unlearning of the learner's home languages to a space for accommodation and re-learning of the abandoned languages. The learners could now share and accommodate each other languages which boosted them socially and everybody felt the need to demonstrate their languages. The excerpt shows that even the despised local languages like Tsotsital became part of the classroom repertoires which the learners used to negotiate meaning for their learning. With the disruption of monolingual bias and western orientated language perception, it was easy to create the space for meaningful integration and the sharing of the learners' languages and knowledge.

The use of a variety of languages transformed the classroom space in which the use of African immigrant languages was formerly viewed as a disadvantage and, in this, case as an indication of a lower social status of the learners (Hurst & Mona, 2017). The translanguaging practices brought about by the multilingual tutorials managed to decolonise these spaces and the mentality that had been influenced by the previous monolingual learning experiences. The use of English every time had the power to mute most of the immigrant learners including the local South African language speakers, and translanguaging through the use of immigrant home languages unmuted the minoritised languages that were in this classroom space. As a result, many languages were experienced. The tutorials reversed the learners' resentment and fear which engulfed the classroom during the beginning of the tutorial lessons and a more positive and

participatory approach was adopted by the learners. In addition, translanguaging in this classroom afforded the immigrant learners access to knowledge through the disruption of the language barriers and placing the learners in a socially just space where the different forms of language discrimination were removed. The classroom was transformed into a site of knowledge access and ideological struggle where alternative ways of knowing and languaging were propagated (Rodriguez, 2018; Chaka, 2020).

The learner interviews were meant to establish the use of translanguaging in and out of the school. These interviews were done in two parts namely the pre- and post-intervention phases. The results show that it was difficult for the immigrant learners to use their home languages in the classroom because of monolingual bias practices which pervaded the classrooms. According to the findings, the language practices were mostly perpetrated by the teachers, the school administrators, and some of the local language speaking learners who had been groomed in such monolingual settings. Therefore, the immigrant learners being natural translanguagers had to sometimes smuggle in their languages, especially during group work. Otherwise, the immigrants had to safely use all their languages during the break times on the school playground and at home with their parents. From the interview, it is evident that the school playground was a meaningful learning space where the learners identified themselves and developed naturally without the restrictions of the classroom monolingual bias. The translanguaging nature of the immigrants was revealed when the learners were interviewed after the multilingual tutorial interventions. The learners declared that the multilingual tutorial was a perfect space that afforded them meaningful learning, and they were able to exhibit their linguistic identities and integrate with their peers without the hatred of other languages. To ascertain the learners' allegation against teachers about being disallowed to use the languages in the classroom the researcher also had to hold long interviews and conversations with the teachers who teach immigrants. Therefore, in the next phase of interview data, the researcher presents the findings from the teacher interviews.

5.2.1 The teachers

The research interviews for teachers also proceeded into the post-intervention period. In this post-intervention session, the researcher interviewed only the two grade (6) teachers

from the experimental school to reflect on the translanguaging programme and these were Teacher 4 and Teacher 5. Teacher 4 was the grade six class teacher whose class participated as the experimental school and below are the findings from the after intervention conversations that the researcher held with the two teachers.

5.2.1.1 The translanguaging space as a zone of comfort in discomfort

The major finding from the teacher post intervention interviews was that the teachers felt that there was comfort for the learners in this chaotic language space where many languages were in play. In the translanguaging space, the linguistic diversity of the learners was unearthed, and the classroom became an open space for learning. Excerpt 21 below, is a conversation with Teacher 4 and she explains how she felt about the impact of the translanguaging programme in the classroom where immigrant languages were included.

Excerpt 21

Researcher: Maam what do you say about using immigrant languages in the Natural science subject.?

Teacher 4: This was a very interesting programme ...

Researcher: why would you say so?

Teacher 4: It brought diversity(linguistic) into the classroom new insights and different levels of understanding.

Researcher: Why do you think this made all this possible?

Teacher 4: Imi (You) vana vaiona iri comfortable zone. (The learners saw this as a comfortable zone), and it opened up the classroom and a platform where the learners were able to speak their home languages without fear.

Researcher: What was the comfort?

Teacher 4: The free platform, Kutaura language yavo vasingarambidzwe (The free space where they could speak their languages without being restricted, I never thought of that). All the learners were excited even those whose local languages were not allowed got happy because they could now speak out.

In this conversation, Teacher 4 was describing the multilingual tutorial programme as *interesting* and further on elaborates that *it brought in diversity and new insights*. By “*interesting*” Teacher 4 saw this programme as unique and that it is definitely needed to be pursued. She continued to show how much value the programme demonstrated when she said “*It brought, in diversity new insight and different level of understanding*” which means she realised there was a linguistic difference in the classroom and this difference triggered new ways of understanding and interpretation. The new insights are the different ways in which the learners interpreted the concepts using the linguistic repertoire which deviates from the monolingual norm of interpretation. Diversity also refers to the multivoices (Bakhtin, 1991) that eventually pervaded the learning space through the use of multiple languages. Teacher 4 deliberately calls this a “comfortable zone” because of the increased participation and relaxed atmosphere that the learners felt as they learned. This space is similar to the translanguaging space (Kleyn & Garcia, 2019) and a space for development. As the conversation proceeded the teacher also felt that she should converse in some Shona words for emphasis, and she also felt relaxed giving her opinions in that language as she realised that I could speak the same language. The teacher further explained that the multilingual lessons were a comfortable space because they allowed the immigrant learners and those learners whose languages were not used in the classroom for learning and teaching. The word *restriction* as used by the teacher denotes how traditional teaching is based on monolingual bias. In this case the monolingual bias fosters exclusion and limits the immigrants and other language minoritized learners’ experiences and capabilities within the classroom. It is important to realise that the multilingual tutorials changed the identity positions of the minoritized learners. The teacher commended the tutorial programme saying that it helped the learners to exercise freedom in the use of their language resources. The teacher pointed out that despite the fact that the learners are denied the opportunity to speak their languages they find it very comfortable to speak in those languages. It was quite obvious that during the multilingual tutorials the learners’ participation increased and there were overwhelming responses from the immigrant learners. The learners were finally able to display their languages, knowledge, and their language practices.

5.2.1.2 More voices unmuted through *Turn and talk*.

Researcher: Did you notice changes in learner classroom participation

Teacher 5: Definitely yes!

Researcher: What Changes?

Teacher 5: Ummm, you know when I came for lessons at the beginning of March when you started the programme, most learners were shy unwilling and afraid to talk. Whenever a foreign language was said other learners would laugh with despise. I remembered when this other girl from Zimbabwe said something in her own language everybody said Yooh! And this was the usual response of the other learners and even the teachers.

Researcher: Yaa true

Teacher 5: But with time I realised that all the learners were enjoying every moment of the lessons especially during the turn and talk activity. Every child became keen to say the words in their own languages and some could say in 3. or 4 languages. That was great!

Researcher: What gains did you notice as they learn?

Teacher 5: Obviously, the first thing that I notice was the learners' confidence and ability to share. Their faces glowed with joy. The now easily integrated with other learners into a unified learning grouped the same time carrying their any languages.

In this excerpt, the teacher pointed out there were notable changes in general learner and immigrant learner participation because everyone used many resources to explain. The use of home languages transformed the learners' attitudes. She said the learners had moved from unwillingness, fear, and shyness to a more free and enthusiastic behaviour. The word *unwillingness* describes a withdrawal from classroom learning attitude effect of the immigrant that may have been caused by the monolingual atmosphere that the learners had heavily experienced before. McKinney (2015) asserts that these feelings are often instilled in the speakers of other languages by monoglossic perceptions where speaking is indexed by proficiency in English only and the only valid requisite resources. As a result, the learners withdraw their resources and remain mute in the classrooms. However, the introduction of the learner language resources gave room for the students

to bring out their voices, hence, they were confident, and it was a meaningful coming together of the learners. The teacher refers to the different gains that the learners thus benefitted from the tutorials, learners gained confidence and the ability to share knowledge during the multilingual session. It is evident that the deep separationist ideologies have left a legacy in the classroom where the learners are divided and are unequal as classmates, therefore, such ideological practices as illustrated in the excerpt have continued to haunt the classroom through the boundarisation of languages (Makoe & McKinney, 2014). The practice will continue to reproduce social hierarchies and minoritisation of speakers of other languages. The multilingual tutorials here came in to disturb or discontinue the dominant traditional norms of teaching and language practices which are demeaning as they lead to withdrawal and fear and lack of self-esteem.

To add to the gains, the teacher also explained that the learners were able to integrate more through linguistic mixing. The programme *integrated all the learners into a unified learning group and at the same time carried many languages*” This statement shows that despite the linguistic differences there was a smooth integration of the learners and great social ties were created within the learning environment. The concept of integration as assimilation or immersion is defied, instead, there is a lot of negotiation and tolerance to maintain the ties. The multilingual tutorials as a translanguaging approach move beyond the focus on distinct languages but also consider the hybrid practices of languaging (Hamman, 2018). The inclusion of many languages created a hybrid space where the learners grow and develop more language skills. This was noticed when the learners were also learning their friend’s languages and their friends were also learning the immigrants’ languages.

5.2.1.3 Borderless languaging

The other major finding from the teacher post intervention interviews reveals that the learners emancipated themselves by taking the language practice out of the classroom into every space. They were able to blur the geographical boundaries between the classrooms and the playground, and even the sports field. Excerpt 23 below shows my

conversation with Teacher 4 on what he saw as the benefits of the tutorials. The teacher had more to say because she always observed the behaviour of the learners during the lessons and outside.

Excerpt 23

Researcher: What benefits are you noticing as the class teacher amongst your learners?

Teacher 4: Maam, there is a lot, Kkkkkk yaaa ndingangoti zvakawanda (yea, I can say there are so many of them). All my learners it's like they have been granted permission to be themselves. As they move out I there the learner is speaking their languages and when one learner says a word they shout, Turn and talk which means they want to hear that word in the persons language. It has become a game for fun I wish this could continue. Other learners from the other grades stare at them with admiration. I think we need to spread it to the other groups with time and permission.

Researcher: What about in your own lessons?

Teacher 4, I am so proud My learners are all happy and I have also learnt a lot from them. I thought some of my learners were reserved buy yoo I saw them lead the discussions with confidence. This time I don't interfere with discussion I let them talk.

Researcher: Did they express it to you as the class teacher

Teacher 4: Yes, one immigrant learner said to me. Hahaha mam, the how is like in the classroom.

In this conversation interview, Teacher 4 explains that the learners were able to take the practice out of the classroom and they are happy to use their immigrant languages in the learning space. On the immigrant side, they were also happy and had found themselves. *"It has become a game for fun, wish you could come back"* The teacher was describing the enjoyment that the learners have experienced through the use of the languages. However, she gives a hopeless remark that she wished I could come back. This might have meant that completing this data-gathering exercise might be the end of the learner's

freedom to use languages and as I leave the school this class will be forced to go back to their old monolingual practices.

The teacher acknowledged that the multilingual tutorial lessons enabled the immigrant learners to share their languages, and so this transformed the learning space and empowered every learner within the classroom space. There was a great deal of position shifting and those learners and teachers who did not speak the languages of the immigrants also learnt new words from others. The multilingual tutorial space also became a space for tolerance and respect for other individuals. The tutorial lessons became a translanguaging space in which the learners and teachers were able to develop socially and emotionally (Dovchin, 2020). According to teacher 4, learners observed and accepted their differences, and they grew to know the multilingual space as a perfect site for learning and development. Including immigrant languages enabled the learners to mirror themselves through their home language practices, and this made them able to take control of their own learning.

Teacher 4 says *“It is like home is in the classroom.”* This means that the tutorial lessons captured the home as well as out-of-school language practices and placed them right into the classroom as part of the learning process. In addition, Teacher 4, realised that the assumed *“reserved learners”* were not real; it was because of the unfair practices which minoritised learners and causing these learners to resort to silence. The teacher had interpreted the withdrawal into silence as being reserved. The multilingual tutorials managed to break the silence and the learner voices had to sprout out (Moll and Amanti, 2011). In such pedagogical practices, translanguaging has the potential to extend the home languages and scientific experiences into the school and these experiences may be used to leverage the learner’s acquisition of new knowledge and affirm their numerous linguistic identities. The use of translanguaging goes beyond the classroom it can leverage learners’ epistemic acquisition and enhance their multiple linguistic identities.

5.2.1.4 The Dialects as social constructs

The other finding from the teacher post-intervention interview was that the different dialects which brought animosity, hatred, and spite amongst the learners, and even

teachers, proved to be mere social constructs that might have been perpetrated by those who believed in the boundarisation of language and nation-states. Excerpt 24 below shows how Teacher 4 describes the relationship of language that was in play during the tutorials.

Excerpt 24

Researcher: What was your observation of language practices of the immigrants within the classroom.

Teacher 4: In fact, all the learners were mixing the languages. Most of them could hardly say a full sentence without using other languages and they enjoyed it! and Yaa. The immigrants used their languages and other South African languages especially IsiZulu.

Researcher: Were there any differences between the languages

Teacher 4, Some words are the same even in South Africa, Chishona- Nyama, Zulu-inyama, Sesotho-Nama IsiNdebele- inyama, Venda -Nama. When learners said this word in their different languages it sounded the same.

In the excerpt Teacher 4 explains that the learners mix languages as they speak. This is the normative characteristic of the multilingual classroom globally as well as in South Africa. *Most of them could hardly say a full sentence without using other languages.* As the teacher expresses her observations, she feels that the learners could *hardly* complete a sentence without mixing the languages. This shows that the immigrant learners are natural translanguaging beings and they use their languages to leverage their learning of new concepts. In addition, the immigrant learners are complex multilinguals (Makalela, 2018) who have a vast linguistic repertoire. In most cases, they are identified with a number of languages. Teacher 4 said she noticed that some of the Bantu languages are similar at the word level. She gave the example of the word *meat* which was slightly different in spelling but sounded almost the same in all the languages that she heard. The examples given for meat are in *Chishona- Nyama, Zulu-inyama, Sesotho-Nama IsiNdebele- inyama, and Venda - Nama.* The relationship between their languages made all the learners feel very close and this might have brought questions about the existence

of local and international language boundaries, because the relation between the words shows the fluidity, porousness, and flexibility of language. Therefore, from this excerpt, the teacher feels that translanguaging is the everyday practice of the immigrant despite the restricting language policies which may have been established by the schools.

5.3 Conclusion

This chapter thematically presents the results from the pre and post intervention interviews that were held with grade six immigrant learners, the teachers, and the two school principals. From the teachers and the learners, two sets of interview data were gathered whilst long and ongoing conversation interviews were held with the two school principals. The interviews aimed to explore the extent to which immigrant learners use their languages both in and outside classroom settings and ascertain the degree to which the use of natural translingual practices plays out in the learner's linguistic identities' positions. The results from the interviews show that the immigrant learners are translanguaging beings who were denied their languaging practices in the classroom. However, the learners revealed that they often used group work times, the school corridors, the school playground, and other isolated places in the school and their homes as the safe spaces for their translanguaging. When put in a multilanguaging space the learners were able to use their language to display their linguistic identities and leverage their science learning. The school playground was an Ubuntu languaging space where the learners' used languages for complementarity and ecological fitness. On the other hand, the school authorities spearheaded by the community were also labelled as the detractors of immigrant use of language resources because they are the ones who create the school language policies. The principals also cited a lack of teacher expertise as the main challenge in the multilingual classrooms. From the interviews, it was evident that the immigrant learners are translanguagers who are not allowed to practise in the classroom. Seeing this challenge of teacher expertise, it was important to administer the multilingual tutorials where all the learners were asked to use their home languages. For this reason, the next chapter presents the results from the multilingual tutorials. In addition, it will

present findings from the observations of learner language practices as they are and outside the classroom space.

CHAPTER 6 DATA PRESENTATION AND ANALYSIS

MULTILINGUAL TUTORIALS AND OBSERVATIONS

6.0 Introduction

In the previous chapter, results from the interviews that were held with teachers, learners and school principals were presented. This chapter presents data from the multilingual tutorials that were conducted during the intervention period of nine weeks. The multilingual tutorials were primarily focused on ascertaining how the intentional use of the immigrant languages fostered the sense of self amongst the immigrant learners. In addition, the tutorials were used to establish how the use of a variety of immigrant languages fosters a deeper understanding of content in the Natural Science subject. The multilingual tutorials were done to support the post-test where the learners showed improvement in their performance. The results of the post-test were also determined by the intervention, the multilingual tutorials. The second part of this chapter also provides results from the on-going learner observations. These were outdoor observations where constant monitoring of the immigrant learners was done during break time, in the school corridors, on the school playground. They were random observations where the casual encounters with the immigrant learners on the school playground during the school break times and lunch time were recorded. The observations were done to establish the extent to which the immigrant languages are used outside the classroom, and the extent to which immigrant languages offer opportunities for integration. There was no specific time allocated for observation of the school corridors and the school playgrounds. Instead, informal incidents where learners engaged in natural talks with friends and other classmates around the school playground were observed. Therefore, this chapter is presented in two phases, and the phases start with the multilingual themes that were drawn from the tutorials and then followed by the themes and summaries of the observed incidents.

6.1 The multilingual tutorial lessons

Besides the administration of the preintervention test, an intervention plan was executed with the learners where 3 days per week was put aside for intervention lessons. This intervention was in the form of multilingual tutorials which were done with the immigrant learners in Natural science. However, to avoid bias and accommodate all the interested multilingual learners from this class these multilingual tutorial lessons were open to every multilingual learner in the grade 6 experimental class. The major aim behind introducing the multilingual tutorial was to establish whether the use of immigrant languages fosters a deeper understanding of Natural science concepts as well as how the intentional use of immigrant languages has an impact on the learner's sense of self. The multilingual science lessons were usually held in the school hall on Tuesdays, Wednesdays and Fridays. These were the days on which Natural science appeared on the timetable. It was usually during the lunch hour that we gathered in the hall with the grade six class to conduct the lesson. The data from the lessons was transcribed and presented in themes and narrative summaries of the tutorial lessons were held. The following is a presentation of the themes and the lesson narratives.

6.1.2 The fear of open use of their languages

Being asked to speak in their home languages was quite a new thing for the immigrant learners. They had been used to the English and English only situation in the classroom. Therefore, the initial finding from the multilingual tutorials was that the learners were afraid to use their languages. Most of them were reluctant to use their language and they resorted to the use of English or IsiZulu. The school monolingual practices which had restricted the use of the immigrant languages seemed to still haunt them as they entered this multilingual space. They still felt it would not be proper to use the vernacular languages in the classrooms. The presence of the monolingual biased attitudes in the classroom spaces also prevented the learners from the full execution of their linguistic potential. Below is the summary of Multilingual Tutorial 1 and it depicts how adamant the monolingual culture is to not leave the learning space.

6.1.2.1 Multilingual tutorial 1

This was the first lesson of the tutorial programme, and every learner was so anxious. The lesson started at 1330 and ended at 1400. The topic to be discussed was on solutions. The learners were asked to describe and identify solutions. They were asked to discuss it in their own languages. As the researcher moved around the groups, she could hear the languages like Isizulu and also English. Devar, an immigrant learner from Mozambique, was quiet and did not make any contributions. The researcher asked him to participate in his home language which he had indicated earlier on during interviews as Shangaani. Devar tried to respond in his language as the researcher requested and when he tried other co-learners laughed. The excerpt below shows the part of the lesson where this incident took place.

Excerpt 25

Researcher: Can you describe the word solution in your language?

Devar: Mixing two substances.

Researcher: I mean using your language?

Devar: Ummm looking at left and right, I don't know.

Researcher: Who can do that in their own language? Yes Tino

Tino: Musangainswa (accompanying with hand movements)

Learner 1. Aaaa hahahaha What is that language? (Shouting and laughing)

Learner2: It feel somebody is insulting me haayi! (Shaking his head)

Researcher: let us not laugh at how others speak and let's listen and can you tell me what it is in your own languages as well, pointing to the whole group.

In these class discussions, the researcher asked the learners to do a *turn and talk* activity with which they were supposed to define a solution in their home language. The immigrants seemed uncomfortable and or afraid to say anything in their home languages. Devar, in this case, did not want to speak his home language. When the researcher tried to encourage him, he just said *I don't know*. For him it was much safer to say I do not know than to try and use his home language. His fears eventually come true when Tino

says, *Musanganiswa* “. Two learners laughed out loud and commented, “*What is that language*” and the other one said, “*I feel like somebody is insulting me*”. The learners were local language speakers, and their responses are the usual classroom monolingual attitudes that are displayed in the classrooms against unfamiliar languages, especially the minority. The utterance shows that the two learners who were not immigrants were also uncomfortable with the immigrant languages so they laughed and acted as if these languages would not make sense. The sentiment expressed by the other learners shows an attitude of hatred toward other languages as they always assume they do not mean well. This might be the kind of attitude that has made most of the immigrant learners’ resort to silence, and experience fear and nervousness. Therefore, during the initial days of the tutorials, the immigrant learners would only use their languages under my persuasion. The other learners expressed their amazement in the way the immigrants spoke and this in turn gave the immigrants the impression that their languages were not good enough. This is also confirmed in the post intervention interviews with the learners. Most of the immigrants indicated that they felt scared and nervous which shows that they were anxious about the responses from their local classmates whom they suspected would disapprove of the immigrant languages. This kind of behaviour is also perpetrated by the monoculture within the school premises which has incited the hate for minoritised languages. According to Babane (2020), this hate for languages originates from monolingual ideologies which isolate immigrant and non-immigrant groups. These groups are usually referred to as “other” and more often these othered immigrants are prone to discrimination because of their minority status (Babane, 2021).

The excerpt reflected negative behaviour displayed by the learners who speak local languages. It is the kind of behaviour that made the immigrant learners hide their languages in a cocoon when they are in the public space. Some of them even adopt the local languages to assume a different linguistic identity that is socially accepted as their social capital for integration (Bourdieu, 1996). The negative utterances by the local learners result in feelings of inadequacy amongst the minority groups (Kleyn, 2019; Coady 2017 & McKinney 2016). In the above case, Learner 1 and 2 as local learners were trying to discourage the immigrant learner from speaking his language by creating the impression that the learner could be insulting them in the unknown language. This is

the usual tendency in monolingual oriented classrooms where some learners are spiteful about other languages because those languages are minoritised and have no legitimate tenders in the classroom. This classroom scenario is a microcosm of a macrocosm where immigrant languages have been minoritised and segregated. The minoritisation has been influenced by monolingual bias ideologies which perpetrate the use of one language at a time (Mignolo, 2011; Kiramba, 2016; Makalela, 2018). The negative attitude toward immigrants' languages has resulted in those learners resorting to silence, withdrawal, and enacting local identities (Makoni, 2020). In this scenario, the researcher was able to experience the colonial force which is the monolingual mentality o researcher had introduced as in the earlier on tutorials so that she could bring the learners together. The various practices were now used to create fun for everybody in the group including the two teachers who were present. As usual, the researcher started these lessons by opening the space where she told the learners to use their home languages and she had declared *"This is a platform where we are free to use any our home languages to talk about the lesson, we had earlier on with our Natural science teacher"* *Asikhulume batwana vami, nagtitaure, asibhuwe kkkkk*. The researcher asked them to retell and summarise the lesson that they had done with their Natural science teacher in their own ways. The main part was for the learners to explain what the word *dissolve* meant in their own languages, and this was to be discussed whilst they were in groups of four. In the groups, the learners were supposed to tell their groupmates the different ways in which to describe dissolving using their own language resources. In addition, they were supposed to identify the solutions and solvents they know. They then turned and told the person next to them what the term *dissolve* meant. During the *turn and talk* time the learners whispered to the person who sat next to them to describe the word *dissolve* in their languages. At the end, each one of them would loudly tell the whole group what the learner partner had said. Finally, the researcher purposively picked the immigrant learners to give the answers; and the excerpt below shows this part of the lesson.

Excerpt 26

Shai: Kunyungudutsa (Shona) like to make the this disappears like sugar in

Ano: Ukuncibilikisa (Isizulu)

Ketu: sungunula (Chichewa)

Tino. Ku dissolver mixed (Shona and English)

Njabulo: Like nyibilisa (Xhosa)

Devar: I think it' is to dissolve and disappear,

The learners used different languages to describe the word dissolve as how they understood the word in the different contexts. Most learners were surprised to hear the different languages and pronunciations in the classroom and the researcher could see them laugh and giggle. But at the end, the learners would ask their fellow immigrants to repeat the words in response to the different immigrant languages. *‘That sounds funny’* one learner said. During the discussion, every learner had uttered the words in the languages they knew other than English. The whole class turned into a *“speaking in tongues”* site as learners resorted to their natural languaging practices. All learners used their languages in other group work activities to discuss the concepts. The researcher later requested feedback from those groups to tell the others the different words they used to describe the word dissolve and every learner was keen to speak. The researcher summed up the tutorial by picking the words from the different languages that popped out in the discussions. She then invited the learner whose language had been named to explain the word dissolve in their own languages. Personally, the space was also safe for me to speak in other languages including my home languages. At the beginning of the lesson, the researcher also mixed languages to encourage the learners to feel the freedom of space. She said *Let’s talk Asikhulume Batwana vami., asibhuwe*. This behaviour and practice enabled the different learners’ languages to come into the learning space. In this tutorial the introductory remark was deliberate as a way to create dialogue with the learners. The learners felt the open space needed them to exhibit themselves, hence they displayed their repertoires playfully. This is the dialogic approach propounded by Freire (1972) and Bakhtin (1991). In this dialogue you need to draw the learners’

experiences and knowledge into the learning space. This kind of dialogism conscientises the learners in the classroom through acknowledging their languages and other communicative repertoires. (Freire, 1971). It is quite important in multilingual classrooms with immigrants for learners to unveil their different languages without hesitation and to describe the concept in question. Compared to the previous lesson the learners gained more access to content through the learning of a localised meaning making process. The words, *ukuncibilika*, *kungukngudika*, *Sunungula*, *kudisssolver* were the vocabulary that enhanced the learners' knowledge. The different vocabulary showed that there was a noticeably substantial difference in the participation of the immigrant learners because more languages came into play.

It came to the researcher's notice during this tutorial that the learners who were usually passive learners became active participants and they wanted to display their language knowledge through the use of their languages as well. There was a potpourri of languages in the learning space. Although it was difficult the first time, they had now gained confidence and could freely engage in the lessons, and with more languages. It was a pleasant experience to see the transformation of the teacher positions. As the researcher was busy with the learners, one of the teachers was also moving around with my notebook to write the novel words from the learners. Even the class teacher would also write the words down and this is why Garcia and Kleyn (2019) address translanguaging as a transformative approach. Definitely, we as the class teacher and the researcher were moved out of our positions as teachers to become learners as well. Furthermore, the multilingual tutorials proved to be a complex languaging pedagogy that could be equated to a translanguaging pedagogy which seeks to decolonise the learning space and practices (Chaka, 2021). It created a free space for both the learners and the teachers to engage. The multilingual tutorial space was a multivoiced space with different words from different contexts (Bakhtin, 1981). More languages in play would mean the decentralisation of knowledge. In this classroom scenario the languages syphons different knowledge into the space. Power was shared in this space, and everyone became a learner and the researcher realised that this afforded attitude changes towards each other's development. It also became a perfect space for 'becoming' this means a

space where both the immigrant learners, local learners and the teachers were able to develop their ways of viewing the world (Bakhtin 1981).

6.1.4 Translanguaging with immigrant semiotic repertoires

The use of many languages leverages the immigrants in their learning and from the tutorial results, it became clear that translanguaging with the immigrant's languages provided the immigrant learners as well as the local multilingual learners with the opportunity to obtain new knowledge. These languages and repertoires were turned into access doors for the learners into new world views. It was in this space that these multilingual learners were able to develop. The Multilingual tutorial 3 below summarises how the learners were able to use the spaces for clarity and perfect meaning through the sharing and use of their different languaging practices.

6.1.4.1. Multilingual tutorial 3

This tutorial started at 1330 and ended at 1400 in the school hall. In this tutorial, the learners were now used to the open space, and they were more relaxed this time. Most of them were getting more excited and eager to participate. This is the opposite of what happened in the initial days when reluctance prevailed. A substantial number got prepared to answer questions in the Natural science tutorial on solutions and solvents which they had done in class with their teacher. The introduction of the tutorial was as usual a recapitulation of the main lesson from their class teacher, and they were asked to summarise it in their languages. Ano stood up to summarise, *umm this was a lesson about ma substance anonyunguduka. (Like sugar, salts ne ice) Yaa this is when you kurunga* (Here everyone laughs), The other learners immediately shouted, *“what does that mean”* and Ano replied, *“Like you use a spoon to do this”* (Demonstrating stirring with hand movement). At this point, the researcher also asked the learners to *turn and talk*. The learners were saying what stirring is in their home languages. More words from different languages came from the learners: *Ukhudhibanisa, (IsiNdebele)Ukhuqoqoza (Isizulu), Kukurunga (Shona), uya nyambitsa (Nyanja)*.

In this lesson the learners were describing the process of how solutions are made. The main focus was to help the learners to describe the processes in an ordinary way using their own languaging skills to enhance their understanding of this scientific process. Ano, a Zimbabwean immigrant described the process whilst mixing the English language and Shona. When the other learners could not understand the Shona word (*Kukurunga*) which means stirring, Ano then demonstrated with hand movements, and the other learners were able to identify the meaning in their own languages. On continuing the tutorials, more languages came out during the *turn and talk* activity and the learners described the stirring in their own languages; hence, the different languages such as Shona, Nyanja, IsiNdebele, IsiZulu, Chichewa, IsiXhosa, Shangaani, Venda, English and Tsonga could be heard in the classroom. In this lesson, the immigrant languages were the linguistic resources that the learners dynamically deployed to accomplish their communicative assignments (Garcia, 2009). In the case of Ano, he also used semiotic resources to facilitate their meaning making process (Pennycook, 2017). His description of stirring was accompanied by the nonverbal gestures of circular movements to illustrate stirring is a meaning making strategy which he employed to deal with the communicative barriers that were present within the space.

6.1.4 The immigrant languages windows of new knowledge

The learner languages were windows through which they could see the new knowledge. The findings from the multilingual tutorials revealed that the learners needed their home languages to process the new knowledge they encountered in the classroom. The following activity from Multilingual tutorial 4, shows how the learners navigated meaning to process the tasks given by the teacher.

6.1.4.1 Multilingual Tutorial 4

One activity from tutorial 4 was that the learners had to list the solutes and solvents they know by using the information from their home languages. The following are the examples that emerged from the activity. All four learners used English to write, and others mixed the languages. Fig 6.1 below shows how the 4 immigrant learners responded to the question on solutes and solvents.

Solute	solvent
Sugar	Milk
coffee	water
teabag	Juice
Milo	coldrink

Devar

Solute	solvent
Sugar	Milk
coffee	water
teabag	Juice
Milo	coldrink

Jay

Solute	solvent
Tswekere	metso a belang
ting	Juzi
spice	Mqomboti
Raja	metso a belang
	Mageu

Ketu

Solute	solvent
coffee	Juice
Sugar	milk
salt	African beef
Spice	Mageu

Ano

Fig 2. Learner responses to solution question

Fig 6., shows the learners' examples of the solvents and solutes and Table 6.1 compares the solutions that were submitted by the learners.

Table 6.1 Comparing learner responses to solvents activity.

Name	solute
Devar	Sugar, coffee, teabag and milo.
Jay	Sugar, coffee, teabag and milo
Ketu	Tswekere, ting, spice, and raja
Ano	Coffee sugar salt and spice

Table 6.1

The activity of listing solutions was also an outstanding one in this tutorial. In that activity most of the learners listed examples of solutes which they found in their homes, like water, or like sugar and coffee, the most common solutes in this table. From these examples, one can conclude that the learners fall back on their experiences to make meaning of the scientific processes. The learners are familiar with sugar and coffee and therefore they use these substances to gain knowledge of solutes. By using these examples of solutions

that they find at home, the knowledge becomes the steppingstone or window knowledge of their learning science concepts.

Table 6.1 shows the 4 learners and the examples of solvents they provided. From the tasks provided the following table (Table 6.2) compares the learners' responses to the given task about solvents.

Name	Solvents
Devar	Milk, water, cold drink, juice
Jay	Milk, water juice, drink
Ketu	Milk, jusi, mageu
Ano	Milk, juice, African beer (Umqomboti), mageu

Table 6.2 learner examples of solvents

The learners again showed that they used knowledge from home to understand the new concepts they were facing. The learners used examples such as mageu, *umqomboti* (*African beer*), and *milk*. These were the most common amongst the learners' answers. The items listed are common household substances that can be identified as solvents. By using the home substance to define and negotiate the meaning of solvents the learners are drawing on their funds of knowledge (Esteban-Guitart, & Moll, 2014; González, Moll & Amanti, 2006; Gilde & Volman, 2021). The funds of knowledge are where literacies and schooling trajectories should be linked to home practices of the learners. The funds of knowledge in this instance are learners' home knowledges and it is also about home practices that help the learners to envisage the different scientific processes they are dealing with at school. Therefore, water, African beer (mageu) and milk stood out in the learners' responses, and they helped the learners take a step forward towards the meaning making process of the concept of solvents. This notion of home knowledge qualifies the funds of knowledge idea that learners are competent beings who have knowledge and their life experiences have provided them with the knowledge (Avarez, 2018; Gonzalez and Moll, 2002). Even if their English is poor, learners are not blank slates,

they also come with knowledge and they need opportunities to express what they know and translanguaging offers this opportunity for them.

In addition, the learners were able to identify solutes and their responses were primarily influenced by their experiences in their homes. The examples they provided, namely, sugar, salt, coffee, are all from the home resources that they use every day. The examples actually tap into the learners' experiences and the learners manage to leverage them as resources to tackle scientific concepts. The extract reveals that through the use of translanguaging the learners were able to understand the concepts and respond to the questions in their own languaging ways thereby enhancing their comprehension levels in science. The multilingual tutorial proved that immigrant languages were the steppingstones to the new scientific knowledge.

6.1.5 Complex linguistic identities which have moved across space and time.

As the researcher conducted the tutorial sessions the learners were able to showcase their multiple linguistic identities because the multilingual space afforded them the chance to do so. From the tutorial lessons it was evident that the immigrants had complex linguistic identities which have moved across space and time as most of them speak more than three languages. The languages depended on the geographical and linguistic space that the immigrant learners stayed in during their migration trajectory. It shows that each space and time is marked by a different linguistic identity. Below is the summary of Multilingual tutorial 5 in which the learners were asked to define work and here too showed that they could move across languages.

6.1.5.1 Multilingual tutorial 5

In this tutorial the lesson topic was Work, and the researcher wanted the learners to explain the concept of work from their own understanding. The learners used more than one language to describe the concept and two learners, Ano, a learner from Zimbabwe, and Devar from Mozambique, were able to show their different languages. The excerpt below shows the short conversation we had during the lesson.

In this excerpt from tutorial lesson 5 the researcher asked the learners to define the word *work* and Ano was quick to answer that question. This learner used Ndebele, Shona,

Venda, Shangaani and Afrikaans to define the word work. Many words were brought up, and Ano's use of the languages demonstrated that he could speak several languages. This suggests that Ano has a multi-layered repertoire of languages. The learners should only be understood from a plural point of view because the many languages reflect the multiplanes and segmentation of multilingual immigrants' identities, and these identities can only be amplified through the use of a multilingual pedagogy. Ano described how he had acquired the languages from time to time and from place to place. This shows that immigrants have acquired different identities because of the different spaces where they have lived. In this case, the learner indicated he acquired Shona and Ndebele because he is from a Zimbabwean Shona and Ndebele-speaking family with his parents speaking those languages. When the family moved from Zimbabwe to South Africa, they first settled in the Limpopo province of South Africa, which is a Venda speaking area and so he acquired some Venda vocabulary.

When Ano's family moved to Johannesburg, he further acquired other languages from a Mozambican friend who also speaks Shangaani. Therefore, this shows that as Ano moved across places and time, he acquired chunks of languages and identities which became part of his linguistic repertoire. The movement of individuals/ families with their various forms of linguistic capital, creates socially and culturally extraordinarily diverse individuals. It is this that characterises immigrant learners who display multi-layered complexity (The Douglas Fair Group, 2016; Nkademeng & Makalela, 2015). Thus, the results affirm that the immigrants have multiple identities and language practices that are influenced by their migration trajectories. This implies that it is important to include the learners' repertoires to provide meaningful learning to the learners. Therefore, to match the learners' daily linguistic practices, the need to disinvest the monoglossic structural perception of languages within the classroom environment is regrettably necessary. The Multilingual tutorials had the potential to transform the learning space from a blinkered monolingual biased space to a pluralistic and safe space for learning.

6.1.6. Bringing the home into the school

The results also showed that with multilingual tutorials, one is able to bring the home and the school closer. The use of immigrant languages drew in the immigrant families and all

other parents closer to their children's learning environment. During the homework times, the immigrant parents assisted the learners to come up with words from their languages and also from their cultural and literacy practices. The Multilingual tutorial 4 summarises a lesson in which the learners were given homework to find the stories about the importance of work in their own cultures and countries a day before the actual lesson. The learners came up with different idioms, fables and stories about work in their different traditions.

6.1.6.1 Multilingual Tutorial 4

The lessons started at 1330 and ended at 1400. The teacher asked the learners to tell stories about the importance of work in their own cultures to their peers and later on they were asked to present to the class. The researcher allowed the learners to tell the stories in any language. Here is Tino's presentation,

Excerpt 27

Tino: The story is about Tsuru nedzimwe Mhuka (Hare and other animals) Once there was no rain in the world and mhuka dzaiva (animals were) thirsty. So, they planned to dig a well so that they drink water). All the animals agreed except tsuro(hare) who was lazy to work, dug the well. Digging was extremely hard work but in the end the water came out. A plan was made to keep tsuro (hare) away from drinking the water. So, they took turns to guard the well every day. However, despite this Tsuru(hare) and made a trick so that he could come and drink the water. So, he brought. ummmm honey (forgetting the name in the (Shona language). The honey would be eaten by anyone guarding the well for free. But the rule was that the animal guarding the well would be given a small amount to taste then the rest amount would be given to the guarding animal whilst the animals legs and hands would be tied with a rope which they called (mbiradzakondo). Because of the sweetness of the honey the animal would agree and get tied to whilst Tsuru would fetch the water and go home. Seeing this crisis that all the animals were getting tricked Tortoise volunteered to guard the well. Tortoise did not allow tsuro to trick him with his honey so instead tortoise used sticky substance

called (urimbo) on his body to trap Tsuru. So, when Tsuru came and tried to talk with the man on the guard, Tortoise, he was annoyed because Tortoise was standing there like deaf and dumb and uttered no word. This made Tsuru think of giving Tortoise a slap. On doing that Tsuru's hand was stuck on the Tortoise body because of the sticky substance (Urimbo) that was all over tortoise body, and he could not free himself. So, when the other animals came they found him stuck at Tortoise and they beat Tsuru hard so and finally ran away, and he never came back again. They said the lesson is that you need to work hard not to be lazy like tsuro who is tempted to steal and later lose all friends and get in trouble with others.

After the story we discussed the words *tsuro*, *mhuka*, *mbiradzakondo*, *urimbo* with other learners using other languages and English. The researcher gave them homework. They should go and find out more about the words from their parents and this would be part of the next lesson. This lesson was so exciting with stories, folktales and fables from their cultures and countries of the surrounding region with regards to work. Learners came with interesting stories, and everyone wanted to share. *Tino's story about the hare and other animals* was the most intriguing work-related folktale. All the learners were anxious, and they eagerly listened. Tino wanted her story to be as close to the meaning as possible as a result she deliberately used Shona words like *tsuro*, *urimbo*, *mbiradzakondo*, *mhuka*, to make meaning in the required context. Tino's use of Shona words shows the high degree of linguistic and cultural connectedness of the immigrants with their heritage languages and their home countries. In this presentation, Tino exhibits her linguistic discursivity where she uses languages from home to enunciate the meaning of the whole story. This resonates with Garcia's (2009) notion of dynamic bilingualism where multilinguals go back and forth to negotiate meaning. In that practice multilinguals go beyond language in their meaning making process.

In this case, Tino was tapping into cultural meaning that is introduced into the story by the words *tsuro*, *mbiradzakondo*, and *urimbo*. The words conjure up vivid pictures of how meaning can be negotiated in the context. On the other hand, Tino could not replace the words such as *Mbiradzakondo* and *urimbo* in English because she had no such words in English. She also thought the words would capture the meaning correctly. In doing so the learner took control of her learning and the classroom became a safe space for

articulating her linguistic arsenal. The intentional use of translanguaging here was beneficial in repositioning the once reserved learner; by taking charge of her learning process, she was able to facilitate the learning of her classmates. The tutorial helped the learners to show their linguistic and cultural identities which helped all immigrants to learn.

6.2 THE LEARNER OBSERVATIONS

Besides the multilingual tutorials and interviews, the researcher also watched the learners in their free spaces to further establish their languaging practices. This data set presents findings from observations of the immigrant learners in their free time where the languages were not restricted to English. These were nonparticipant observations that aimed at establishing how the organic use of translanguaging impacts the learner's linguistic identity and also how the use of immigrant languages may offer opportunities for integration. These were outdoor observations where the researcher constantly monitored the immigrant learners during break time, in the school corridors, and on the school playground. The observations were casual encounters with the immigrant learners on the school playground during school breaks and lunch. There was no specific time for observation of the school corridors and the school playgrounds. These were the incidents where the researcher observed the learners as they engaged in natural talks with friends and other classmates around the school spaces. The researcher also observed the learners during sport activities in curriculum times for soccer, netball and athletics. These activities were done on Tuesday and Thursday afternoons. These incidents were audio recorded and sometimes entered into an observation diary and then transcribed and themes identified for presentation and analysis. The results are presented in two sections: those resulting from incidental talks that were recorded during the school corridor encounters, and on the school playground. The second section is from those recorded during the sporting activities. Below are the results from the learners' observations.

6.2.1 The mixing of languages within the school corridors

It was evident that the immigrant learners mixed English and other local languages mostly when they gather in the school corridors; for example, when they move to their subject

base rooms. They usually conversed in mixed languages, though with caution, they were always wary of their school's language rules. Despite being prohibited from using their home languages the learners were comfortable in mixing languages in their school corridor talks as they moved to other base rooms for the next lesson. They would stop only when they reached the classroom door or when they saw a teacher coming. However, it was difficult for the researcher to detect the immigrant languages because the learners were not open enough to be detected, except in a few instances where those immigrants from the same country had to move together. The incident (Incident 1) below shows the learners' typical conversation with other learners on their way to the base room class for Mathematics.

Incident, 1 (3, June 2021)

The researcher was walking from the Natural Science base room to the staffroom. The bell had just rung, and the learners were shifting to their base rooms. The researcher was walking in the midst of the learners from the first floor going downstairs and observed the learners speaking their own languages. Below is the learner's conversation that I overheard amongst the learners.

Excerpt 28

Please, Batwana (Children) move fast or sizoba (we will be) late at the Maths lesson. Ummm (shaking his head) I don't want to miss parts of the lesson haau. (Devar)

The learner speaking was Devar, an immigrant from Mozambique, as they were moving down the steps to the next base room, which was for Mathematics. In this incident, Devar was asking those in front of him to move faster so that they do not get to the next lesson late. In the talk, Devar uses IsiZulu, English, and other semiotic resources to communicate. The learner was not using his own Shangaani and Tsonga language. Devar used the local languages and English because the audience around him would appreciate these languages. He understands that the use of English and IsiZulu might be appropriate in this context. This is the same learner who had indicated previously in the interview that he was not comfortable with speaking his language because people would laugh at him. In this incident, the learner chose to use English and IsiZulu, perhaps

because of that fear. English and IsiZulu are languages that carry a higher status within their school because they are the languages for the school. The English language monopolises the classroom as the sole language of teaching and learning and IsiZulu is the home language offered at the school.

The learner understood the space and therefore opted for English and IsiZulu to show that he is quite conversant with them as well and this would augur well with the group. This corridor context compelled him to use these languages. But he could not say this in his own language because he understood that most of the learners would not understand his language and secondly, they may have reacted in a negative way to his language. This is the same learner who had indicated that the other learners would laugh at him when he speaks his Shangaani language. The above scenario is one of the dynamic practices that the immigrants engage in when they are with other local multilinguals. They are free to move across the languages and repertoires with organic translanguaging practices (Garcia, 2009; Garcia & Kleyn, 2019), but at times would hide their identities depending on their context. This means that the immigrants have dynamic linguistic identities which emanate from their acquired linguistic experiences and migration trajectories. This identity becomes a languaging arsenal, especially in a linguistically complex environment where their languages are restricted. Therefore, when they sense that the context is restrictive, they withdraw their languages and use the language(s) which would be acceptable in that context. In addition, they are linguistic strategists who know how to strategically use their linguistic resources and thereby negotiate their new identities. This incident also shows that the learners have hybridised identities which they strategically deploy for meaning making processes as well as for linguistic identity affirmations. This same scenario applies to Devar; he used English and IsiZulu to account for the prevailing context and the majority audience in that space

6.2.2 Safe translanguaging space with fellow immigrants

The other finding was that the immigrant learners created their own safe spaces during the school breaks. The immigrants who spoke the same languages came together in isolated spaces for free talk during break times. In the safe spaces they accommodated their friends and family members who spoke their language and they engaged in deep

translanguaging moments of meaning making. In this space they spoke in their home languages discussing schoolwork or other things they did not understand and sought clarification from their peers. The excerpt (Excerpt 17) below is an incident when the researcher overheard a discussion in which the two immigrants were engaged in a clarification discussion during their lunch break.

Incident 2(9 June 2021): This observation was done during the first break between 0900 - 0930. In this incident, the 5 learners of different ages were seated in a far-off place behind the classroom block, and they were having their food when the researcher spotted them. She recognised two of them as part of the multilingual tutorial class and so she just sat there without showing that she was paying attention to them. The researcher faced the other direction to help them to feel free to have their lunch. She pretended to make a call from her cell phone, and they assumed the researcher was going about her own business. As she sat there, the learners continued with their discussions. It was about the task from the isiZulu lesson, and they were helping each other to make meaning. The excerpt below summarises some of the discussion moments she picked.

Excerpt 29

Shai: Handina ku understander zvema plurals ini what are we supposed to do in that Zulu lesson (*I did not understand those plurals from the IsiZulu lesson*)

Ano: Ahh easy I have realised kuti umuntu zvinoreva munhu in Shona, saka hanti munhu tinoti vanhu so its umuntu- abantu, Then umuntwana then abatwana ...like that.

(Aah it is easy I have realised that umuntu is the same as Munhu in our language Shona. So, isn't it the plural of munhu is Vanhu, so in this language you just say Umuntu Abantu and the Umuntwana you say Abantwana like that)?

Shai: hooo nhai (Ok, I see)

In the discussion, learners were using their home language Shona, English and isiZulu. Shai indicated that she did not understand the lesson about the plurals in isiZulu. In response to Shai, Ano explained the concepts using all three languages, and also referring to Shona examples to enhance the meaning making. The learners used the nouns *munhu* and *Umuntu* and relate to how they use it in the Shona languages. Ano

used his knowledge about Shona noun classes to infer the answers. In Shona nouns classes Munhu is class1(Mu-prefix) and vanhu (plural) class 2, (Va- prefix) The prefix mu- becomes va- in class 2. This knowledge enabled Ano to figure out the plurals of the same noun in the IsiZulu version. Therefore, in this case the ability of multilinguals to use their knowledge about language is meta knowledge (Larson, & Segal 1995; Berry, 2005; Rakab, 2021). This knowledge about their Shona language rules helped Ano to interpret plurals in IsiZulu language and hence he was able to assist his classmate. In this incident the researcher realised these two learners were cousins. As Ano spoke, he showed that he banked so much on his home language in learning and meaning making process. This knowledge about languages becomes a strong integration point of the immigrants' learners into the local languages. The immigrant languages are viewed as the identity markers of these learners.

This incident reveals that although the immigrant languages are not allowed within the school, they are frequently used by the learners for their own meaning making processes and they are repertoires for learning. In this incident the immigrant learners showed their heteroglossic nature (Bailey, 2007; Ivanov, 1999; Blackledge & Creese, 2014) which means they are reservoirs of different languages. The incident showed that the immigrant languages are alive and in use at the school and their voices emanate from the different languages that are embedded in their language practices. However, because of the language policies which discriminate against them. The learners tend to create their own geographical safe spaces for their linguistic identities within the school. The researcher realised that this site behind the grade six block was a geographically safe space for these learners, especially during the first break and she then frequented that area to watch when they had their breaks.

6.2.3 Decolonising the Natural science teaching through translanguaging.

These observation results also show that the learners were disgruntled with some of the practices in the curriculum and they passively resisted the language practices by reintroducing the concepts in their own languages for their meaning making. As the researcher continued to observe these learners in the isolated space and realised that these immigrant learners also shared their miseries, disappointments and dissatisfactions

concerning some of the curriculum activities. The following extract is the record of the learners' conversations after a music lesson diarized by the researcher on that day.

Incident 5 (22 June 2021)

As usual, when the researcher did not have the multilingual tutorial, she came to conduct the interviews. She always waited for the learners from 0900-930 during the morning break. The immigrant learners were sitting nearby during their first break. The researcher had established that it was the usual place that some of these learners would come during break times for their private talks. She saw the learners coming and they were singing but she could get some bits of the South African Anthem they concentrated on. On this day only three members of that group came together and talked and shared in that space. They were Ano, Shai and Njabulo. Although Njabulo was from Zambia he understood Shona because he once stayed in Zimbabwe when he was 4 years old before his parents moved to South Africa. These learners were used to seeing the researcher there in that space, so they were not bothered by her presence. In fact, as they got closer, they stopped their singing, greeted the researcher and moved to their usual place. After some 3 minutes or so, they started to talk. The extract below is the conversation they had with regards to the music lesson they had done

Excerpt 30

Ano: "Haaa I really wonder kuti sei teacher vanga vachiti manikidza kuimba the South African national Anthem. We are Zimbabweans we also need to sing ours; everyone should sing theirs." (*I really wonder why the teacher was forcing us to sing the South African national Anthem We are Zimbabweans we want to sing our anthem also everyone should sing theirs.*)

Shai: Haa true, kkkkk (*I was just mumbling.*)

Njabulo: Eish especially when they ask us to sing the Afrikaans part! Haaa! kkkkk I don't even know (*Holding his head and laughing out loud*)

Altogether: *They started singing the Zimbabwean national Anthem in low voices.*

In the conversation Ano is complaining about singing the South African National Anthem. He thinks as Zimbabweans they should not be forced to sing that anthem instead everyone in the class should have been allowed to sing their own national anthems. Shai

also agreed and said she did not understand the languages, so she was just pretending to sing but without saying any words. Njabulo was quick to point out that the Afrikaans part was the biggest challenge when they were singing.

When the learners complain against the singing of the South African anthem, they show that they have pride in their heritage including their languages and this is highlighted when Ano says, "*We also need to sing ours.*" The word *ours* shows that the learners wish to address their identities in terms of language. In addition, one can see that even though the learners are separated by the political boundaries the incident shows that they take pride in their own languages and cultures and want it to be addressed. The incident also indicates that integration into cultures and local practices cannot be attained through coercion or "*forcing*" the learners to assimilate the South African National anthem at the expense of their own. The fundamental issues behind the national anthem singing could have been the language issue itself. As evidenced by the extract the learners were worried about using the Afrikaans language which might have been the fifth or sixth language. This was difficult because they would rarely speak it except in the Afrikaans lesson at school. Njabulo says that he was also unable to sing the Afrikaans part and he "was just mumbling." This shows a lack of agency towards the learning of the Afrikaans language. This behaviour shows that the three immigrant learners are resisting the mono ideologies which want to integrate them by immersing them into the local practices. Instead, the learners are opting for their multiple voices to be part and parcel in their learning as well as in the music lessons.

The incident shows subtle resentment of traditional philosophies and ideologies of teaching where the learners are regarded as empty vessels (Thach, & Thuy, 2021). On reflection, the incident shows that the teacher should assume that the learners have their funds of knowledge in this lesson, such as the immigrant learners' own national anthem. In as much as they felt sad about the incident, the researcher realised that as the learners engaged in their discussion, this outdoor conversation was a very powerful space for immigrants to uplift their identities with fellow countrypeople. They tried to raise their own self-esteem outside the classrooms because they were not able to experience who they are when they are within the classroom spaces. The classroom does not fully represent

the language practices and manifold knowledge of the immigrants because the practices are monolingual biased. This bias represents a set of beliefs that are based on the basic myth of the hegemony of language and culture (Kiramba, 2016). Therefore, the language policies and practices within these institutions are backed by these ideologies. In the end, the learners experience a form of narrow learning (Adair 2016) in which they do not see themselves in the learning process. It is at this point that the learners seek a space where they can represent themselves, hence, these learners seek a time and geographical space to experience their actual beingness and to have a space for catharsis. The learners need their languages and cultural resources as the doors to effective learning and integration.

6.2.4 Organic TL in the school playground: Learning and development

Therefore, the findings also revealed that the immigrant learners naturally translanguage on the school playground as they play soccer and other games with other learners. This finding augments the previous chapter (cf. chapter 5, section 5.1.1.5) which revealed that the immigrants translanguage to exhibit their linguistic identities. On visiting the school playground, the researcher was able to witness the immigrant learners' social interactions during playtime. There was more evidence on learners exhibiting their multiple identities and how they negotiated these identities into this public space. The learners used organic languaging for meaning making. During the lunch hour break, which was a bit longer than their first break, most of the learners went to the school playground while some had to scatter around the school yard and the back of the yard of the classroom blocks. The researcher realised that immigrants were also different in their approach to integration. There were those who were agentive and went in to mix and mingle in the playground with other learners, whilst others sat by themselves as per their home languages. In this incident the researcher followed immigrant learners, Njabulo, Jay and Ano to the playground. These boys were '*street soccer*' players as they called themselves. They enjoyed playing with the plastic soccer balls, others brought a rubber ball and others had fake leather soccer balls. Ano and Jay did not hesitate to mix with other learners within the school. Incident 3 below shows how the learners interacted during the soccer match on that particular day.

Incident 3. (25 June 2021)

It was in the afternoon and during the lunch hour between 1300 and 1330, when the researcher went to the school playground where the learners were playing “street soccer”. The researcher followed the three immigrants from the grade six class. There they created two soccer teams and started playing. The researcher saw that each team consisted of both locals and immigrants, mixed. As they played more language crossing was done. The extract below shows Ano’s communication with his teammates during the play.

Excerpt 31

Ano: Pano, pano mfo, (Beckoning with hands) pass it pass it Hehe he namuhla (Bring the ball here, pass it pass it my friend (Laughing) today is another day.

In this extract Ano was calling for his team members to pass the ball to him. In support of his communication, he simultaneously cupped his hands and then used three languages namely Shona, IsiZulu, English and sign language. The researcher could see and hear that as Ano called for the ball (*Pano, pano mfo- here my friend*) his focus was on the ball not on the languages that he was using. This shows an unconscious language practice in which the learner uses more languages to facilitate meaning. This learner’s practices resonate with Otheguy, Garcia and Reid’s (2015) version of natural translanguaging. In this practice speakers unconsciously deploy their linguistic resources without much adherence to the socially and politically defined boundaries of named (and usually national and state) languages. Therefore, translanguaging development sees these multilinguals as having a unitary linguistic system which they acquire during their multifarious interactions and that it is not put into categories like those named languages (Cenoz, & Gorter, 2020). This means that in his utterance, Ano did not even focus on the name of the languages that he uses, but what he focuses on is to make them understand that he wanted them to pass the ball to him. This shows that translanguaging is a natural process with which the learners were using their repertoires including their semiotic repertoires to exhibit their linguistic identities which are so complex.

6.2.5 Subtle resistance to monolingual bias in the classroom: Using the online space.

The other finding from the learners' observations was that the learners were resisting the monolingual biased practices by creating their own spaces outside the classrooms, and beyond. The other safe space was the technological space teams, zoom and Google meet, and, in this case, it was, specifically teams. The conversation in the incident below shows how some learners created their own safe space using teams. The space was a subtle resistance to their monolingual bias. Incident 7 summarises an incident where the conversation focused on how the learners organised their own safe spaces at home, including the technological space, Microsoft teams.

Incident 7 (30/06/2021):

It was during lunch time, and as usual, this was my outdoor observation time. Many girls were playing games on the school playground. On this day, the researcher noticed one of the girls, Ketu (A girl from Zambia), and Oamu from Lesotho were playing together. When the bell rang for them to go back into their classes, Ketu reminded her friend Oamu to go online as soon as they got home. The extract below shows the conversation which the researcher obtained from these immigrant friends.

Excerpt 32

Ketu: So, don't forget our Teams meeting todaaaay!

Oamu: yes, no games but serious with homework,

Ketu: Yes, want to ask you something about the crops you grow in Lesotho, kkkkkk.

Oamu: Bye teams then! She started to run for the lessons.

In this incident Ketu was reminding Oamu of the Teams meeting and it seems they always had such meetings where they usually talked and played games together Indicated by the words *Don't forget our Teams meeting todaaaay (Running to the classroom)*. This sounds like a planned meeting between two learners. The meetings are usually Teams meetings for them to play and discuss their homework. This is illustrated by Oamu's reply when she said, *"No games but serious with homework."* This shows on the day they wanted to be serious about their homework. In this online space, the learners exchange

knowledge during these kinds of conversations and in this case, Ketu said she wanted to ask about crops that are grown in Oamu's country. They immediately parted.

In the extract the two learners were organising their meeting for homework to assist each other while using the Teams meeting. The incident also shows that the immigrants have subtle ways of resisting their silencing, in the classroom. Therefore, they create spaces for their own learning and social interaction. One of the spaces they create is a technological space. They find the space therapeutic and beneficial for obtaining information because they are able to talk about the subject from the perspective of their own countries and experiences and can argue using the languages that they want to and enjoy the learning space. This is an emerging issue and shows that the digital spaces have been a perfect space for the exhibition of cultural and linguistic diversity and the construction of identity, in this case, for the immigrant learners (Deh & Gladovic, 2018). Research has also acknowledged Facebook and Google as a space for translanguaging and language integration (Schreiber 2015). In this space, learners are able to freely use their languaging skills without being cautioned about their spelling, grammar or pronunciation. The same applies to the Zoom space where learners are not reprimanded for their language deficiencies.

6.2.6 Sports time and translanguaging of immigrants

The other interesting result from the observations was that all the learners including the immigrants felt so free during sport time. This was indicated by the teachers as well as the immigrants themselves during the interview sessions. So, the researcher also made the effort to observe some incidents on the sports field. The finding reveals that most learners spoke their languages during this time to the teacher and to their peers. Incident 11 below shows the interactional behaviour of the learners on the sports field during co-curricular activity time.

Incident 11 (14/07/2021).

This incident occurred on the sports field. The grade 5 and 6 learners had their sports on the same day. So, on this day the researcher followed the learners in their sports time where they were playing ball games. The coaches asked the learners to play their

traditional ball games in groups of 6. Therefore, the learners started to brainstorm the games they wanted to perform as a group in their groups. She observed one group where there were two immigrants whom she knew from the grade six class, and the following is the excerpt from their discussion.

Excerpt 33

Shai: Guys do you know the dunhu game?

Tino. Ohh, I know!

Other learners: NO

Shai: Ummm let me show you. But first we create ama team angu 2(Showing 2 fingers up). Have the other by each side and throwing the ball. Those in the middle will dodge the ball (Illustrating the movement with the body) inside and we want to beat them with the ball.

Everyone: Oh, I know this game!

In this excerpt Shai was talking about a ball game (Dunhu) which she learnt in Zimbabwe and asking if the other learners were familiar with the game. Tino and Shai immigrant learners from Zimbabwe were quick to say they knew the game. However, the other learners were still puzzled about what the word meant. Shai had to explain the game in English and Shona, while adding hand illustrations to enhance the meaning making process. When Shai finished explaining how the game is played the other learners realised that they knew the game in their own languages and *they* said, “*oh, that’s it*” Which meant they had recognised the game in their own settings. From the above extract it is clear that the learner is bringing in her own ball game knowledge by falling back on the traditional ball game practice, Dunhu. This shows that sports time was a good space for the learners to exhibit their knowledge about ball games. The use of home and traditional knowledge is a prerequisite in the translanguaging paradigms. The ability to draw from different linguistic resources is an extra mile on the side of multilinguals. These are the funds of knowledge required in the classroom for meaningful learning to take place.

6.2.7 Teachers intimidated by many languages.

From the observation it emerged that some teachers were not comfortable with the learners' use of their home languages. This point was raised in the interviews by the learners and teacher (cf. chapter 5.1.2.3) as linguistic xenophobia. This is also reflected in the interview when some of the teachers openly said that they were intimidated by the many languages that the learners speak. One of the teachers had indicated that he would keep reminding his class they should always speak in English. So, during sports time, the researcher simultaneously observed the teacher's responses to the learners' interactions.

Incident 14 (17/07/2021)

The researcher was at the sports field waiting for the multilingual tutorial time. She watched the grade sixes doing their sports. As the learners were coming the teacher walked in front and shouted.

Excerpt 35

I do not want to hear all those languages! please let's use English. English is the language of teaching and learning at this school. You must follow these school rules. Otherwise, I don't understand all your languages. The learners then went quiet, and they just resorted to whispering to each other.

In this extract, the teacher was taking the learners for their sporting activity, and she was walking in front and the learners were following behind her. The learners were talking to each other in their home languages shouting out in excitement. The teacher was annoyed by this behaviour. She then reprimands them, declaring her disapproval of any other languages: *I do not want to hear any other languages* and she remarked that she did not know the languages. This is the usual reaction of monolingual biased teachers to multilingualism; they opt to silence the languages because they understand and interpret the use of many languages as a deficiency. They feel intimidated by the many languages. In this incident, the teacher assumes the traditional teacher principle of solitary power that she is endowed with as a traditional teacher. She uses the power to stop the learners from speaking their languages. This is the usual behaviour of teachers who have been ill-prepared for complex multilingualism. As a result, Coady (2017) calls for the need to

prepare teachers and school leaders in linguistically relevant pedagogy. This means the teachers should understand that learning in a multilingual context should reflect the importance of learners' multilingualism because these multiple languages reflect the learners' ways of engagement with the world, and therefore, they play a crucial role in a learner's academic achievement. Coady's observation is so important because the multilingual tutorials helped the learners to perform better in their Natural science post-test than in the pre-test of the experimental school. The tutorials were meant to open learning spaces through the pedagogical translanguaging window (Garcia, 2018; Cenoz & Gorter, 2020; Creese, & Blackledge, 2010). As the teacher says *English is the language of teaching and learning at this school*. The teacher is telling the learners that their languages are not tenders on the school premises and therefore she castigates other languages and disempowers them. As a result, the other languages, including the immigrants' languages and their languaging practices are thrown out of the school usage. The teacher demonstrated some incompetent behaviour in terms of handling multilingualism. This kind of incompetence drives the teachers to hate other languages in the learning space and possibly gatekeep them and so keep them out of the classroom and any learning space. Therefore, it is important for teacher training programmes to help in promoting the teacher's linguistic competence, and this entails the knowledge of more than one language.

6.3 Conclusion

The chapter presented findings from the multilingual tutorial lessons that were held with learners from the experimental school. The main focus of the multilingual tutorials was to ascertain how the use of immigrant languages fosters an understanding of content in the Natural science subject and its impact on the learners' sense of self. In addition, results from the incidental observations of immigrant learners and their use of home languages were provided. The observations were aimed at establishing the extent to which immigrant languages are used outside the classroom spaces and assessing the advantages of using more languages as a tool for integration. From the multilingual tutorials it was evident that the learners were able to exhibit their linguistic repertoires for

meaning making. The learners had to draw meaning from their *funds of knowledge* to address the scientific concepts of work, solutions and solutes. In addition, they also used their languages as windows to access the new scientific knowledge at hand and they proved to be discursive translanguagers. From the observations, it was noticed that the learners showed incidents of resistance to monolingual practices within the classroom. This resistance manifests in the school backyard spaces where the learners revisit lessons and help each other to understand concepts and share emotional moments. Therefore, the next chapter finalises this study by presenting the research objectives, chapter summaries and highlights the key findings from chapters 4, 5 and 6. The findings emerged from the interviews, tests, multilingual tutorials, observations, and stimulated recalls that were held. There is a brief discussion of the emerging and critical issues raised by this study from these data sets and at the end, the conclusion of the study is presented.

CHAPTER 7

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

7.0 INTRODUCTION

Chapter seven concludes the study by providing a summary of the key findings in relation to the research aim and questions and their value and contribution to the study. Therefore, the chapter starts by giving an overview of the research objectives, a general summary of all the chapters, and the research contribution. It further highlights the key findings of the study linking them to the theoretical background of the research followed by a discussion to show the pedagogical implications of the multilingual classroom. The wrap-up provides recommendations from the study and finally reaches a conclusion. In fact, the chapter summarises the research journey from chapter one to chapter six in trying to determine the impact of the translanguaging intervention on immigrants' performance and sense of self. The aim of this research was to investigate the efficacy of translanguaging as a tool for improving understanding of content materials and enhancing the self-images of grade six immigrant learners in two selected schools of the Westrand district, Gauteng province in South Africa.

7.1 THE STUDY OBJECTIVES

7.1.1 Objective one: Exploring the extent to which immigrant languages are used both in and outside of classroom settings.

To achieve this objective, two phases of interviews were held with immigrant learners, teachers, and school principals termed the pre-intervention, and the 2nd phase, the post-intervention, for which interviews were done. The results showed that immigrant languages were not allowed in the classrooms because they are not languages of teaching and learning. However, because the immigrants are natural translanguagers, smuggling some of the languages into the classroom when they find a space, like during group work, was evident. The immigrant languages are available in safe spaces around the school. The learners and teachers confirmed that there are unbounderized languaging

practices on the school playgrounds, during sports time, during school breaks, and in the school corridors. In the classroom languages are used for meaning making during group work and other spaces where there is little reprimand.

7.1.2 Objective two: Establishing how the use of a variety of immigrant languages fosters a deeper understanding of content in Natural science.

To gather this data a t- test was conducted with a pre-test that was administered at the beginning of the programme at both the Experimental and Control schools. This was followed by a post-test after nine weeks of a translanguaging intervention at the experimental school. This test was a Natural science comprehension test that included six sections with six levels of comprehension. These levels of comprehension were literal comprehension, reorganisation, inference, prediction, evaluation and application. The results from this study show that learners who were subjected to the translanguaging treatment did show improvement in their overall comprehension skills. An analysis that was done to see if the use of immigrant languages fosters a deeper understanding of content in Natural science. The findings showed that the learners were able to tackle more complex evaluative and application questions than before. The overall results showed that the learners at the experimental school, where the translanguaging treatment was applied, performed much better in the post-text compared to their pre-test results. Furthermore, this group did perform much better than the control school where there was no intervention. This means that the learners were able to use their language repertoires for leveraging meaning leading to a deeper understanding of content in Natural science. Therefore, it is evident that the translanguaging intervention played a significant role in fostering a deeper understanding of scientific concepts.

7.1.3 Objective three: Ascertain the degree to which organic use of translingual practices play out on the immigrant learners' linguistic identity positions.

The objective was accomplished through observations and learner interviews. Therefore, the learners were randomly observed in the school corridors, on the sports fields and on the school playground. They were interviewed on how they felt as they naturally used

their languages. The results from the observations show that the immigrants had developing linguistic identities that are leveraged from their home languages. As a result, the immigrants are cross translingual beings who use both local and their home languages for meaning making especially on the playground where language restrictions are limited. The school playground provided a space for naturalness and development as well as a meaningful learning space. In this space, the learners are in the process of becoming and their identities are also developing. On the other hand, translingual practices on the school playground provided the learners with a sense of self. A learner also revealed in the post-interviews that one learner had said that the school playground was not different from the home.

7.1.4 Objective four: Establishing how intentional use of immigrant languages impacts the immigrant learner's sense of self.

Multilingual tutorials and stimulated recalls were administered at the experimental school to address this objective. The learners engaged their languages as they learnt the natural science concepts. The analysis of the tutorials and the post intervention interviews revealed that the deliberate plan to use the immigrant languages created a safe space for the immigrant learners to showcase their identities and improve their sense of self. The different languages from Zimbabwe, Malawi, Mozambique, Zambia, Lesotho, Swaziland, Botswana and the Democratic Republic of the Congo were able to find a space in the learning space to enhance the meaning making process and showcase the learners' developing identities.

7.1.5 Objective five: Gauging advantages of using more languages in schools as a tool for integration.

These were not time specified, but random learner observations were done in the school corridors, the school playgrounds, during school breaks and at sports time. These were vignettes of incidents noted when the researcher observed the learners as they engaged in natural talks with friends and other classmates around the school. The results from these observations showed incidents of learner resistance to immersion, assimilation and

silence in their integration into the monolingual practices within the classroom. This resistance manifests in the school backyard spaces where the learners revisit lessons and help each other to understand concepts and share emotional moments. The learners' languages are their windows for viewing what they know of the world, and translanguaging enables them to step into the new knowledge and understand key concepts. The learners' translanguaging gave them opportunities to play on the school playground.

7.2 CHAPTER SUMMARIES

7.2.1 Chapter 1

This chapter provides the background to the migration issues of immigrants. The focus is on the relationship between migration and multilingualism. The idea is that migration, diversity, and multilingualism are inseparable. A discussion of how the continued global movements have intensified linguistic complexity in environments all over the world is also done. However, despite this open reality of multilingualism, immigrants still experience linguistic exclusion worldwide. Here, the chapter presents the challenge of linguistic discrimination suffered by multilingual and specifically immigrants. This is prevalent in Sub-Saharan Africa and also common in South Africa. This challenge goes across into education institutions where the language policies provide assimilative and immersion solutions to these multilingual immigrant learners. On the other hand, research has confirmed the transformative role of translanguaging (Kleyn and Garcia, 2019) in linguistically complex environments and also in providing epistemic access and identity affirmation (Mgijima & Makalela, 2016). The research problem is developed in the sense that, in as much as translanguaging has been viewed as a solution to teaching and meaning making in multilingual classrooms, few, or no studies have focused on how the immigrants navigate their learning in these contexts where host countries' language policies are still unable to accommodate the linguistic complexity of these transnational beings. Therefore, the gap that was established had to be covered by the aim of the study which sought to investigate the efficacy of translanguaging as a tool for improving the

understanding of content materials and enhancing the self-images of grade six immigrant learners in selected South African classrooms.

7.2.2 Chapter two

Chapter two presented a review of literature related to the research problem. The main thrust was on reviewing the theory and concepts of translanguaging and considering their pedagogical implications. The study draws from two theoretical frameworks: the Translanguaging theory and Bakhtin's theory of Heteroglossia. It was important to consider the ideological relationship between these two theories as relevant scholarship to apply to the multilingual situation of the 21st century. The synchronous analytical lens determines languages as diverse, historical, cultural, and social, and this speaks to my research. A further review of the literature on translanguaging studies in multilingual contexts was done to establish the relationships between translanguaging and immigrant learners' identity, integration, deeper understanding, and issues of transformation to identify the gap in research. Finally, a trifocal model of the theories was made which took the translanguaging pedagogy, the Ubuntu paradigm, and the concepts of heteroglossia to guide the research. The research used these three lenses to zoom into the languaging practices of multilingual immigrants.

7.2.3 Chapter 3

Chapter three presents the methodology of the research. As seen in the chapter a mixed-method design is adopted and quantitative and qualitative methods of data collection are used. The five research questions are addressed by the five research instruments that match the method of data collection. A t-test is set to find the performance of the immigrant learners in the Natural science subject before and after a translanguaging intervention. The intervention tests the following comprehension categories: 1. literal comprehension, 2. Reorganization, 3. Inference, 4. Prediction, 5. evaluation and, 6. Application questions. The interviews focused on the attitude and behaviour of the learners, teachers, and principals toward the use of immigrant learners before and after the translanguaging intervention. The interviews focused on the attitude of the teachers and learners toward the use of the immigrant languages in and out of the classroom, to

foster a deeper understanding of the content subject, and in linguistic identity affirmation as tools for integration. In addition, outdoor observations of the learners' languaging practices and their behaviours in the school corridors, school playground, and sports field were recorded to capture qualitative data. In the multilingual tutorials, the researcher identified, recorded, and noted the learner and teacher languaging behaviours and practices in the use of immigrant learners' languages. Multilingual tutorials and interviews are also used to obtain qualitative data. The chapter explains how these data collection instruments were utilized. Furthermore, a description of the sampling procedures, the research sites sampling procedures, the participants, the subject choice, the research sites, the research participants, and the choice of subject are discussed. Also in this chapter, the data analysis process and the ethical considerations are explained.

7.2.4 THE HIGHLIGHTS OF KEY FINDINGS (CHAPTERS 4, 5, AND 6)

7.2.4.1 Translanguaging and improving academic performance.

The aim of the study was to examine the impact of translanguaging as a tool for improving the understanding of content. One of the major findings from this study reveals that the learners improved their understanding and performance of the concepts of Natural science. The analysis of the results indicated that the learners scored much higher in the different comprehension variables in the post-test for the school where the translanguaging intervention was administered. There was a significant improvement in learner performances at the post-test level in the higher-order questions at the experimental school as compared to the control school. For example, in the evaluation questions, the average score of the learners at the experimental school rose from (57.00%) in the pre-test to (76.00%) in the post-test, and in the application level, the learners scored 58.00% in the post-test as compared to their pre-test performance of 37.00%. This is quite a significant rise as compared to the average performance of the learners at the control school where regarding the same levels of comprehension, the learners' average scores were (42.50%) in the pre-test and (44.00%) in the post-test at the evaluation level. The learners at the control school did not do well at the application level: they scored (39.33%) in the pre-test and they deteriorated in the post-test to a score of (35.33%). This shows that the intervention had a positive impact on improving the

learner's higher comprehension skills. Therefore, the study revealed that the use of translanguaging techniques improves the comprehension gains of Natural science concepts of work, force, balancing energy, solute, solvent, and solution. This allows the call for the necessity to smuggle immigrant languages into the learning environment. This improvement can be attributed to the use of the multilingual tutorials, a translanguaging tool, where the learners were afforded a translanguaging space to negotiate the meaning of the different science terms.

7.2.4.2 Translanguaging and borderless languaging

The study revealed that the use of translanguaging in the global south migration context helps the immigrant learners to exhibit their multiple and fluid linguistic identities which are deployed according to context. Translanguaging promoted borderless languaging and the use of different languages in their different communications. The translanguaging space provided room for the learners to move across the languages to learn and to integrate with their local counterparts. In the learner's communication process, there was no observation of socially constructed language boundaries and the learners 'just talked' (cf. chapter 5, section 5.1.1.6). The borderless languaging reflects the language that is in the learners, in their minds, free and not named languages within their head as communication repertoires which they deploy according to the context. During translanguaging, the learners are able to freely use their repertoires in their natural way and not focus on the naming of languages. The use of translanguaging should tap into the classrooms to promote borderless languaging amongst the learners and so it becomes the best practices to accommodate languaging practices and multilingualism of the horizontal migration or south- south migration.

7.2.4.3 Smuggling immigrant languages

The other major finding was that the immigrants' languages were not allowed in the classroom as learning resources. As a result, the learners smuggled their languages into the school. Despite being disallowed to use their languages in the classrooms or during school times the learners still engaged their languages for meaning making. During group work times the immigrant learners resorted to their own experiences and languages for clarification of concepts. Outside the classroom, translanguaging occurred naturally

within the different spaces, for example, on the sports field, in the school corridors, and on the school playgrounds. This shows that translanguaging is a natural phenomenon and or an everyday practice that immigrant learners use in their day-to-day linguistic transactions. Therefore, disallowing the learners to use the resources may result in learners disobeying the monolingual rule and still use their linguistic capabilities. The smuggling also shows that this natural practice is not possible to stop, and it is very heteroglossic. It is a manifestation of the embedded multiple languages and identities within the immigrants. Translanguaging taps into these learner realities and demystifies that multiple languaging is a deficit..

7.2.4.4. Immigrant languages as mirrors of linguistic and cultural identity

The study findings also showed that the use of translanguaging enabled immigrant languages to be used as mirrors that reflect the linguistic and cultural identities of the immigrant learners, and this signified one of the key findings of the research. In as much as the traditional language practitioners detested the use of many languages and multiple cultural identities, translanguaging revealed that these linguistic and cultural repertoires are of utmost importance in the meaning making process of the multilinguals. The learners use their languages as the starting point to understand and make sense of the new knowledge and new worlds. They used their own languages to discuss homework and seek clarifications from their peers in their safe spaces. The learners constantly fall back on their languages and cultures for a deeper understanding of concepts. The scientific concepts such as solute, solution, solvents were explored using the home languages and experiences, including their migration trajectories. These enhanced the meaning making process of the learners. Translanguaging helped the learners to discursively interpret concepts using their diverse knowledge. The multilingual tutorials were the translanguaging space that allowed the learners to see themselves culturally and linguistically represented in the learning space. This space was almost like their home (cf. chapter 5, section 5.2.1.2). The multilingual tutorials as a translanguaging tool enabled these learners to fall back on their home practices to make meaning during learning. The linguistic and cultural repertoires of the immigrants are the knowledge

reservoirs with which they managed to engage and use in learning. Translanguaging valorised these as immigrants' primary sources of knowledge and this is a replica of the global south multilingualism. The exclusion of the language repertoires in the monolingual classrooms can lead to difficulty in learning for most learners of the region.

7.2.4.5 Transforming the monolingual norms.

The finding also showed the transformed learning environment by implementing multilingual tutorials. These tutorials ensured that the outside/periphery voices were also 'abled' to be heard. The once peripherised voices of the immigrant learners emerged strongly and took the centre stage in the classroom, and so the tutorials created a safe space for learning and development by using the marginalised languages. The immigrant learners were excited to talk about their own languages and use them - this enhanced their self-esteem. On the other hand, this was a good learning space for the teachers and non-immigrants too, for they also took the time to listen to those languages with admiration for the first time. As a result, the immigrant learners were able to take charge of their learning and bring their cultural and linguistic knowledge to the classroom. In the findings, translanguaging appeared to be a natural process and a social practice that transforms the learning space; it managed to disrupt the monolingual norms of fixity and inflexibility. The practices promoted the identity affirmation of the learners and also the heteroglossic voices of all the learners in the classroom.

7.2.4.6 Ubuntulisation of languages

The finding also showed that translanguaging is an effective humanist pedagogy and, therefore, ideal for multilingual classrooms because it opens a space for humans as well as languages to interact freely. The local, immigrant learners and teachers crossed languages unconsciously making use of the I x we (Makalela, 2015) languaging principle in their communication practices where the I (individuals and languages) could be seen as incomplete without the we (Other individuals or languages) and vice versa. The translanguaging space revealed that humans need each other to function as do languages. The languages also need each other for completeness in communication contexts. The learners used their languages for communication completeness. The immigrants as multilinguals did not use one language as they spoke. The languaging

practices of the learners were so heteroglossic and complex. There was clear proof that languages could not be confined beyond the geographical borders and as such they came into use in the translanguaging space. The immigrant languages moved across space and time and they translanguage in their utterances more often than not. The whole classroom space was filled with many languages, some of them acquired words from a named language that is spoken in that environment, and therefore they do not separate. Affording the learners with space for translanguaging helped them to showcase their linguistic identities which are considered illegitimate in their classroom, and they felt valued thus encouraging them to participate. There was also the realization from the teachers that ubuntu translanguaging plays a very crucial part in addressing the heteroglossic languaging of the learners and is an effective pedagogy in the Global South context. The study has also unearthed the importance of immigrants as translanguagers and the value of their languages; therefore, it is up to the policymakers to encourage the use of all languages to achieve the global social justice agenda.

7.2.4.7 Decolonising the learning space.

One of the major findings from the study is that translanguaging managed to remove the colonial barriers in the classrooms which had been manifested through linguistic xenophobia, monolingual bias practices, and the use of westernised discourses. The use of translanguaging created social justice and managed to emancipate the immigrant learners in the classroom and allowed their subaltern voices to be heard. The learners were free to give their answers in their own languages and express themselves using their own experiences and language repertoires of scientific knowledge and concepts. The monolingual biases that pervaded the classrooms are a coloniality which exists as a form of power to suppress freedom and liberation of the multilingual learners in the classroom. This has placed immense suffering on the immigrant multilinguals in the global south context as their languages and knowledge have been long disempowered under the colonial legacies. Therefore, translanguaging in education in the south-south migration context has to “speak to” and generate intellectual capacity to develop the full humanity of the people concerned. This process involves the decolonisation of the mono-

mindsets and practices that are rampant in educational institutions. Decolonisation should see that the knowledge acquired has the potential to help the individual to make sense to the individual's context of existence. It is important to note that language policies, language practice, pedagogy, textbooks, other curriculum instruments should be able to accommodate the othered languages, linguistic minority groups, immigrants' diversity, and multilingualism in the global south context to address the linguistic diversity of the south-south migration.

7.3 Recommendations for practice

Translanguaging as a decolonial pedagogy to address the South-south linguistic complexities emerging from the horizontal migration in the region has a key role to play. Therefore, the research makes the following recommendations for improving practice:

1. The teachers must view themselves as going to the classroom to learn by exposing themselves to a number of languages that they do not know.
2. Learners should be allowed to leverage what they have in their heads in order to match the classroom. This means what is in the mind of the multilingual should concur with what the classroom dictates.
3. The teachers should make the effort to create a multilingual space to disrupt the monolingual environments and create heteroglossic ones in their teaching to help the learner engage in their learning and realize themselves.
4. The teachers should always acknowledge the presence of linguistic diversity in the classroom to valorise multiple languaging as a norm in the 21st century and encourage the harmonious integration of the learners.
5. The learners should be allowed to use their languages, experiences, practices, and migration trajectories as steppingstones to develop and access new knowledge.
6. Teachers should be subjected to training to help them manage the complex multilingualism which is a norm for immigrants from the south- south migration, and thus to remove their fear and hate for many languages including those of immigrants.

7. The school authorities should also engage in inclusive programmes and involve immigrants' parents in their school language policy making to accommodate the linguistic needs of their institutions.
8. All learners' home languages should be open for use in the classroom and treated with the same value/ lens to promote south-south (Global south) cooperation
9. Learners should be allowed to be free to work together and learn each other's languages and cultures for mutual development and easy south-south integration from the grassroots.
10. The teachers should be more of facilitators and the learners should be made to feel like part of the learning and teaching process for an easy showcase of their knowledge.

7.3.1 Recommendations for further research

Translanguaging is more transformative and can disrupt the traditional ideologies that may have been acquired by the teachers and administrators during their teacher training and these methodologies do not match the current linguistic needs of the classrooms. It also guards against linguistic xenophobia which has left the learners who speak othered and multiple languages minoritized and segregated. Therefore, with this immense utility of translanguaging in the global South context, the study wishes to open more spaces for further research to study the linguistic resources of multilingual immigrants including their translanguaging practices. There is a need to do more longitudinal studies using translanguaging and also include more teachers and learners over a longer period of time where the teachers may be left to practice using translanguaging for some time. It is important to include more languages. Research that includes more languages from Africa is also necessary to open up spaces for not only Shona, Shangani, Chichewa, and isiNdebele but more languages that are experienced due to the southern region's horizontal migration movements.

7.4 Conclusion of the study

The aim of this study was to investigate the utility of translanguaging in providing deeper understanding of content material and thereby transform the learning spaces the learning of multilingual immigrant learners (from other African countries) in South Africa which have been predominated with monolingual ways of teaching. This is a South-South immigration situation where there is horizontal migration which creates complex linguistic climates for the classrooms. The main finding of the study is that translanguaging when used with immigrant learners is an effective pedagogy for decolonizing, for cross bordering, cross-cultural bordering, and for epistemic and identity affirmation of the multilingual learners. It has proved to be a more effective pedagogy in current study, and it is recommended for use in the context. Translanguaging can be a useful tool for learner integration, and it is also important to enhance teacher expertise in translanguaging to meet the 21st multilingual complexity which includes immigrant languages. Translanguaging is more transformative and can disrupt the traditional ideologies that may have been acquired by the teachers and administrators during their teacher training and these methodologies do not match the current linguistic needs of the classrooms. However, there is a need for a model for teacher training that is based on the principles of translanguaging pedagogy. It is further recommended that policies move away from strict conceptions of languages and that the host countries of the immigrants move to design much more dynamic and flexible policies that allow repertoires rather than single languages. Finally, there is a need for further research on the effectiveness of translanguaging as a tool for fostering deeper learning and how the teacher can make it part of his/her set of teaching skills. When the teachers are trained to deliver over an extended period of time and be able to handle this by themselves it may be a valuable contribution to the academic achievement of all children, but especially the immigrant children who are often made feel as if they are outsiders in the learning process.

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APPENDICES

APPENDIX (I) CLEARANCE/ PROTOCOL

UNIVERSITY OF THE
WITWATERSRAND
JOHANNESBURG



Research Office

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

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: H20/09/08

PROJECT TITLE

Multilingual performances of Grade 6 immigrant learners:
An examination of translanguaging as a transformative approach

INVESTIGATOR(S)

Mrs C Dhokotera

SCHOOL/DEPARTMENT

Education/

DATE CONSIDERED

18 September 2020

DECISION OF THE COMMITTEE

Approved
Permission letters are required before data collection can commence
Risk Level: Minimal

EXPIRY DATE

22 October 2023

DATE

23 October 2020

CHAIRPERSON

(Professor J Knight)

cc: Supervisor : Prof L Makalela and Dr M Prozesky

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.**

C. Dhokotera

Signature

26 / 10 / 2020

Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Open Rubric

APPENDIX (II) PROOF OF EDIT

**RMC LANGUAGE PRACTITIONER
117 OOSTVALLEI VILLAGE
657 COLEY STREET
GARSFONTEIN
PRETORIA 0081**

TO WHOM IT MAY CONCERN

This is to certify that I have proofread and edited the PhD thesis entitled *Multilingual performances of grade six immigrant learners: An examination of translanguaging as a transformative approach* by Ms Clarah Dhokotera.

I applied Microsoft Office Word track changes to the document and have suggested certain changes and corrections to language usage, syntax, and general style which I trust will be effected to make it adhere to the editorial principles required for examination.

Signed:



Date: 28 JULY 2022

Dr RV McCabe
MA in Applied Linguistics (NWU)
MPPS - Masters in Public Policy Studies (UP)
PhD in English Language Studies (NWU)

▪ CELLPHONE: 0827730282
▪ EMAIL: rvmccabe@oostvallei.co.za

APPENDIX (III) PERMISSION LETTER



Permission letter

Date-----

Dear Sir/Madam,

Re: Permission to conduct research atschool.....

My name is Clarah Dhokotera, and I am studying for a Ph.D. degree in the School of Education at the University of the Witwatersrand. I am seeking permission to do research at your school.

I am researching the Multilingual performances of Grade six immigrant learners at your school. This was a random selection of schools from your district. The research involves using many languages including those of the immigrant learners in the classroom space to teach Natural Science topics

The research will entail collecting data from the principals, grade six teachers, and immigrant learners. A pre-test for baseline assessment of the learner's performance in the Natural Science subject and a post-test to identify the impact of a Translanguaging intervention will be administered. One-on-one interviews will be done with immigrant learners, their teachers, and the school principals. The collection of data will also include observation of lesson practices in and outside the classrooms during lunch before school starts, during tea and lunch breaks. The process will also entail audio recordings of observed lessons by the teachers who teach grade six Natural Sciences lessons. The learners will also take part in the after-school multilingual lessons. All this will be done if the participant agrees

Participants who include the principal, the grade six teacher, and the immigrant learners will be asked to give their written consent before the research begins. Their responses will be treated confidentially, and identities (this includes their names and the name of the organization) will be anonymous unless during the publication of the research. otherwise, unless indicated. Therefore, individual privacy will be maintained in all published and written

data resulting from the study. The results will be communicated at the University of the Witwatersrand library in the form of a dissertation. Consent will be obtained from the principal, and the grade six teachers, and assent will also be obtained from the learners by the signing of the forms added below. This means that for the learners who are below the age of 12 I will in advance explain the details of the project so that you assist in the recruitment of the parents so that they can come to school or fill the forms at home and return them to school in line with the normal communication process between the school and the parents

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

I, therefore, request permission in writing to conduct my research at your organization. The permission letter should be on your organization's headed paper, signed and dated, and specifically referring to myself by name and the title of my study.

Please let me know if you require any further information. I look forward to receiving your response as soon as is convenient.

Yours sincerely,

Clarah Dhokotera
0670911186
719331@students.wits.ac.za

APPENDIX (IV) CONSENT AND ASSENT FORMS

Assent letter for the learners

Title of project: **Multilingual performances of Grade six immigrant learners: An examination of translanguaging as a transformative approach.**

Researcher: Clarah Dhokotera Ph.D.- student

I agree to take part in this project. The research has been explained to me and I understand what I am going to do as a participant. Therefore, I agree to the following:

Please circle the relevant option below

I agree that my participation will remain anonymous	YES	NO
I agree to be audio or video recorded during the interviews	YES	NO
I agree to write the pre-test and post-test for the project assessment	YES	NO
I agree to take part in multilingual tutorials	YES	NO
I agree to be audio or video recorded during the observation	YES	NO
I agree that the information I provide may be used anonymously for academic purposes after this project has ended by other researchers after getting their clearance from the ethics committee	YES	NO

..... (signature)
 (name of participant)
 (date)

Consent letter for the Grade Six teachers

Title of project: **Multilingual performances of Grade six immigrant learners: An examination of translanguaging as a transformative approach.**

Researcher: Clarah Dhokotera PhD-student

I agree to take part in this project. The research has been explained to me and I understand what I am going to do as a participant. Therefore, I agree to the following:

Please circle the relevant option below

I agree that my participation will remain anonymous	YES	NO
I agree to be audio or video recorded during the interviews	YES	NO
I agree to be audio or video recorded during the observation	YES	NO
I agree that the information I provide may be used anonymously for academic purposes after this project has ended by other researchers after getting their clearance from the ethics committee	YES	NO

..... (signature)
..... (name of participant)
..... (date)

..... (signature)
..... (name of the person seeking consent)
..... (date)

Consent letter for school principals

Title of project: **Multilingual performances of Grade six immigrant learners: An examination of translanguaging as a transformative approach.**

Researcher: Clarah Dhokotera PhD-student

I agree to take part in this project. The research has been explained to me and I understand what I am going to do as a participant. Therefore, I agree to the following:

Please circle the relevant option below

I agree that my participation will remain anonymous	YES	NO
I agree to be audio or video recorded during the interviews	YES	NO
I agree that the information I provide may be used anonymously for academic purposes after this project has ended by other researchers after getting their own clearance from the ethics committee	YES	NO

..... (signature)
..... (name of participant)
..... (date)

..... (signature)
..... (name of the person seeking consent)
..... (date)

Consent letter for the parents

Title of project: **Multilingual performances of Grade six immigrant learners: An examination of translanguaging as a transformative approach.**

Researcher: Clarah Dhokotera Ph.D.- student

I I am the parent/guardian of a grade six immigrant child by the name I agree that he/she should take part in this project. The research has been explained to me and I understand what my child is going to do as a participant. Therefore, I agree to the following:

Please circle the relevant option below

I agree that my child's participation will remain anonymous	YES	NO
I agree that he/she will be audio or video recorded during the interviews	YES	NO
I agree that he/she participates in the pre-test and post-test for this project assessment	YES	NO
I agree that he/she takes part in after-school multilingual tutorials	YES	NO
I agree that he/she will be audio or video recorded during the lesson observations.	YES	NO
I agree that the information I provide may be used anonymously after this project has ended for academic purposes by other researchers after getting their clearance from the ethics committee	YES	NO

..... (signature)
 (name of participant)
 (date)

..... (signature)
 (name of the person seeking consent)
 (date)

APPENDIX (V) THE TESTS

The pre-test

<p>The Pre-test</p> <p>Name of ChildSchool</p> <p>Date: Time:1hr</p> <p>Topic: The Solar System</p> <p>Concept: Objects in the Solar System</p> <p>THE PAPER CONSISTS OF FIVE SECTIONS (A-E)</p>
--

READ THE FOLLOWING PASSAGE AND ANSWER ALL THE QUESTIONS FROM SECTIONS A- E

WORD BANK:

The asteroid is - a piece of rock that revolves around the sun in an orbit.

Galaxy - a system consisting of many stars together with gas and dust.

Moon - a natural satellite that orbits a planet.

Solar system - a system made up of the Sun, the eight planets, moons, comets, dust, and gas.

Revolve - move around an object in an orbit.

Elliptical - oval or egg-shaped.

Star lore - folklore about the stars

The **Solar System** has the sun at the Centre. All the planets and their moons, as well as asteroids, big chunks of rock, metal, and ice move around the sun. The sun and the planets were formed billions of years ago. They are made of **gas and dust**. There are eight planets in the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. The solar system is only a small part of a much **bigger galaxy**, which we call the Milky Way. The following mind map shows what the solar system consists of.

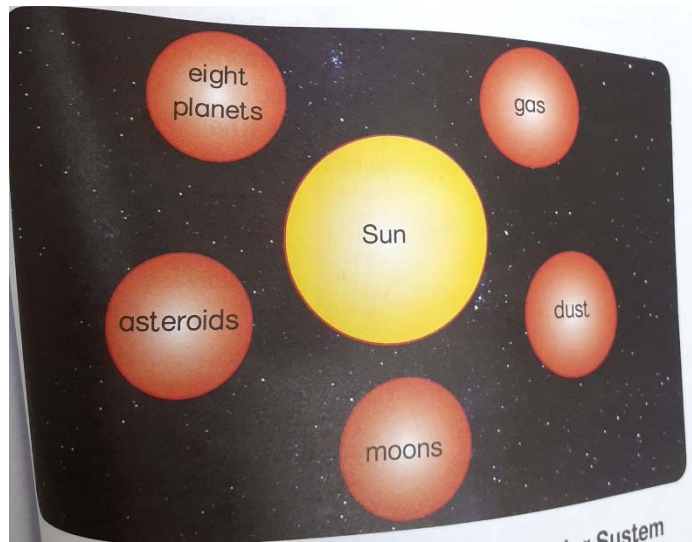
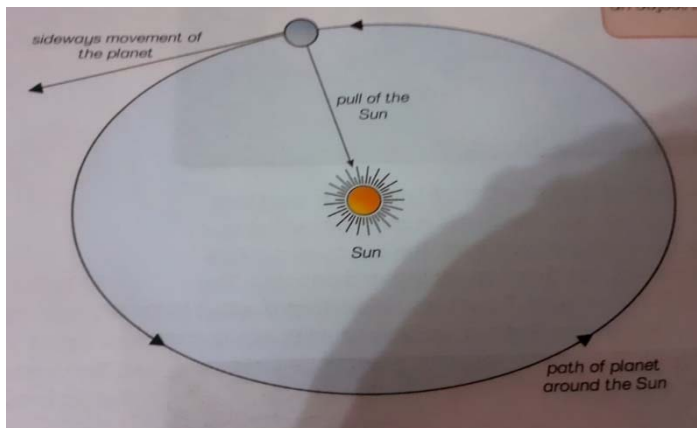


Fig16.2 Movement of the objects around the Sun

The sun is a star at the Centre of the Solar System. A star is a glowing ball of gas. The Sun is a star made of hot gas. When the gas burns, energy is produced. The sun gives out light energy and heat energy. The Sun is much bigger than the earth. The sun is almost 1 500 000 km wide. Scientists believe that the sun is so big that more than a million Earth-sized balls could fit into it. There is a pull between objects in space. Large and heavy objects have the strongest pull-on other objects. Although the sun is a ball of gas it is so big that it is still the heaviest object in the solar system. At the same time as being pulled towards the sun, the planets and other objects are also moving sideways. The inward pull and sideways movement together cause all objects in the solar system to

revolve around the sun.



The eight planets and the asteroids revolve around the sun. The earth is not only a planet in the solar system. There are eight major planets in the solar system. Scientists have already learned much about the eight planets. Scientists have already learned much about eight planets by sending spacecraft into space, which have taken photographs with powerful telescopes. The planets and all the other objects in the Solar System revolve around the sun in an elliptical orbit. The planets are Mercury, Venus, **Earth, Mars, Jupiter,** Saturn, Uranus, and Neptune. Scientists used to say they were nine planets in the Solar System. However, scientists now know that Pluto is too small to be called a planet so there are only eight planets in the Solar system. Pluto is also classified as a dwarf planet.

Many cultures have their own stories about the Sun, the Moon, and the stars. These stories are called starlore. The Khoisan believe that the sun was once a man who lived on the earth. Every day he raised his arms and light shone from his armpits. But when the man grew older, he slept more and more and did not lift his arms so often. There was no light or warmth on the earth the people on the earth decided to help him raise his arms. They threw him up in the air so that his arms would lift for a longer time. Once they threw him up into the air he stayed in the sky.

(Natural Sciences and Technology Learner's book grade 6 by Bezuidenhout et al, P251-259)

SECTION A: LITERAL COMPREHENSION

1. The solar system consists of _____ planets.

- A1 B3 C None of these D8

2. _____ is the planet that is closest to the sun.

- A Pluto B the Earth C Mars D Jupiter

3. _____ is the planet that is at the Centre of the Solar system

- A Moon B Sun C Pluto D Mars

4. The sun and the planets are made up of -----and -----.

5. Name the two types of energy produced by the sun

6. From the passage an **elliptical orbit** is _____

A. An oval-shaped movement around the sun
C the moon

B starlore
D dwarf planet

SECTION B REORGANISATION

7. The best way to describe the sun is that it ___ (2marks)

8. In your way tell us what the Khoisan believe about the Sun? (2marks)

SECTION C: INFERENCE

9. From the passage we can guess that _____

A The sun is a small ball.

B the sun is as hot as fire.

C No one has ever reached the sun

D the sun produces rain.

10. The passage shows us that the real story about the sun is _____

A not known.

B. with the Khoisan

C so close to the Khoisan

D a home of the Khoisan people. (2marks)

11. Is it difficult or easy for people to land on the Sun? give a reason for your answer (2)

SECTION D PREDICTION

12. What do you think would happen to plants and animals if the earth would move nearer the Sun? (3marks)

13. Explain what you think would happen to us if the sun were to switch off for one year?
(3marks)

SECTION E: EVALUATION

14. Do you think the Khoisan story about the sun is true. Give reasons for our answer (2)

SECTION F: APPLICATION

15. Name and describe 3 ways we can use the sun (3)

The post-test

The Post-test

Name of Child --- -----School-----

Date----- Time:1hr

Topic: The Solar System

Concept: The rotation and revolution of the Earth

THE PAPER CONSISTS OF FIVE SECTIONS: A-F

READ THE FOLLOWING PASSAGE AND ANSWER ALL THE QUESTIONS FROM SECTIONS A- E

WORDBANK

The axis-imaginary line runs from one pole to the opposite pole.

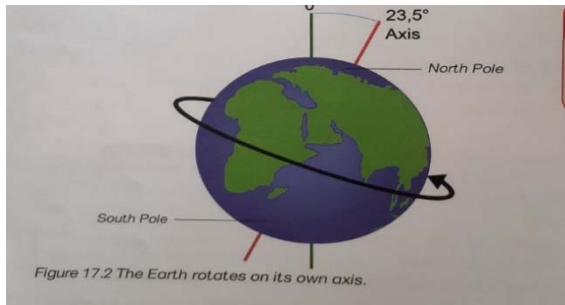
Rotation – the act of spinning about on an axis.

Vertical- upright in an up-down direction

Sphere-shaped like a ball but slightly flattened on each end.

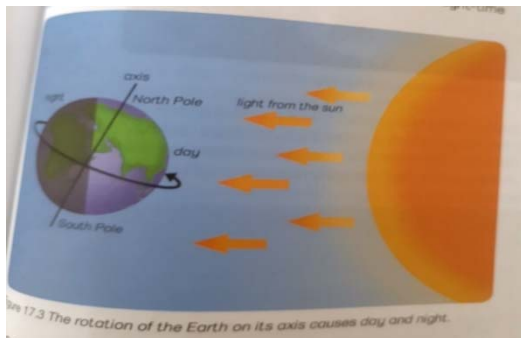
Revolution-one complete movement or an orbit

All planets in our Solar System, including the earth, rotate on their axis. Every planet rotates on its axis in a similar way to a spinning top. One full spin of the earth rotating on its axis is called a rotation. The Earth's axis is an imaginary line that passes from a region near the North pole through the center of the earth to a region near the South Pole. Imagine an axis as a long stick that passes from the top of the earth, through the centre, and out to the



bottom of the earth. The axis is not exactly vertical, it is tilted slightly to the side.

The amount of time it takes for the earth to complete one rotation has an effect on life on the earth. It takes 24 hours for the earth to rotate once on its axis. Scientists have determined that the earth rotates counterclockwise on its axis. Since the Earth has the shape of a sphere, the Sun shines only one side of the earth at a time as it rotates. Therefore, the rotation of the earth on its axis is responsible for the creation of day and night on Earth. The side of the Earth that faces the Sun experiences daytime and the side that faces away from the Sun experiences. This is night-time. Since the Earth rotates on its axis every 24 hours most places experience daytime and night-time once every 24 hours when day-time appears we say the Sun is rising. When night-time falls, we say the Sun is setting.



The way in which we experience rotation is best seen from space. Photos of the Earth show how half of the Earth is in complete darkness. The countries in this part of the Earth are experiencing nighttime. The countries that are experiencing daytime are those facing the Sun. The Tswana have a story about the Sun day-time and night-time. In the story, the Sun has eaten a Crocodile at dusk every day. It becomes dark when the crocodile

swallows the Sun. This is night. In the morning, the crocodile releases the sun from its mouth. Then it is day again.



The Earth moves around the sun in an orbit. The movement of the Earth around the Sun in an orbit is called a **revolution**. The shape of the orbit is elliptical. The distance of the planet from the Sun determines the length of its orbit. It takes the Earth 365 and a quarter day to revolve around the Sun. We experience this for one year. At the North pole, which is the Northmost part of the Earth, the Sun rises in March and sets in September. During this time, it is daylight for 24 hours a day. This means that the Sun can still be seen at midnight. This phenomenon is called the Midnight Sun.

(Natural Sciences and Technology by Bezuidenhout et al, pages 274-279)

SECTION A: LITERAL COMPREHENSION

1. All the planets in the Solar System rotate on an imaginary line called _____
 a. Weight b. rotation c. mass d. axis
2. The passage tells us that the Earth needs _____ hours to make a complete rotation.
 a. 24 b. 48 c. 12 d. 6
3. The word (straight, tilted, curved, long) _____ describes something that is not exactly vertical like the axis.
4. True or /False
 The rotation of the earth is best seen from space.
5. The movement of the Earth around the Sun in an orbit is called a _____
 A circle B revolution C night D day
6. The earth is _____ in shape.

SECTION B: Reorganisation

7. The rotation of the Earth causes _____ and _____ . (2)
8. In your own way, explain what the Tswana people say about the day and night. (2)

SECTION C: Inference

9. From the passage we can guess the rotation of the earth causes

A day and night B planet C dizziness D Seasons

10. The earth is the third planet from the sun. Which other planets planet can people live on?

11. At the northern-most pole the sun sometimes rises in March because -(2)

SECTION D: Prediction

12. What do you think will happen to us if the Earth fails to rotate (go round and round) for one month. (3)

13. From the passage we can guess that some places on the earth may have fewer sun experiences why? (3marks)

Section E: Evaluation

14. Do you think the Tswana people's story about night and day is true? Give reasons to support your answer. (2marks)

SECTION F: Application

15. The earth's rotation gives life to the people, Do you agree? Give 3 reasons for your answer (3marks)

APPENDIX (VI) INTERVIEW QUESTIONS FOR LEARNERS

Learner interviews (semi-structured)

The focus areas

1. Languages in an out of school.
2. Languages & Social cohesion and integration
3. Languages & Identity/ linguistic identity/self esteem
4. Languages & Deeper understanding

1. Languages in and out of school

1. Which languages do you use at home?

2. Which languages do use at school in the classroom?

3. Which languages do you use outside the classroom during playtime.

4. Does your teacher know about the different languages you speak?

2. Social Cohesion & integration

5. How does the knowledge of many languages help you at school?

6. Are you in a friendship with someone who speaks differently from you?

3.Identity/ linguistic identity/self esteem

7. What is it that you like about your language?

8. Do you think using your language knowledge is important for your learning?

4. Deeper understanding

9 Do you understand better in your own language or in the language that the teacher uses?

10 Which languages would you prefer for learning the Natural Science subject?

Comments and notes

5. Which languages do the immigrant learners use when they are monitored by the teachers and how?

7. What does your classroom language policy say about languages that are not part of the school curriculum?

1. Teacher post-intervention interview reflective questions

2. 1.What did you notice about using immigrant languages in the classrooms

3. Were there any changes with regards to learner motivation and participation during the tutorials?

4. What were the major benefits that you noted in the teaching of natural science?

5. What were the benefits of translanguaging to you as a teacher?

5.What is the overall comment about the tutorials that we conducted?

Principal interviews questions

1. Do you allow teachers to use immigrant languages in the classrooms when they are teaching?

2. What does the school policy say about other languages within the school?

3. What do you see as the affordances of including learners' languages?

4. How do the immigrants use their languages outside the classroom?

APPENDIX (VII) MULTILINGUAL TUTORIAL LESSON PLAN

INTERVENTION: **NAME OF SCHOOL:**

Date: **Time:**

Teaching/learning Materials.....

Introduction – recap topic and concept.

Step 1- Demonstration of use of more than one language

Step 2- Group and pair discussions using learners' languages.

Step 3- Class discussion- **Turn and talk activity.**

Sep 4- Question time

Conclusion – identification of languages

