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Master of Education

A systematic review of the efficacy of a translanguaging pedagogy in developing reading comprehension among EFAL multilingual FP learners.

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Dissertation submitted in partial fulfillment for the degree of Master of Education

Supervisor: Dr Sibhekinkosi Anna Nkomo

Date: March 2022

Declaration

I, Ameera Carrim (668634), declare that this research report is my own work. It is submitted for the Degree of Masters at the University of Witwatersrand. It has not been submitted before for any degree or examination at any other university. I have acknowledged all direct quotations and paraphrased ideas. I have provided a complete, alphabetised reference list, as required by the APA method of referencing (described in the Referencing Handbook). I understand that the University of the Witwatersrand will take disciplinary action against me if evidence suggests that this is not my own unaided work or that I failed to acknowledge the source of the ideas or words in my writing.

ACarrim

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Abstract

The low literacy level in South Africa is of great concern. The 2016 PIRLS literacy results revealed that 78% of Grade 4 children in South Africa are unable to read for meaning. These low literacy levels indicate a poor literacy foundation and limit learners' ability to learn effectively. Due to these low reading comprehension levels and the evident neglect of meaning and comprehension in many South African foundation phase classrooms, the purpose of this study was to investigate the efficacy of a translanguaging pedagogy in developing reading comprehension amongst multilingual foundation phase English first additional language learners. Monoglossic ideologies are prevalent in educational institutions in South Africa and around the globe. A translanguaging pedagogy presents an opportunity to counter linguistic and social injustices by providing learners with an equal opportunity to learn in a linguistically diverse classroom and a socially just education system. The research design employed by this study was a systematic review. Six studies that implemented translanguaging in educational contexts globally were carefully selected, reviewed and analysed using a thematic analysis approach. The themes that emerged from the studies were common translanguaging techniques and strategies that generated positive outcomes. A key finding that emerged from this study is that learners' home language or first language should be considered as a resource for attaining deeper levels of meaning. Further, the findings revealed that foundation phase teachers can enhance multilingual learners' English reading comprehension through the following strategies: home-languaging, the use of translation, juxtaposing languages, multilingual resources, eliciting learners' background knowledge through their home language, and the flexible and dynamic use of the multimodal semiotic repertoire. The study recommends a proposed translanguaging model to develop reading comprehension among foundation phase EFAL learners. However, future research is recommended to investigate the efficacy of this model.

Keywords: literacy, language, reading, comprehension, translanguaging, multilingualism, multilingual classrooms, foundation phase, home language, first language, second language.

List of abbreviations

CAPS	Curriculum and Assessment Policy Statements
EFAL	English first additional language
FP	Foundation phase
HL	Home language
L1	First language
L2	Second language
ML	Multilingual
SA	South Africa
TL	Translanguaging

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Chapter 1

Introduction

1.1 Introduction

This study focused on investigating the efficacy of a translanguaging (TL) pedagogy in developing reading comprehension amongst multilingual foundation phase (FP) English First Additional language (EFAL) learners. This pedagogy refers to the utilization of ones entire linguistic and semiotic repertoire to maximize communicative potential, achieve deeper levels of understanding and make sense of the world around them. This chapter outlines the background of the study as well as the rationale behind this study to indicate what informed this study. This chapter also discusses the research aim and research objectives, which guided the research questions that underlie this study. It further highlights how the rest of this thesis is structured.

1.2 Background

The current language situation that we are confronted with in the South African educational sphere dates back to the Anglo-Boer war (1899-1902), thus it is important to discuss the historical background thereof. After the defeat of the Boer generals, an Anglicisation policy was introduced. This policy had implications for the Afrikaner community as well as the black African-language speaking population, which eventually gave rise to apartheid (Alexander, 2003).

Overall, before the apartheid era, language practices within the educational sphere were subtractive. Individual's first languages or mother tongue languages were abandoned or suppressed. Among African language speakers, their first language was utilized as a language of initial literacy with the aim of making a transition to English

and sometimes Afrikaans thereafter. African languages were neglected and no effort was made to develop these languages (Alexander, 2003).

During the apartheid period, language education policies were developed with the goal of replacing English as the dominant language with Afrikaans as the dominant language. Further, the Bantu education act included a cognitively impoverished, hidden, inferior curriculum that was mediated through African indigenous languages. Between 1975-1976, the Bantu education ministry declared that both English and Afrikaans should be used as the medium of instruction in schools for black children. This led to the June 1976 Soweto uprising. The Soweto uprising signaled a final rejection of Bantu education and motioned the onset of the fall of apartheid. After the 1976 uprising, the first phase of Bantu education was scrapped and mother tongue education was reduced to the first four years of primary school. Further, Afrikaans medium instruction was removed from all schools for black children (Alexander, 2003.)

The post apartheid language policy of South Africa promotes multilingualism and mother tongue based bilingual education. Despite the gap between policy and practice, it is of great significant that the new constitution and language education policies exist. These instruments create a democratic space, which encourages multilingualism and diversity. South African classrooms are now diverse and encourage equal status of all official languages. However, South African educationalists are faced with the challenge of trying redress the educational imbalances inherited from the past through the rehabilitation of mother tongue education.

While South Africa is widely known as one of the most linguistically diverse countries with eleven official languages, English still remains the dominant language in society. In many South African classrooms, monolingual teachers are presented with the challenge of teaching in multilingual contexts. As monolingual teachers, they can only communicate in one language effectively yet a bilingual or multilingual context goes beyond this and requires an individual communicate effectively in two or more languages.

A monoglossic ideology or a monoglossic vision of bilingualism is prevalent in educational institutions. A monoglossic approach to bilingualism views each language as a separate entity and differentiated in contexts; a sort of "parallel monolingualism" or "separate bilingualism" with defined boundaries between languages (Makoni & Pennycook, 2007). "The multilingual/bilingual teacher/learners are represented as two monolinguals in one body" (McKinney, Carrim, Marshall & Layton, 2015, p.111). As a result, the majority of students are disadvantaged, specifically those emergent bilinguals whose weaker language is the language of instruction (McKinney, Carrim, Marshall & Layton, 2015).

After democracy, the Language-In-Education Policy (LiEP) was developed to redress the inequalities of the past and allow freedom of choice. The South African LiEP promotes an additive approach to bilingualism, fosters multilingualism and the development of all official languages. Likewise, it promotes equal respect for all languages. The policy states that each learner has the right to choose the language that he/she wishes to learn in. The policy promotes equal access to education and the establishment of "additive multilingualism as an approach to language in education" (Department of Education, 1997, p.2). The policy "supports the teaching and learning of all other languages" that learners may necessitate (Department of Education, 1997, p.2). Similarly, the policy aims to overcome disadvantages experienced by learners as a result of differences between their home language and the language of learning and teaching. The policy further encourages the development of programmes to compensate for languages that were neglected and disadvantaged in the past. It clearly states that all language subjects must be allocated an equal amount of time and resources. The goal is to show respect for language diversity, view each language as valuable and respect and fulfill each individual learner's language rights. While on paper, the South African LiEP is quite progressive, the reality is that many research studies show a gap between policy and practice, thus suggesting that the correct implementation of the policy is deficient.

The inherited LiEP is underpinned by racial and linguistic discrimination. The SA language policies are informed by a monoglossic ideology that embraces the concept of languages as separate entities that are clearly distinguished by defined boundaries. There is no mention of the possibility of using more than one language

simultaneously. The policy is focused on the idea of languages as "pure and bounded entities" (McKinney et al., 2015, p.112). South African teachers and researchers need to transcend beyond this idea of languages as autonomous entities. We need to blur the boundaries between languages to enable learners to utilise their entire linguistic repertoire and realise their true potential. These monoglossic ideologies that inform the LiEP, inform school language policies, affect access to quality education and hinder success. The dominance of English in many school language policies is clear. While many school language policies in SA state that they value diversity, these policies remain biased, as in many contexts the Language of Learning and Teaching (LoLT) remains English and many school policies do not allocate enough time for teaching EFAL learners. CAPS allocates limited time for EFAL in the FP (Grade 1-3). Biases are evident "in the way in which the hegemony of English is entrenched in the language policy" (Dixon & Peake, 2008, p.2008). There are no explicit strategies to ensure that these learners receive the necessary support to learn effectively. Many learners are learning in a language that is not their first language (L1). This language is usually English. Current school language policies tend to favour one particular language over others and while not explicitly stated, learners whose L1 differ from the LoLT are immersed and forced to use the LoLT.

Before democracy, schools in SA were distinguished according to language and culture. Learners were taught in their home language for the first four years of their schooling career and thereafter it was obligatory for learners to learn in either English or Afrikaans. This practice discriminated against learners whose L1 was not English or Afrikaans. Post-Apartheid South Africa gave rise to a number of multilingual classrooms as individuals now have language rights and the liberty of choosing their language of instruction within reasonable practice. However, realistically it is not always possible to provide and implement this, due to ineffective and limited resource deployment. The multilingual classroom in the SA context therefore presents a situation where the learner's mother tongue or home language (HL) varies from the LoLT (Hooijer & Fourie, 2009). There may be more than three different home languages spoken by learners while the LoLT is English. The teacher is presented with the challenge of trying to accommodate a linguistically diverse group of learners. In many multilingual classrooms learners are second language learners (L2) who are learning through a language medium other than their HL or L1. However, this

remains a contentious issue, as most parents prefer English (due to its superior status) as a medium of instruction rather than learners' HL. This issue will be discussed further below. It is noteworthy to state that learners' HL is the language that is used in their home environment. This the language that learners begin their schooling experience with. While in most cases this is their mother tongue, sometimes learners may have a HL (e.g. English) and a mother tongue (e.g. isiZulu). Overall, it is important and significantly beneficial to the learner that the LoLT corresponds to a language that has been adopted at home language level.

Many teachers in SA who are faced with the challenge of teaching in multilingual classrooms are not skilled or aware of multilingual pedagogies or the teaching of an additional language. Therefore, they have to explore innovative ways to teach the diverse group of learners and these attempts do not always lead to successful outcomes. In many multilingual classroom situations, the teacher is unable to communicate in or understand all the languages that learners bring into the classroom (Hooijer & Fourie, 2009). Ultimately, pressurising learners into learning through a medium other than their L1 results in poor comprehension levels, as evidenced by the 2016 PIRLS results (Howie, Combrinck, Roux, Tshele, Mokoena, & Mcleod Palane, 2017).

The monoglossic ideologies prevalent in multilingual classrooms inhibit learners' participation in the classroom and their access to quality education. Some linguistic ideologies postulate that emergent bilingual learners or multilingual learners who lack proficiency in the dominant language are labeled as having no language. Children who are not proficient in English (as this is the lingua franca) in particular are stereotyped as "not being able to speak at all" (McKinney et al, 2015). Further, these learners are regarded as having learning difficulties and stereotyped as problematic. Therefore, "the inability to speak English is a problem" and "the children are a problem" (Dixon & Peake, 2008, p.88). These learners are often labeled as remedial learners. From a young age, learners are socialised into believing that English is the norm and proficiency in English equates to superior status (Dixon & Peake, 2008; Makoe, 2007).

While many primary schools in rural areas in SA use African languages as the medium of instruction from Grade R-Grade 3 and English thereafter, many schools in urban areas such as Johannesburg, where African languages are not the L1 of many learners, implement English as the medium of instruction from Grade R. These monoglossic ideologies that inform the LiEP and are prevalent in monolingual and multilingual classroom practices (in SA and all over the world) limit learners' opportunity to engage meaningfully. As a result, these children are rendered 'voiceless' while a form of epistemic injustice is created. As educators, it is important that we overcome these linguistic injustices by placing equal value on all languages and escape these ideologies by deconstructing the idea of languages as "pure and bounded entities". This necessitates a post-structuralist shift through the adoption of pedagogies or approaches to learning that accommodate and include emergent bilingual learners so as to provide these learners with an equal opportunity to learn in a linguistically diverse classroom and a socially just education system.

In an attempt to include all languages and all learners in the classroom, teachers have implemented a number of strategies into their language classrooms. In the South African FP classroom, there is a pervasiveness of "code-switching". Code-switching can be defined as a practice of switching between two or more languages in one conversation. This practice of code-switching is common in many bilingual and multilingual contexts in South Africa. While code-switching can be a beneficial practice if used strategically, it poses challenges in multilingual classrooms that are populated with many different home languages, particularly where the teachers are monolingual or bilingual and unfamiliar with the L1 of learners in the classroom. Further, code-switching is based on monolingual ideologies that views learners' bilingualism as various discrete languages rather than fluid and dynamic.

Beyond this paradigm, Garcia (2009a) maintains that bilingualism is "not monolingualism times two" (p.71), "not like a bicycle with two balanced wheels", rather it is an all-terrain vehicle. Teachers and learners' strategically draw on their *holistic* linguistic repertoire to communicate effectively and complete tasks. Recent developments in bilingual education consider learners' entire linguistic repertoire as "fluid and dynamic" (Wei, 2018, p.9), rather than the conventional view of bilingualism which views learners' languages as discrete entities. The idea of "*one*

linguistic repertoire is central to the concept of dynamic bilingualism" (Li & Luo, 2017, p.141).

In addition, some educational contexts have adopted a translanguaging approach to learning. A translanguaging pedagogy presents a "holistic approach to education where no language prevails over the others" (Herrarte & García, 2014, p. 563). The term "Translanguaging" was coined by Cen Williams in the 1980's as the "planned and systematic use of two languages in the same place" (Herrarte & García, 2014, p. 558). Garcia (2009) defines translanguaging as the use of various discursive practices by bilingual speakers to make sense of their bilingual world. Garcia and Kleyn (2016) refer to TL as "the deployment of a speaker's full linguistic repertoire, which does not in any way correspond to the socially and politically defined boundaries of named languages" (p.14). This means that no discrete boundaries exist between the languages, but that bilingual students strategically "select features from their one linguistic repertoire to communicate effectively" and complete tasks (Garcia & Wei, 2014, p.22). Therefore, TL presents a shift beyond code-switching in that it regards bilingualism or multilingualism as the norm (Garcia & Wei, 2014). A translanguaging pedagogy enables bilingual learners to employ their entire semiotic and linguistic repertoire in the classroom which is acknowledged by teachers as an acceptable and valid pedagogic practice (Herrarte & García, 2014). Hence, this study seeks to investigate the efficacy of a TL pedagogy in developing reading comprehension among EFAL multilingual FP learners. The concept of translanguaging will be further discussed in Chapter 2, section 2.5.

1.3 Rationale

The current literacy crisis in South Africa is of great concern. The South African National Literacy Initiative (SANLI) maintains that approximately three million of the population in South Africa are illiterate. The 2016 Progress International Reading and Literacy Study (PIRLS) literacy test revealed the low literacy levels in South Africa by ranking SA the lowest out of 50 participating countries. The PIRLS literacy results further indicated that 78% of Grade 4 children in SA were unable to read for meaning. These low levels of literacy in SA indicate a poor literacy foundation and

limit the learner's ability to learn other subjects effectively. The PIRLS literacy results will be further discussed in Chapter 3. The poor level of literacy in SA calls for a re-evaluation in language pedagogy. Due to the low reading comprehension levels and the evident neglect of meaning and comprehension in many SA classrooms, this research study will focus on TL as a worthwhile pedagogy towards developing reading comprehension. As will be further discussed in Chapter 2, section 2.5, reading comprehension (reading with meaning) forms the foundation for successful learning and academic proficiency. Comprehension is one of five important skills in the reading process to ensure that learners experience successful reading. Further, one of the factors associated with poor reading comprehension levels in South Africa is the language issue (Pretorius & Klapwijk, 2016). This involves neglecting the role of learners' HL and the LoLT on their reading and literacy development. As many learners in SA are instructed through a medium other than their HL, it is natural to attribute poor reading comprehension levels to this language issue (Pretorius & Klapwijk, 2016).

While the LiEP advocates for multilingualism, this is not happening in the majority of the schools. There is evidently a gap between policy and practice. Imposing a monolingual pedagogy on multilingual students promotes linguistic injustice and disadvantages learners tremendously. Instead of the learner being able to use their entire linguistic and semiotic repertoire, they are constrained and limited to use only one language. On the other hand, a translanguaging pedagogy embraces the learner's multilingualism, considers the learner's multilingual ability as a valuable asset, as a resource and as a means that could be used to their advantage in the learning process (rather than a problem that needs to be overcome) (Herrarte & García, 2014). For a translanguaging pedagogy to be successful, the traditional idea of bilingualism that regards languages as completely separate entities must be overcome. Translanguaging sees beyond the traditional view of bilingualism. The languages of instruction are regarded as equal rather than hierarchal and competing, and this notion is not acknowledged by CAPS.

According to (Wei, 2021), "translanguaging advocates active use of multiple languages and other meaning-making resources in a dynamic and integrated way in teaching and learning" (p.1). Translanguaging fosters the dynamic and flexible use of

languages simultaneously. A translanguaging pedagogy allows learners the freedom and opportunity to express themselves in any language that they wish to by utilising their entire linguistic repertoire to participate fully. While translanguaging, learners challenge linguistic hierarchies and feel like valued members of the classroom. This encourages learners' confidence and prevents them from being linguistically excluded in any learning environment (Herrarte & García, 2014). Teachers in support of a translanguaging pedagogy believe that bilingual learners have the capability to learn and make meaning, even though the learning process may differ from that of monolingual learners (Panagiotopoulou et al., 2020). Research studies suggest that learners who speak a minority language and who are given the opportunity to learn in that language, perform better in English reading tests than those learners who are instructed in English only (García, 2009; Lasagabaster & Garcia, 2014). Overall, learners achieve better academic results in English if they receive instruction in their minority language. Through translanguaging, the learner attains a deeper level of understanding of the content taught while using their stronger language as a scaffolding to develop proficiency in the weaker language. A TL stance maintains that learners' HL or prior-learned languages are an important aspect in learning additional languages (Wei, 2021). An analysis of South African matriculation results by Umalusi found that instruction in a language other than the learner's home language results in learning difficulties, particularly comprehension difficulty and difficulty in interpreting questions and formulating responses (Stroupe, Moon & Michaels, 2019). Several other recent research studies suggest that instruction in languages other than learners' home language presents challenges that eventually lead to the language of instruction becoming a barrier to learning in the classroom (Buxton & Caswell, 2019; Garcia, 2019; Langman, 2014; Li, 2018; Lin, 2019; Probyn, 2019; Zano &Phatudi, 2019; Zhang, Osborne, Shao & Lin, 2020).

Language practices have an element of power attached to them. In some communities, certain languages are regarded as more prestige and tend to hold more power, while other languages are stigmatised. This means that language is used as a means to colonise. Individual learners from abroad whose language practices differ from what is regarded as the "norm" and vary from that of the majority are marginalised and viewed as intellectually inferior. As discussed above, schools implement language education policies that serve as "instruments of governmentality" (Panagiotopoulou et

al., 2020, p.14) as a means to assert power over the language behaviour of the populations and confining language socialisation to the state ideologies. While post-apartheid South Africa is regarded as a rich multilingual country (or a linguistically diverse country) and claims to have eleven official languages, not all these languages are equally recognised. While the language in education policy in South Africa supports a multilingual education system and recognises, values all languages equally and promotes an additive multilingual approach, it is subtractive in nature, encourages immersion and is informed by a monolingual ideology. In SA and many other countries around the globe, English is regarded as the dominant language and consequently the language of power: "English as the medium of instruction provides children with access to a language of power" (Dixon & Peake, 2008, p.83). English medium education is tantamount to "internalization and globalization" (Wei, 2021, p.1). The English language is "a political construct" (Wei, 2021, p.9). The choice of English as the medium of instruction in many institutions globally is a political and ideological act. Institutions that promote English medium education promote English as the language associated with better employment opportunities, success and social and global mobility (Wei, 2021). English as a language is also used to categorise people. English speakers are associated with being educated, knowledgeable and progressive, while non-English speakers or speakers who are not proficient in English are associated with being uneducated, ignorant and backward (Wei, 2021). In the majority of classrooms in South Africa, English is still considered the dominant and uncontested language and the LoLT of integrated programmes in higher education institutions. Learners are immersed into the dominant language from their early education. SA therefore presents a gap between policy and practice as learners' home languages are disregarded in the classroom and the dominant language is imposed on them as the LoLT. In SA, people are still forced to speak the dominant language if they hope to thrive in their studies, career and future. Further, many parents of EFAL learners believe that exposure to English (as the LoLT) from an early age is essential for their children in order to prosper in society. English is clearly perceived as the dominant language in society (or the lingua franca) and the language of upward mobility. Parents readily choose English as the language of instruction as they are of the belief that "the earlier children learn the language, the more proficient they will be" (Dixon & Peake, 2008, p. 78) and the more successful they will be. As parents are not informed about the cognitive benefits of learning in their L1, their decisions are

greatly impacted. This dominant English language mindset that informs monolingual pedagogy disempowers learners, is detrimental to learners' own development, and may actually hinder their success.

In line with the above, TL offers more a pedagogic perspective; it is a decolonising stance. The political naming of languages further leads to ascribing sociopolitical status to different languages. This means that the users of these languages are assigned social categories and ranked according to the status of their languages (Wei, 2021). Garcia (2019) maintains that TL has "the potential to decolonize our conception of language" (p.162). While TL involves respecting and valuing the diversity of languages and language practices and promoting fluid and dynamic linguistic practices; it also involves "challenging the nationalistic assumption of named languages and raciolinguistic ideologies that contribute to the institutionalization of linguistic and social inequalities" (Wei, 2021, p.4). TL encompasses more than allowing multiple languages into the classroom, it is not simply additive; rather it aims to reconstitute "power structures between named languages, knowledge systems and pedagogic practices" (Wei, 2021, p.9). TL therefore provides an opportunity to discard the "raciolinguistic framing of language norms and standards" (Wei, 2021, p.9).

A monoglossic education system presents more challenges in the classroom as South Africa experiences an increasing number of immigrants each year, thus resulting in more linguistically diverse classrooms. A monolingual pedagogy is a limiting and constraining, disadvantages students tremendously and results in poor literacy outcomes. As SA experiences increasing immigration, the number of languages brought by students into the classroom goes beyond the twelve official languages. This means educators are presented with the challenge of managing a diverse classroom as more learner's home language and the LOLT vary resulting in a barrier to learning.

Studies which adopted a TL pedagogy internationally as well as nationally showed to have social and cognitive benefits for learners. Overall, some of the findings from these studies revealed that a TL pedagogy enhanced participants reading comprehension skills, promoted deeper levels of understanding, strengthened

academic proficiency, improved access to knowledge, facilitated inclusion, fostered creativity and resulted in positive learning experiences. These studies are discussed in more detail in Chapter 2, Section 2.4. Thus, adopting a TL pedagogy from the FP has the potential to enhance the EFAL learners' reading comprehension skills. Learners will be provided with the opportunity to attain deeper levels of meaning and to strengthen proficiency in the weaker language from an early age.

Unlike code-switching, which is limited to spoken language, TL goes beyond the language, it also acknowledges and accommodates learners' cultural diversity and incorporates sign and symbols. In the FP, signs and symbols work particularly well for young learners as it aids their comprehension. A strength of TL is its culturally responsiveness. It acknowledges what the learner brings into the classroom. Therefore, it matches the learner's cultural strengths and validates their lived experiences. TL develops from the learner's background knowledge; from the known to the unknown; which are important aspects for developing reading comprehension. However, very limited studies have been conducted in the FP internationally and no studies have been conducted in the FP nationally. For example, studies conducted in the intermediate phase in SA include Makalela (2015a), Guzula, McKinney and Tyler (2016), Mgijima and Makalela (2016) while some that have been conducted in higher education contexts include Makalela (2015a), Makalela (2015b). There is evidently a gap in the FP area. This will be further revealed in Chapter 3. Therefore, this study focuses on adopting the TL approach to develop reading comprehension among FP EFAL learners.

Like many pedagogies and approaches, the researcher is aware that TL as a pedagogy is not spared from any criticism. Many controversies surround TL as a pedagogy. TL is critiqued by several researchers including as MacSwan (2017), Bhatt & Bolonyai (2019), Wollf (2018) and Jaspers (2018). Following the review and after engaging with existing research studies and drawing an evaluation, the researcher will either agree with or dismiss claims made by these researchers. The main objective of this study is to review existing studies on TL, noting TL strategies that were successful and unsuccessful with the aim of proposing a TL model that can be implemented in the SA FP classroom. Unfortunately, investigating the effectiveness of this model is beyond the scope of this study.

1.4 Research aim

The aim of this study is to research the efficacy of a TL pedagogy in developing reading comprehension amongst multilingual FP EFAL learners. Research studies conducted nationally indicate a gap in the research regarding TL for literacy development and reading comprehension in the FP. There is limited existing research about the efficacy of a TL pedagogy on FP learners' literacy development and reading comprehension abilities. In this study, the researcher will engage with existing studies and investigate the nature of TL pedagogies that have been implemented internationally and nationally and determine how this can inform application in the FP classroom where multiple languages are being used, to develop reading comprehension and literacy development amongst EFAL learners. Through engaging with existing studies and research, the researcher will further explore the benefits and challenges of adopting a TL pedagogy in the multilingual FP classroom for comprehension development.

1.5 Research objectives

The study objectives are:

- To investigate the notion of translanguaging for literacy development amongst multilingual FP EFAL learners.
- To analyse existing studies where a translanguaging pedagogy has been implemented in learning contexts.
- To investigate the impact of a translanguaging pedagogy on learners' literacy development and propose a model on how it can be successfully adopted in the FP.

1.6 Research questions

Primary research question:

- How feasible is the implementation of a translanguaging pedagogy in the FP to develop learners readings comprehension skills?

Secondary research questions:

- How can a translanguaging pedagogy be successfully used in the FP classroom to develop learners' reading comprehension skills?
- How can translanguaging create opportunities for FP teachers and learners to creatively develop literacy practices?
- What are the notable benefits of adopting a translanguaging pedagogy in a muiltilingual FP classroom for comprehension development?
- What can hinder the successful adoption and application of a translanguaging pedagogy in a muiltilingual FP classroom for comprehension development?

1.7 Thesis structure

Chapter 1 introduced the study by providing background to the study and the rationale behind the study. This was followed by the research aim, research objectives and primary and secondary research objectives that guided the study.

Chapter 2 comprises of the important concepts that underpin this study. This includes concepts of literacy, reading comprehension, multilingualism, translanguaging and code-switching. The concepts TL and code-switching are compared and the differences are clearly tabulated. Further, the positioning of reading comprehension in CAPS is explained and Scarborough's reading rope is used to justify the importance of language comprehension in reading.

Chapter 3 provides an overview of the relevant and current literature around the state of reading comprehension in SA. The PIRLS assessments that emphasise low reading comprehension levels in SA, are discussed. Further, this chapter reviews studies that investigated reading comprehension in primary schools in SA. Reviewing the current South African literature provided the researcher with insight into underlying issues related to low levels of reading comprehension in SA. Thereafter, this chapter discusses studies that implemented a TL pedagogy in educational contexts globally. The TL studies are categorised into international and national studies as well as FP, IP, SP and HE. This information is tabulated and a gap in the research with regard to TL studies in the FP at a national level is identified.

Chapter 4 outlines the research methodology that guided this study. The systematic review process is visually illustrated. The data collection methods and the data analysis process that were employed to achieve the research objectives are specified. The thematic analysis process is visually illustrated for ease of understanding. The quality criteria employed by the study is also outlined in a figure and explained.

Chapter 5 of this study analyses data from the six reviewed studies and sets out how the study findings relate to the objectives. The themes and subthemes that emerged from the thematic analysis process are presented and discussed. Further, the benefits and challenges of adopting a TL pedagogy, as identified from the reviewed studies are discussed.

1.8 Summary

This chapter introduced the study by providing the background to the study and the study rationale, focusing on the triggers of the study. The research aim and objectives that guide the study were clearly explained, together with the research questions that the study intends to answer. In the next chapter, the concepts that informed this study are discussed.

Chapter 2

Conceptual framework

2.1 Introduction

This study aims to investigate the efficacy of a TL pedagogy in developing reading comprehension among EFAL multilingual FP learners by analysing existing studies and making inferences based on the findings. In this chapter, the researcher will discuss important concepts that informed this study on TL and reading comprehension in the FP. Concepts that inform this study include literacy, reading comprehension, multilingualism, translanguaging and code-switching.

2.2 Literacy

Various conceptions of literacy have certainly evolved over time. Literacy development is fundamental in order to make sense of the world around us and to be socially active citizens. From the moment we are born, our literacy journey begins. Throughout our lives, we are trying to make sense of our surroundings. In order to effectively engage with the world around us, we need to be "literate". However, we need to consider that literacy practices vary across cultural and social contexts and are constantly shifting. Hodges (1999) defined literacy as being able to read, write, make use of and comprehend print. Over the years, ideas of literacy have evolved. Barton and Hamilton (2000) maintained that literacy is more than reading and writing, literacy is a "set of social practices" (p.39.) They further maintain that "literacy practices" are reading and writing activities that exist within an individual's unique social structures. Literacy events involve written texts that are fundamental to the activity. While literacy practices involve "values, attitudes, feelings and social relationships" that are unique to the individual and are unobservable, literacy events occur in social setting and are observable (Barton & Hamilton, 2000, p.8). Street

(2003) considers the cultural contexts within which reading and writing take place. He argues that literacy is not merely a set of skills and maintains that we need to consider the cultural and ideological circumstances within which literacy exists as a social practice. He proposes an ideological model, which is a culturally sensitive approach to literacy.

For this research study, the researcher adopts the literacy definition in PIRLS (2006), as this definition of literacy is based on an all-encompassing notion of reading which "includes the ability to reflect on written texts and to use these texts as tools for attaining individual and societal goals, also known as reading to do" (Mullis, Martin & Sainsbury, 2016, p.11). PIRLS (2006) defined reading literacy as "the ability to understand and use those written language forms required by society and/or valued by the individual. Readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment" (Mullis et al., 2016). This definition emphasises the importance of reading in literacy development. In recent years there has been an increasing amount of emphasis on the ability of learners to apply the information that is being read. The view of reading as outlined in the PIRLS 2016 reading framework regards reading literacy as a "constructive and interactive process" in line with a number of theories (Mullis et al., 2016, p.12). Meaning is constructed as the reader actively engages with the text through a reading experience. In the reading process, learners make use of skills from their unique linguistic repertoire, their mental strategies and their background knowledge to construct meaning. It is evident that reading is fundamental to literacy development. The reading process involves five skills that are central for the individual to grasp and experience reading successfully. These include phonics, phonological awareness, vocabulary, fluency and comprehension. These skills are interrelated and function simultaneously. For the purpose of this research study, the focus is on reading comprehension development, as it is fundamental to successful reading proficiency and one of the major concerns in the South African context. Reading comprehension is discussed further in the next section.

2.3 Reading comprehension

Reading comprehension is a complex cognitive ability that requires mastery of several skills including "decoding, fluency, vocabulary, sentence construction, reasoning and background knowledge, as well as working memory and attention" (Sebole, Khoza-Shangase & Mophosho, 2019, p. 3). Reading is an important learning tool for accessing information, constructing meaning as well as acquiring knowledge (Pretorius, 2002). Reading *with meaning* is vital for successful learning and successful learning leads to academic proficiency. Furthermore, effective learning depends on the individual's ability to integrate new knowledge with existing knowledge and further develop and transform their knowledge (Pretorius, 2000). The same idea applies to successful reading comprehension. Learners integrate new information that is read with already existing knowledge. Therefore, background knowledge is an important aspect of the reading comprehension process.

Learners construct meaning in distinctive ways. Comprehension is important for learners to "focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information and to evaluate and critique content and textual elements" (Mullis et al., 2016, p.18).

These four processes of comprehension form the foundation for learners' ability to construct meaning:

- *Focusing on and retrieving explicitly stated information* from a text requires learners to focus on the text at word, phrase or sentence level. This type of processing requires minimal inferring or interpreting as the information is explicitly stated in the text. It merely requires identifying the relevant information, locating specific ideas, locating definitions of words, identifying straightforward information such as the setting of the story or locating main ideas explicitly stated in the text.
- The second process, which is *making straightforward inferences*, requires that learners make inferences about information that is not explicitly stated in the text. It requires a more in-depth understanding of the text and moving beyond

the surface of the text. While the ideas may be explicitly stated in the text, readers may need to form connections between various ideas so as to develop a better understanding. Skilled readers possess the ability to automatically make inferences; they automatically form connections between pieces of information in the text even though it is not explicitly stated. This type of processing requires readers to focus on more than one word or phrase at a time. Learners may need to construct meaning based on the text as a whole. Further, reading tasks that require learners to carry out this type of processing involve inferring that one event leads to another, inferring the main argument from a succession of arguments, identifying generalisations and describing the association between two characters.

- The third phase involves *interpreting and integrating ideas and information*. In this phase, readers are making sense of the writer's intent and developing an understanding of the text as a whole. As they interpret and integrate, they draw on their existing background knowledge and personal experiences and integrate this with information from the text to develop a better understanding of the text. Readers make connections and interpret information from the text by bringing in their personal perspectives. Therefore, when learners carry out this type of processing, the meaning constructed from the text may vary across readers, owing to their individual experiences and knowledge. Reading tasks that require learners to carry out this type of processing may involve determining the overall theme from the text, comparing and contrasting information from the text, deducing the mood or tone of a story, and applying information from the text to the real world and forming interpretations (Mullis et al., 2016).
- The last phase involves *evaluating and critiquing content and textual elements*, which no longer involves merely constructing meaning, but requires being critical about the text. Readers may evaluate the author's choice of language and various other devices employed to create meaning and assess their appropriateness. Further, they may critique the text from a personal viewpoint or objectively by making a justified judgment, relying on their interpretations of the text and comparing their understanding of the text against their understanding of their world. When evaluating and critiquing

> texts, readers may evaluate the visual and textual features to describe their functions. Tasks that would require this type of processing include assessing the extensiveness of the information in the text, evaluating the likelihood that the authors argument can transform the readers stances, evaluating the relevance of the title of the text, describing the effect of linguistic features of the text and determining the writer's viewpoint on the main theme (Mullis et al., 2016).

Kamil et al. (2016) maintains that comprehension is the ability to make meaning. This means, instead of merely decoding the text, the learner should develop the ability to make sense of what is being read. However, in order for children to successfully acquire a second language and develop proficiency in that language, they firstly need to develop proficiency and master cognitive functioning in their first language. Therefore "optimal development of a learner's home language is critical for transitioning to a second language" (Sebole et al., 2019, p.3). This applies to reading comprehension too. Learners need to master comprehension skills in their first language before transitioning to comprehending in a second language. Learners' home language is central to their academic success and lays the foundation for their reading comprehension ability.

Second language readers depend on a number of strategies for being able to effectively comprehend written text. They integrate their "background knowledge, real world knowledge, vocabulary knowledge and first language-related knowledge" (Sebole et al., 2019, p.3). They may experience challenges due to many unfamiliar words, different sentence construction to their first language and translating between languages to develop a better understanding of the text (Linan-Thompson & Ortiz, 2009).

Several international studies have revealed that to improve low reading comprehension levels, explicit teaching of comprehension strategies is imperative. (National Reading Panel, 2000). The National Reading Panel emphasised reading strategy instruction and rationalised that learners' reading comprehension can only be enhanced if they are explicitly taught to employ "specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading"

(National Reading Panel, 2000:39). In the next section, the researcher will point out how reading comprehension is positioned in the CAPS document.

2.3.1 The positioning of reading comprehension within CAPS

The CAPS document strongly determines how reading comprehension is taught. The CAPS EFAL document for FP learners maintains that learners who merely decode in their additional language but are unable to comprehend what they are reading are "barking at print". This is attributed to weak language skills namely vocabulary and grammar. CAPS therefore encourages teachers to develop learners' vocabulary and grammar through exposure to English and the use of strategies such as a "word wall" in the classroom, personal dictionaries and vocabulary books. CAPS encourages teachers to get learners to read English texts appropriate for independent reading to improve their vocabulary. It further promotes reading comprehension by urging teachers to ask learners questions that facilitate their engagement with the text.

However, while this is what CAPS advocates, research indicates that FP classrooms in SA are text poor and have inadequate access to appropriate reading resources (McBride, 2019; Willenberg, 2018). Besides inadequate access to reading resources, Willenberg (2018) argues, "inadequate instruction is the root course, the rest are peripherals" (p.1). Research indicates that reading in the SA FP classroom is merely an "oral performance" (Rule, 2017). Land & Rule (2017) describe this as "oratorical reading". Currently, the emphasis in on fluency, accuracy, pronunciation and reading aloud rather than reading comprehension and making sense of what is being read. Comprehension is central to reading and without comprehension the reading process is useless. It is evident that the oratorical reading approach is problematic through the 2016 PIRLS literacy test, which revealed that 78% of Grade 4 learners in SA were unable to read for meaning. This means that less than 50% of primary school children in SA are able to comprehend what they are reading. Research also revealed that the oratorical approach is prevalent in the South African primary school classroom (Rule, 2017). Research further suggests that many SA primary school learners are abruptly pressured into learning through a new language, which negatively impacts their academic success (McBride, 2019).

A study by Winberg, Dippenaar and De Lange (2020) explored the effectiveness of the assessment requirements in the CAPS document towards supporting the reading comprehension of learners and revealed that the CAPS document does not emphasise the instruction and assessment of reading. According to this study, the CAPS document only proposes two reading strategies and these only appear in the glossary and not in the text itself. The two strategies are re-reading and re-stating. Re-reading has proven to be ineffective for developing comprehension (Clarke, Truelove, Hulme & Snowling, 2013) while re-stating is a very basic skill. There appears to be alternative strategies that are more effective for developing comprehension (Meyer & Ray, 2011).

Limited advice is offered to teachers when teaching reading comprehension. Teachers are merely instructed to tell learners to reread the text, to read aloud (or slowly) if they do not comprehend what is written. Many researchers have reported that the guidance offered to teachers in the CAPS document is inadequate and inappropriate (Rule & Land, 2017). In addition, a study by Winberg et al. (2020) revealed that the CAPS document lacks a principled approach to reading comprehension which results in ineffective literacy instruction. The lack of explicit guidelines and principles for teachers in the CAPS document for the instruction of reading comprehension results in ambiguous and vague advice to teachers. This study concluded that the CAPS document is ineffective for developing and improving learners' reading comprehension. Further, inadequate guidance and support is provided for teachers to implement the CAPS successfully.

Issues around reading comprehension calls for a re-evaluation of current pedagogies - there is a need to transcend beyond the reading comprehension strategies that are being recommended by CAPS. In addition to the strategies outlined by CAPS EFAL, there is a need for a more powerful pedagogy, a TL pedagogy to develop EFAL learners' reading comprehension skills. Adopting a TL approach enables learners to attain deeper levels of meaning by employing their entire linguistic repertoire rather than merely restricting classroom interactions to one language.

2.3.2 The importance of language comprehension in reading

Scarborough's (2001) reading rope emphasises the role of language comprehension and word recognition in skilled reading. The language comprehension component includes background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge. Word recognition includes sight recognition, phonological awareness and decoding. The language comprehension and word recognition components outlined in Scarborough's rope model results in successful reading proficiency when these components are weaved together in interconnected ways as shown in Figure 1.

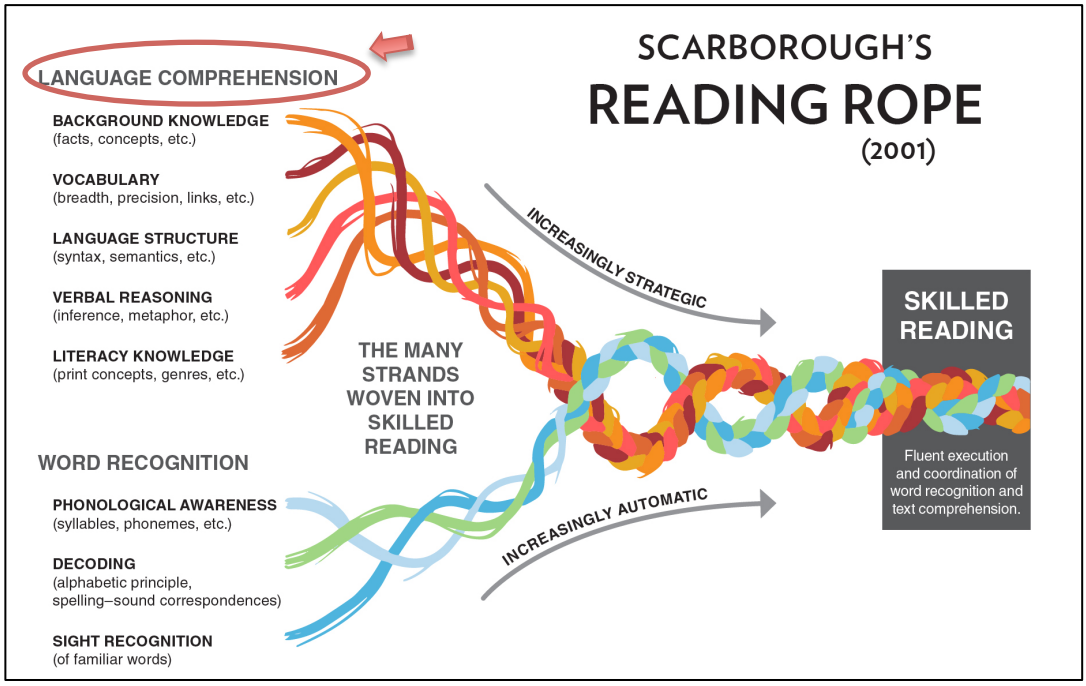


Figure 1: Scarborough's Reading Rope (Scarborough, 2001)

The strategies outlined in CAPS and Scarborough's model can be strategically adopted in the TL classroom to develop reading comprehension amongst EFAL learners. According to this model, as learners develop automatic word recognition and language comprehension strategies, they develop into skilled readers who have developed the ability to read with meaning. For example, the TL teacher can encourage learners to talk about their background through TL in the classroom. Likewise, the teacher can introduce learners to new English vocabulary by TL in

learners' first language, so as to deepen their understanding of the vocabulary introduced. Therefore, Scarborough's reading rope along with TL strategies and techniques can be used strategically to develop EFAL learners' reading comprehension skills. The reading rope allows for the use of multiple languages. This will be discussed in the following section.

2.4 Multilingualism

Multilingualism is "a social, linguistic and individual phenomenon" (Ruiz de Zarobe & Ruiz de Zarobe, 2015, p.393). Over time, multilingualism has become a pervasive phenomenon around the globe as globalisation has led to an increase in the variety of languages spoken in more contexts (Ruiz de Zarobe & Ruiz de Zarobe, 2015). Multilingualism is the "coexistence, contact and interaction of different languages" in society or amongst individuals (Wei, 2013, p.26). This means that a society may have speakers of different languages and that individuals within the society may speak multiple languages (Ruiz de Zarobe & Ruiz de Zarobe, 2015). A multilingual is an individual who "can function in two or more languages in conversational interactions" (Wei, 2013, p.22).

According to Jessner (2008), multilingualism can be defined as the "acquisition of two or more languages" (p.18). Multilingualism refers to the ability to "communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)" (Li, 2008, p.4). Poudel (2010) refers to multilingualism as the situation within which "more than two languages are used in the same setting for similar purposes" (p.121). While "multilingualism refers to the ability to use two or more languages, monolingualism refers to the ability to use only one language" (Saville-Troike & Barto, 2017, p.8). For the purpose of the current research study, multilingualism is defined as the utilisation of all learners' languages (including their L1) in the classroom context for learning purposes to develop and enhance learners' reading comprehension ability. As South Africa has 11 official languages, significant research has been done around multilingualism in the education context and the role of learners' L1 in the education context. While multilingual education is warranted and should be a norm in educational contexts due to

superdiversity, multilingualism is not always viewed as a resource. Despite the element of superdiversity, very few schools worldwide offer multilingual education programmes that consider all the languages of learners' repertoire and view multilingualism as a natural phenomenon (Catalano & Hamann, 2016).

While many research studies provide guidelines on how to prepare teachers to work with emergent multilinguals, many do not clarify how to take full advantage of all the languages spoken in a given context (Catalano & Hamann, 2016). Agnihotri (2014) refers to the contemporary idea of multilingualism as "multilinguality". He proposes a pedagogy that does not view languages as separate, bounded entities in the human mind; but rather a pedagogy that "treats the multilinguality of each child in the classroom as a resource and uses it for ongoing linguistic and cognitive growth" (p.365). This type of pedagogy states that “the language of every child is important, and there is a very careful attempt to make sure that the multilinguality of every child becomes a part of the pedagogical process” (Agnihotri, 2014, p. 365). There is an apparent need to shift away from monoglossic language ideologies that view learners' bilingualism as "monolingualism times two". Garcia argues for a heteroglossic approach to language ideologies. Language programs that are based on heteroglossic ideologies provide learners with the opportunity to use their entire linguistic repertoire rather than the compartmentalising their languages, as informed by monoglossic ideologies. This heteroglossic approach is *translanguaging* (Catalano & Hamann, 2016).

Overall, learners' multilingualism or multilingual ability should be viewed as a resource rather than a problem that must be overcome. Learners' L1 can strategically be utilised as a resource to develop their second language reading comprehension abilities and make content comprehensible. Research suggests that the utilisation of learners’ L1 in classrooms around the globe is deemed advantageous for learners (Choy & Lee, 2012; Lasagabaster & Garcia, 2014; Ngcobo et al., 2016; Prinsloo et al., 2018; Visedo, 2013). Additional research revealed that learners who receive instruction in their L1 perform better than learners who learn in a language other than their L1 (Tian & Macaro, 2012). Learners’ L1 is considered a foundation for the development of new knowledge (Cummins, 2009). TL as a pedagogy regards learners'

multilingual ability as a resource and enables learners to utilise their entire linguistic repertoire. The concept of TL is discussed further in the next section.

2.5 Translanguaging

The notion of TL, coined by Cenn Williams originated in bilingual Welsh-English schools in Wales (Williams, 2000). TL can be defined as "the full use of idiolectal repertoires without regard for named-language boundaries" (Otheguy, Garcia & Reid, 2015, p.304). A translanguaging approach acknowledges "the value and multiplicity of linguistic diversity" (MacSwan, 2019, p.190) and fosters the dynamic and flexible use of multiple languages simultaneously to enhance learning. Translanguaging encourages the dynamic and integrative use of languages by bilingual or multilingual learners thus creating a space for learners to use all their languages concurrently. Translanguaging fosters an environment where the incorporation of all learners' languages is a natural phenomenon and teachers accept a TL pedagogy as a "legitimate pedagogical practice" (Herrarte & García, 2014, p.557). Through a TL pedagogy, bilingual learners make meaning while shaping their individual experiences and enhancing their knowledge by employing their entire linguistic and semiotic repertoire (Herrarte & García, 2014).

"A TL lens posits that bilingual learners draw on a holistic linguistic repertoire to make sense of the world and to communicate effectively with texts" (Li & Luo, 2017,p.1). This is only possible with the teacher's support. Teachers should welcome the use of all learners' languages in the classroom and implement multilingual activities (Fürstenau, Çelik and Plöger, 2020). "Translanguaging can be defined as a process by which students and teachers engage in complex discursive practices that include all the language practices of students in order to develop new language practices and sustain old ones, communicate appropriate knowledge, and give voice to new socio-political realities by interrogating linguistic inequality" (García and Kano 2014, p. 261). A TL pedagogy aims to "liberate minoritized bilinguals and educate them fairly and justly, and to liberate ourselves from the monoglossic hegemony of language education policies" (Panagiotopoulou et al., 2020, p.18).

Teachers who aim to develop and implement a TL pedagogy in the classroom are encountered with many challenges as a translanguaging approach is not simply incorporating the language experiences of all learners in the classroom. A TL pedagogy should foster new language practices amongst the group of multilingual learners and encourage communication amongst all learners (Fürstenau et al., 2020). Through a TL pedagogy, the teacher can develop an inclusive and welcoming classroom environment where each individual learner can share their knowledge and collaborative learning can take place at the same time (Fürstenau et al., 2020). Through TL, learners' spontaneously and flexibly incorporate the language practices of their school into their own linguistic repertoire (Park, 2013). TL generates a social space for ML speakers "by bringing together different dimensions of their personal history, experience and environment, their attitudes, beliefs and performance" (Wei, 2011, p. 1223). All the languages of learners' repertoire are utilised flexibly and fluidly to engage learners and enable them to benefit fully from "the permeability of learning across languages" (Park, 2013, p.51). Further, this freedom allows learners to escape from language separation and linguistic injustices.

Translanguaging transcends beyond the spoken language, while it also acknowledges and accommodates learners' cultural diversity and incorporates sign and symbols to foster positive learning experiences amongst learners. Further, a TL pedagogy encourages crossing linguistic and cultural boundaries and barriers by blurring those barriers between diverse languages and cultures. Moreover, it enables cultural congruence across languages and cultures by bridging linguistic and cultural boundaries through fluid classroom interactions (Makalela, 2015). Canagarajah (2013) posits that translanguaging as a pedagogical practice does not only support a learner's academic achievement but also develops the learner into a strategic language user. Translanguaging pedagogies show enormous potential for establishing classrooms that are rich in culture, language and multiple perspectives that promote both student and teacher learning (Pacheco & Miller, 2016).

TL as pedagogic practice involves pupils learning through two or more languages through a process of "deep cognitive bilingual engagement" (Garcia & Wei, 2014, p.64). Research on the effects of translanguaging reveals that using more than one language in the classroom, particularly the languages of learners, validates their social

identities, offers an emotionally safe and non-threatening environment, and provides learners with positive school experiences (Garcia 2009a, 2011; Wei 2011). A growing number of research studies show that translanguaging improves bilingual students' reflective thinking, knowledge of classroom content, and the development of linguistic and literacy practices that help learners perform better in academic tasks (Lasagabaster & García, 2012). Numerous studies conducted internationally and nationally that have experimented with translanguaging as a pedagogy have proven to have successful outcomes. The researcher will elaborate on these studies in section 3.4.

Garcia et al. (2017) outlines three core elements of TL pedagogy. These include "stance", "design" and "shifts". "Stance" refers to the teacher's stance when teaching a multilingual group of learners. The teacher should address the group of learners collectively instead of individually. Children can decide if they would like to participate and contribute knowledge. The teacher's stance towards the learner's sharing of knowledge should be welcoming, probing, positive and non-judgmental. Teachers pose questions and show interest to encourage learners to share knowledge about their native languages. The teacher's interest in languages encourages learners to think about languages collectively. The teacher and learners reflect on one another's languages collectively and the teacher regards learners' input as valuable. In this way, the teacher fosters an inclusive classroom environment that encourages collective learning amongst learners. The "transformative potential" of a TL pedagogy is evident in this sense.

The "design" component refers to careful planning and designing of lessons by the teacher of which the content is orientated towards language. The teacher is still open to learners' sharing of knowledge and thoughts throughout the lesson despite the lesson plan, which brings us to the third component of TL pedagogy known as "shifts".

"Shifts" refers to the "moment-by-moment decisions" (García et al. 2017, p. xiii) that the teacher makes during the lesson to accommodate learners. Linguistic uncertainties mean these lessons are unpredictable and teachers will never really know what contributions learners will make to the lesson. Therefore, it is the teacher's

responsibility to regard learners' knowledge as valuable in order to make these "shifts" (Fürstenau et al., 2020).

Most existing bilingual programmes implemented all over the world isolate the languages in contact. This is mainly owing to beliefs that L1 can interfere with the L2 acquisition and that if the learner or individual is more frequently exposed to their L2, this will lead to higher proficiency in the L2 (Lasagabaster & García, 2014). Recent research studies over the years challenge the idea of the arbitrary separation of languages and argue for the simultaneous use of languages in the classroom. These studies are discussed further in Section 3.4. Many researchers in the field hold the opinion that translanguaging and code-switching are homogenous. The next section discusses code-switching and demonstrates how these two concepts are different.

2.6 Code-switching

According to Park (2013) "code-switching is a bilingual-mode activity in which more than one language, typically speakers' native language and second language (L2) are used intrasententially or intersentenially" (p.50). Code-switching can also be defined as using two or more languages in a conversation or in a phrase (Mihalicek & Wilson, 2006). Code-switching entails borrowing single words from other languages, translating between languages without consideration of appropriate syntax and intersentential code switching (between sentences).

Code switching and TL are similar in that both these practices involve ML speakers alternating between and mixing languages in and out of the classroom. However, these two concepts should not be conflated. With code-switching, language users switch between different language codes. However, with TL, learners will strategically select elements from their entire linguistic repertoire. Therefore, TL provides bilingual speakers the opportunity to utilise all the resources of their bilingualism and it is a more dynamic and fluid practice (Lasagabaster & García, 2014). According to code-switching, languages are still regarded as separate bounded entities. Code-switching emphasises the separation of languages. It views languages "as compartments in a box separated by very thin walls that should not be damaged"

(Goodman & Tastanbek, 2021, p.43). When we code-switch, our brains distinguish between these separate language entities and switch between these distinctive language codes. Code-switching is known to be very limiting and problematic. One reason is that it takes on an outsider's perspective. Code-switching assumes that languages exist by default, it regards languages as mental or psychological entities and disregards the socio-political aspects. It relies on the existence of languages as discrete, separate, autonomous, self-contained entities (Lopez, 2020). Therefore, it is clear that code-switching takes on a monoglossic view of language, which regards bilingualism as the totality of two distinct languages (Garcia, 2009b), while TL takes on a more holistic view of languages and is based on heteroglossic ideologies. Code-switching was rejected, based on this separate monoglossic view of language and this is one of the significant differences between code-switching and translanguaging (Goodman & Tastanbek, 2021). Compared to code-switching which is limiting and deficit-oriented, TL offers a more transformative lens of looking at languages which is more "liberating and empowering...the walls between the languages in the box are less rigid and visible... boundaries are more fluid" (Goodman & Tastanbek, 2021, p.43).

TL posits that instead of switching between language codes, language users strategically select from a holistic linguistic repertoire to communicate effectively. This distinction can be made between TL and code switching. While code-switching refers to the use of two languages as completely separate monolingual codes by bilingual speakers, TL puts forward that bilingual speakers possess a holistic and "unique linguistic repertoire" which can be utilised flexibly and strategically to communicate effectively (Lopez, 2020). While code-switching originated from social settings and moved its way into classroom contexts, TL practices began in the classroom and expanded to include communicative practices in various other settings outside the classroom (Goodman & Tastanbek, 2021). Further, another difference between these two concepts is that code-switching does tend to focus on the dominance and proficiency of one language over others, whereas TL places equal value on all languages. Table 1 recapitulates the comparison between TL and code-switching.

Table 1: The difference between TL and code-switching

Translanguaging	Code-switching
Heteroglossic ideology	Monoglossic ideology
Holistic, integrated linguistic repertoire	Languages as distinct, separate, bounded entities Non-overlapping linguistic system Two monolinguals in one body
Bridging linguistic boundaries between named languages	Focus on named languages
Languages have equal value	Dominance and proficiency of one language over others

2.7 Summary

This chapter provided a detailed account of the important concepts that inform the current study. The positioning of reading comprehension in CAPS was also explained. Scarborough's (2001) reading rope was used to justify the importance of language comprehension in skilled reading. Scarborough's reading rope provides a seamless visual representation of all the processes that bring about skilled reading. Lastly, the concepts of TL and code-switching were clarified and compared. In the next chapter, an overview will be provided of reading comprehension in the South African context. The literature on reading comprehension in SA and TL pedagogical practices in multilingual contexts globally will also be reviewed.

Chapter 3

Literature review

3.1 Introduction

This chapter provides an overview of relevant and current literature of reading comprehension studies in primary schools in SA and empirical studies that incorporated translanguaging strategies in language and literacy classrooms worldwide. Reviewing existing literature yields a better understanding of the underlying issues related to low literacy levels in SA as well as how TL as an effective support strategy can be implemented in learning contexts globally to enhance learners' overall learning experiences and academic proficiency. The state of literacy in SA will be discussed by drawing on the results from the PIRLS assessments. Thereafter, the focus of this chapter will be on studies conducted around reading comprehension in SA and studies that have implemented TL as a pedagogical strategy in educational contexts globally.

3.2 Reading comprehension in South Africa

The low level of reading comprehension in SA is a serious concern. This was demonstrated through the 2016 PIRLS study. The PIRLS study assessed the reading comprehension ability and patterns in reading literacy amongst Grade 4 and Grade 5 learners across over 60 countries at five-year intervals. In 2016, the study involved assessing Grade 4 learners using literacy passages. A total of 12810 Grade 4 learners in 293 schools were assessed. The literacy objectives of the PIRLS study firstly encompass assessing the reading level of South African Grade 4 learners and recognising likely associated contextual factors. Secondly, objectives involve comparing the reading literacy of Grade 4 South African learners to an international and national level across nine provinces for all 11 official languages. Assessment involves reading literary and informational passages followed by reading

comprehension questions. Learners are assessed in the LoLT that they have been instructed in from Grade 1-3 at their various schools. Further, contextual data was collected using questionnaires completed by parents, guardians, school principals, classroom teachers and learners. Most learners across the nine provinces were assessed in English, isiZulu and isiXhosa (Howie, Combrinck, Roux, Tshele, Mokoena, & Mcleod Palane, 2017).

Results from the 2016 Grade 4 PIRLS literacy achievement study revealed a great deal about the state of literacy in SA. Grade 4 South African learners ranked the lowest out of 50 participating countries. This concern was further echoed after identifying the significant difference between points attained by SA (the lowest performing country) and the Russian Federation (the highest performing country). The Russian Federation scored roughly 260 points more than SA. Further it was revealed that South Africa's mean achievement score of 320 was significantly less than the PIRLS center point of 500. Languages in SA that achieved the highest test scores were English and Afrikaans and languages that achieved the lowest were isiXhosa and Sepedi. There was a significant difference between the highest test scores (English and Afrikaans) and lowest test (isiXhosa and Sepedi). Interestingly enough, further analysis of the results revealed that learners from remote rural areas, villages and townships performed significantly lower than learners who attended schools in urban or suburban areas and cities. Another finding was that only 21% of learners who were assessed in English spoke the language at home. Learners who were assessed in English and spoke the language at home performed better than those who spoke a different language at home (Howie et al., 2017).

Overall, the findings revealed that 78% of Grade 4 South African learners were unable to "read for meaning or retrieve basic information from the text to answer simplistic questions" (Howie et al., 2017, p.4). This was significantly higher than when compared to only four percent (4%) of international learners. These learners were unable to "locate explicit information or reproduce information from a text at the end of Grade 4" (Howie et al., 2017, p.4). These learners did not reach the lowest benchmark, which involved the ability to "read to locate and retrieve explicit information" (Howie et al., 2017, p.4). Regrettably, only zero-point-two percent (0.2%) of the South African learners achieved the advanced benchmark. This was

significantly lower when compared to 10% internationally. The advanced benchmark involved the ability to "integrate ideas as well as evidence across a text to appreciate overall themes, understand the author's stance and interpret significant events" (Howie, Combrinck, Roux, Tshele, Mokoena, & Mcleod Palane, 2017, p.4).

A closer look at the results revealed that more than 80% of learners who were assessed in an African language were unable to attain the lowest benchmark (they were unable to read for meaning). This was significantly higher than learners who were assessed in English or Afrikaans who were unable to attain the lowest benchmark. Further analysis of the PIRLS results over a period of 10 years (2006, 2011, 2016) showed no significant improvement in learners' performance (for those assessed in English and Afrikaans). Additionally, a significant improvement was observed for learners assessed in five African languages (isiNdebele, Sepedi, Sesotho, Tshivenda and Xitsonga) over a five-year interval (2011-2016). However, overall, between the PIRLS 2011 and 2016 scores, there was no difference. Moreover, fewer learners attained international benchmarks in 2016 than in 2011. South Africa is possibly lagging six years behind the highest performing countries (Howie, Combrinck, Roux, Tshele, Mokoena, & Mcleod Palane, 2017).

Factors that appeared to be contributing to low reading comprehension levels in SA include the school environment, classroom contextual factors and the home environment. Close analysis of the data from the study revealed that learners in schools who experienced a shortage of resources achieved lower scores than learners who were not disadvantaged by a shortage of resources. Roughly 62% of the Grade 4 learners in the study attended schools that did not have libraries and they received lower scores than those who attended schools with a library. There was a correlation between reading literacy performance and various other factors, including overcrowded classrooms, bullying in the school environment, teacher and learner absenteeism, frequency of homework, parents' attitude towards reading, literacy resources in the home and school environment, and parents' initiative towards generating early literacy activities (Howie et al., 2017).

Findings from the 2016 PIRLS study reiterate that reading comprehension in the FP in SA is regarded a serious concern. Despite being assessed in their HL or English,

scores were still dismal. There is still much to do if we are to improve the appalling state of literacy in SA. If we expect to elicit change, several factors must be tended to, as mentioned above. Another important factor to consider is the pedagogical approach in the instruction of reading literacy and comprehension. Teachers must be equipped with the necessary content knowledge and skills and be trained to effectively teach reading literacy across all languages in the FP. The current study focuses on a prospective pedagogy towards effectively developing EFAL multilingual FP learners' reading comprehension ability.

3.3 Reading comprehension studies in South Africa

As discussed in the preceding section, the low literacy level in SA is an ongoing concern. There are several underlying reasons for low reading comprehension levels amongst South African learners. Other than obvious factors, such as poverty, insufficient resources in schools and underqualified teachers, other factors can be traced to language and reading literacy, especially low levels of reading comprehension. These include pedagogical approaches to reading instruction, the role of learners' HL and the LoLT in reading instruction, the emphasis of instructional attention related to reading, teachers' attitudes towards reading, and their own reading habits and practices. While meaningful comprehension is the ultimate goal of reading instruction, research indicates that classroom reading instruction focuses more on mechanical skills involved in decoding than reading with meaning (Pretorius & Machet, 2004; Verbeek, 2010; Murris, 2016; Prinsloo et al., 2015). Reading instruction should focus on effectively enhancing learners' decoding skills *and* their ability to comprehend. Extremely low reading comprehension levels in learners' HL and FAL suggest that these learners' reading *comprehension* skills are not being effectively developed. It is notable that explicit reading *comprehension* instruction is neglected in South African primary school classrooms. Very little attention is given to "reading with meaning" and comprehension. A number of other studies around reading comprehension have been conducted in SA.

A comprehensive research project by Spaull, van der Berg, Wills, Gustafsson and Kotzé (2016) investigated the underlying causes of low literacy and numeracy levels

amongst FP learners in SA. The study focused on "instructional core" in FP classrooms, which investigated instructional practices in the classroom and the effects on learning. Another focus of the project was the "centrality of learning to read for meaning during the Foundation Phase" (Spaull et al., 2016, p.5). Findings from this study revealed that factors underlying poor literacy levels include insufficient policy focus on ECD and primary schooling, language issues, weaknesses in the instructional core, learners' home background and extreme class sizes. As the current study focuses on TL as a worthwhile pedagogy towards developing reading comprehension, the researcher will further discuss weaknesses in the instructional core and language issues that contribute to low literacy levels. The study found that inadequate instructional practices in the FP classroom affect learners' literacy development. Underlying these inadequate instructional practices are "inadequate teacher content knowledge and pedagogical skills, insufficient opportunities for learners to learn and practice, learning and teaching in a second language from Grade 4 and overcrowded classrooms" (Spaull et al., 2016, p.31). Language issues pertain to the LoLT. Van Staden (2016) found that learners were disadvantaged if they learnt in another language different to their HL. However, this hindrance was reduced if the language was part of their HL cluster. Further, Taylor and Von Fintel (2016) revealed that mother tongue instruction in the FP enhanced the attainment of learners' English language skills. Overall, this study, like many others, reiterated that greater emphasis should be placed on reading in the FP and that early reading should play a vital role in our education system as it forms the foundation for future learning - "reading is the foundational skill upon which all other learning builds" (Spaull et al., 2016, p.46).

An overview by Hoadley (2016) of literacy classrooms in poorer contexts revealed that learners experience limited opportunity to practice reading and meaningfully engage with texts. While read aloud sessions actually occur, comprehension of the texts is often neglected. The learners are able to decode but unable to comprehend what they are reading. Reading for meaning is a concept that is often neglected. Further, findings from this overview revealed that learners have limited opportunities to engage with literacy materials. Learners read words in isolation as opposed to longer texts. Similarly, learners have limited to no spelling and vocabulary development, classrooms in these contexts are often print poor and limited reading resources exist for different levels.

Another study by Pretorius and Klapwijk (2016) explored primary school teachers' classroom literacy practices, particularly regarding reading comprehension and how this related to the teachers own reading attitudes and practices. The study looked at what teachers were doing in classrooms to enhance learners' reading comprehension skills as well as their understanding of how to teach reading comprehension. Data was collected through questionnaires distributed to 159 teachers at 30 schools across three provinces in SA. The majority of the teachers involved in the study were intermediate phase teachers. The questionnaires yielded information about their teaching qualifications and experience, how learners' reading levels were assessed, reading instruction, strategies employed, access to reading resources and teachers' perceptions of their own reading practices. Focusing mainly on teachers' perceptions of their learners' reading ability and reading instructional issues, the analysis of the questionnaires revealed that very few teachers in state schools reported that their learners were skilled readers. Private school teachers reported the lowest number of struggling readers. Roughly 60% of learners from Quintile 1-5 schools seemed to be struggling readers and were found to have poor comprehension skills. When asked about reading strategies taught explicitly in the classroom, the most common strategy across all the schools that teachers claim to teach were: *teaching main ideas*, *predicting* and *vocabulary*. Very few teachers seem to have taught inferring explicitly in the classroom. This was shown through the PIRLS results that indicated that learners experienced difficulty in answering questions that required a deeper understanding of the text. Inferring appears to be the most neglected strategy. This is concerning as inferring is important for meaning-making when trying to comprehend texts. Nevertheless, the explicit instruction of this strategy was neglected. Lastly, when asked about post-reading activities, very few teachers reported that they engaged learners in discussions about the text. This is disconcerting as Snow (2014) argues that quality discussions in the classroom are effective in enhancing thought processes, higher-order comprehension and vocabulary development. Overall, this study revealed that while teachers acknowledged that their learners experienced low levels of literacy and poor comprehension skills, explicit instruction of reading and reading comprehension was neglected. Further, although teachers claimed to have been focusing on effective reading instruction in some ways, the literacy results suggest otherwise.

In addition to these reading comprehension studies, a study by Zimmerman (2014) observed reading comprehension lessons at six schools to gain further insight into the extremely low levels of literacy amongst Grade 4 learners, as revealed by the PIRLS 2006 study. This purpose of Zimmerman's (2014) study was to investigate further to reveal strategies used by teachers to develop reading literacy and comprehension at low and high performing schools. A reading comprehension lesson was carried out by each of the teachers and data for this study was collected from the lesson observations. The analysis of the reading comprehension analysis focused on the appropriateness of the text and the comprehension questions asked. The teachers' lesson expositions were compared and teacher-learner interactions were analysed. The findings revealed that teachers from high performing schools used texts with an appropriate storyline and cognitive level, however, teachers at the low performing schools used overly simplistic texts that did not encourage higher order thinking or challenge learners cognitively. Teachers from the high performing schools asked questions that fostered learners' thinking and reasoning skills. Further, learners were engaged in the lesson and responded well to comprehension questions and discussions.

On the other hand, learners from the low performing schools had difficulty comprehending the text and were unable to answer questions. It was also noted that the teachers from low performing schools asked more close-ended questions and questions that required the recall of information only. The learners were not asked to elaborate on their answers. In one of the low performing schools, learners were passive and unresponsive to the closed questions and did not appear to understand the story. Further, the questions that were posed did not encourage learners' higher order thinking or reasoning skills. Overall, there were clear variations in the quality of the chosen texts and the questions asked, the instruction and content of the lessons, and the interactions between teachers and learners. Notably, only one of the teachers in the high performing schools used several reading and comprehension strategies during reading instruction. The other teachers focused on vocabulary learning and neglected vital instructional opportunities to develop learners' reading comprehension skills. Findings suggest that teachers need to develop their skills to teach reading comprehension effectively. They need to be made aware of the importance of

exposing learners to opportunities that develop their higher order thinking and reasoning skills and in turn their higher order comprehension skills.

In addition to these studies around reading comprehension in South Africa, a study by Sebole et al. (2019) explored the reading comprehension performance of 34 Grade 5 Setswana-speaking children in two rural schools in the North-West province. The study aimed to determine learners' performance in English and Setswana reading comprehension tasks and compared the results across the two. The LoLT was English and learners' HL was Setswana. Each reading comprehension task included one easy and one difficult story. Overall, the results indicated that while learners performed poorly in both languages across both tasks, they performed slightly better in the *difficult* Setswana comprehension tasks than the *difficult* English ones. That being said, when the scores were combined, the overall results showed no significant difference between the English and Setswana comprehension scores, even though Setswana was learners' HL and this language was developed earlier than English (LoLT). The learners' reading comprehension abilities in both languages were similar. This revealed that learners had not adequately developed their first language comprehension skills. Yet they were expected to show competency in their second language reading comprehension abilities. This was not in line with the assertion "for effective second language learning to occur, children need to adequately develop Cognitive Academic Language Proficiency (CALP) in their first language; allowing skills transfer from first language to second language" (Sebole et al., 2019, p. 60).

Therefore, findings from this study revealed that in order for learners to develop reading comprehension ability in multilingual contexts, first and foremost they need to adequately develop skills in their first language. Further, regardless of the LoLT, learners must be explicitly taught reading comprehension skills to improve the low literacy levels in SA. Reading comprehension demands high levels of cognitive functioning and cognitive development is closely associated with language development. Therefore, ignoring the impact of learners' first language when choosing the LoLT is detrimental to learners' academic success.

The studies above reveal that "reading with meaning" is a notion that is particularly neglected in the South African classroom and that reading comprehension skills are

not being explicitly developed. If we are to improve the low levels of reading comprehension in SA, we need to modify our pedagogical approaches for teaching reading comprehension. Most of these studies point to issues related to the LoLT and the importance of learners' L1 in developing comprehension ability. TL as a pedagogical support strategy in multilingual contexts enables learners to use all the resources of their linguistic and semiotic repertoire to attain deeper levels of meaning. A TL pedagogy in multilingual educational contexts shows promise for improving low levels of reading comprehension in SA. In the next section, the researcher will discuss noteworthy studies where TL has been implemented as a pedagogical strategy across various educational contexts globally.

3.4 Translanguaging as a pedagogical strategy in multilingual contexts globally

A number of studies have explored the effectiveness of a TL pedagogy in enhancing the education of bilingual and multilingual learners while utilising learners' entire linguistic repertoire. In this section, the researcher will discuss national and international studies conducted in the FP, intermediate phase, senior phase and in higher education settings.

Table 2 below shows several TL studies that have been conducted internationally and nationally in the foundation, intermediate and senior phases as well as in higher education settings. Some of these studies are discussed below. As depicted in the next table, there is a gap in the research with regard to TL studies in the FP at a national level.

Table 2: Translanguaging studies globally

	International	National
Foundation phase	• Vaish & Subhan (2015) • Seltzer, Ascenzi-Moreno & Aponte (2020) • Kirsch & Seele (2020) • Prax-Dubois & Hélot (2020)	
Intermediate	• Jones (2017) • Little & Kirwan (2018) • Karlsson, Nygard Larsson & Jakobsson (2019)	• Makalela (2015) • Guzula, McKinney & Tyler (2016) • Krause & Prinsloo (2016) • Mgijima & Makalela (2016)
Senior phase	• Lasagabaster & García (2014) • Li & Luo (2017) • Allard (2017)	• Guzula, McKinney & Tyler (2016) • Probyn (2015) • Charamba & Zano (2019)
Higher education	• Carroll & van den Hoven (2016) • Rodriguez, Musanti & Cavazos (2021)	• Makalela (2015) • Makalela (2016) • Hurst & Mona (2017)

3.4.1 Translanguaging in the foundation phase (FP)

A number of TL studies conducted internationally in the FP in multilingual contexts have proven to be advantageous for the bilingual learner. As there is a gap in the research at a national level, the researcher will discuss three noteworthy studies that were conducted internationally in the FP.

A study recently carried out over seven years (2011-2018) by researchers with the City University of New York titled the "New York State Initiative on Emergent Bilinguals" (CUNY-NYSIEB) aimed to enhance the overall education of emergent bilingual learners. The project focused on the development of school language policies, professional teacher development, and the planning of classroom instruction. The project consisted of a dual language programme with the direct goal to enhance and promote learners' bilingual and biliteracy development in English and Spanish. This involved working closely with FP teachers to conceptualize and explore ways in which TL through various modes of play could develop learners' bilingual language development, foster their bilingual identities and develop their biliteracy skills. The translanguaging strategies entailed producing multilingual resources to assist teachers

to better understand and support emergent bilingual learners in the classroom and implement a translanguaging approach. Multilingual resources, such as English and Spanish reading books, were introduced to play areas, to enable learners to engage with the stories through both languages as they played. Simultaneously, culturally relevant props and books in the play areas encouraged learners' individual cultural perspectives and bilingual imaginations (Seltzer, Ascenzi-Moreno, & Aponte, 2020). Findings from the CUNY-NYSIEB project revealed that learners fluidly utilised their multimodal linguistic repertoires effectively to communicate and interact. There were increased levels of interaction and excitement amongst learners of differing languages in the play areas. Further, it was revealed that TL fostered learners' creativity and encouraged them to transcend beyond what was in the text to create something unique that echoed their personal bilingual experiences. Through utilising all their languages, learners brought their individual background, experiences and bilingual imaginations into the classroom. Importantly, the use of multilingual texts and resources in the play area facilitated deeper levels of meaning for learners. This emerged as they creatively re-enacted the stories in the play area by incorporating both languages (English and Spanish) into their fluid bilingual performance (Seltzer, Ascenzi-Moreno, & Aponte, 2020).

Similarly, a study conducted in Luxembourg between 2016-2019 explored the TL practices of four FP educators. The study was part of a larger project named "Developing Multilingual pedagogies in Early Childhood" (MuLiPEC). The purpose of this project was to incorporate TL in the FP to facilitate inclusion and participation of all multilingual learners and educators in contexts where two or more languages were used. The aim was to explore the extent to which TL practices promoted inclusion and participation and evaluate the effect of professional development on teacher attitudes, knowledge and classroom practices. The study involved observing three-year-olds in formal education settings (classroom) and non-formal education settings (day-care center). Most of these learners did not speak the target language, which was Luxembourgish. The TL strategies implemented professional teacher development, and using translations between Luxembourgish and learners' home languages. These strategies promoted home languaging, which involved switching to learners' home language to ensure comprehension. Further, resources were used in a flexible and dynamic way to allow learners to communicate using all the features of

their linguistic and semiotic repertoire. This included the use of signs and symbols to communicate and support meaning-making. Findings from this study included a change in teachers' perceptions towards TL and multilingual education, participation and inclusion of all learners in the classroom, enhanced communication, and improved learning of concepts and language learning (Kirsch & Seele, 2020).

A study by Vaish and Subhan (2015) explored the effects of TL strategies to enhance English comprehension amongst low achieving Malay-English bilingual Grade 2 learners in Singapore. The learners' HL was Malay and this was utilised to teach English comprehension. The incorporation of TL strategies along with the existing learner support programme explored pedagogy and interaction by disrupting monolingual approaches to language learning. This was achieved through utilising learners' first language for English reading instruction. Strategies included using learners' dominant language to enhance comprehension and teaching vocabulary during reading sessions. Translations were used to introduce new vocabulary. Findings from this study revealed that learners were more engaged. This was evident through increased talk-time as learners were allowed to use their first language. Further, it was revealed that both the teachers and learners utilised more English than Malay in the classroom. This disputes assertions that introducing learners' first language in the classroom forsakes the target language. While in the beginning of the intervention learners were able to decode texts, they experienced difficulty with text comprehension. Towards the end of the research study, learners showed a deeper level of understanding of the text by co-constructing meaning from the text. There seemed to be an improvement in learners' comprehension skills and vocabulary development as a result of the TL pedagogy that was implemented. As learners' full linguistic repertoire was accepted and utilised in the classroom, interaction increased and became more learner-oriented. Students developed confidence to initiate discussion. Overall, this study revealed that TL is the way forward.

The studies discussed above reveal that TL strategies encouraged learner-oriented interactions, facilitated learners' participation and inclusion (learners were more engaged), enhanced learning through promoting deeper levels of meaning, and promoted positive learning experiences. In the next section, the researcher will discuss TL studies that were conducted in the intermediate phase in SA.

3.4.2 Translanguaging in the intermediate phase (IP)

While there have not been any noteworthy studies in the FP in SA, a number of studies have been conducted in the IP. In this section the researcher will discuss studies that were conducted in the IP in South Africa, mainly by Makalela (2015a) as well as other remarkable researchers.

A study was conducted by Makalela (2015a) to explore the effectiveness of TL practices on Grade 6 learners' reading comprehension abilities at a primary school in a rural area in Limpopo. After the pre-test revealed that learners experienced reading comprehension difficulties, this study involved utilising TL techniques and strategies to support learners' reading development in their HL (Sepedi) and an additional language (English). The treatment involved a TL workshop for learners, which included bilingual vocabulary contrasts, text comprehension, oral reading proficiency and a print environment. Bilingual vocabulary contrasts involved vocabulary induction in Sepedi and English, focusing on "graphological, semantic and phonological features" of words (Makalela, 2015a, p.19). This enabled learners to develop the ability to draw on language differences explicitly during the instruction of reading literacy. Text comprehension involved exposing learners to Sepedi and English reading comprehension passages. Learners were asked to answer questions using the contrasting language (Sepedi for the English reading comprehension passages and English for the Sepedi reading comprehension passages). Oral reading proficiency involved reading texts aloud in each language. This allowed learners to make comparisons between the phonological systems and syllabic features of English and Sepedi. The print rich environment involved developing a print rich environment in both languages to engage learners in incidental readings. Findings from this study revealed that learners showed deeper comprehension of the original text through the re-telling of stories in their HL (Sepedi). Learners contrasted the language of input and output, which ensured deeper digestion of the learning content. The learners were able to utilise two linguistic codes to convey meaning and thereby multilingual learners revealed their ability to transfer knowledge through the medium of two different languages. The post-test revealed that TL practices resulted in statistically

significant reading comprehension gains for English. Improved comprehension levels resulted in positive learning experiences and improved access to knowledge, thus improving learners' overall academic performance. While this research involved Grade 6 learners, it is relevant to this study as the focuses is on learners' reading comprehension. Findings from this research can be adapted for the FP classroom to improve reading comprehension skills.

Grade 4 learners in the South African context are transitioning from "learning to read" to "reading to learn" (Prinsloo, 2009). In most schools, learners also transition from using their mother tongue or their HL as the LoLT to using English as the medium of instruction. This sudden shift often results in what is known as the fourth grade reading slump (Best, Floyd and McNamara, 2004). Therefore, it is important that learners are supported during this transition period. In response to this, a study by Mgijima and Makalela (2016) looked at the effects of TL techniques for instructing Grade 4 learners on using appropriate background knowledge when drawing inferences during reading. The ability to apply relevant background knowledge to draw inferences when reading aids in reading comprehension. This study explored the effectiveness of simultaneously utilising learners' HL (Xhosa) and second language (English) in developing reading in a rural primary school in the Eastern Cape in South Africa. The study involved a pre-test, a TL intervention and a post-test to determine the efficacy of the TL techniques. The TL strategies involved explicitly teaching learners how to draw inferences from the blended isiXhosa-English reading passages by applying appropriate prior knowledge while reading. Instructors alternated languages by asking questions in a different language to that of the answers in the passage. Findings indicated a significant improvement in the learner participants' performance from the pre-test to the post-test. This suggests that the TL intervention contributed positively to learners' reading performance in both languages, as it improved learners' ability to apply relevant background knowledge when reading. In turn, learners' reading comprehension abilities in isiXhosa and English were improved.

In addition to Makalela's studies of the efficacy of TL in multilingual contexts, a study by Guzula, McKinney & Tyler (2016) explored the effectiveness of a TL pedagogy in two established third spaces. The study focuses on how learners' capacity

was augmented through establishing a "heteroglossic and multimodal" approach to classroom practices and comprehension (Guzula, McKinney & Tyler, 2016, p.212). The first case was a Saturday multimodal literacy club for 30 to 60 Grade 3-6 learners (ages 9-12) at a primary school in Khayelitsha, Cape Town. As the second case involved the senior phase, this case will be discussed below. The Grade 3-6 learners at the literacy club were enrolled at a school where the medium of instruction was their HL (isiXhosa) and they took English as a FAL from Grade 1. From Grade 4 level, the LoLT suddenly changes from learners' HL to English. This study used a "language-for-learning" approach, which encourages learners to access all the resources of their linguistic repertoire and to employ multimodal strategies. The learners' bilingualism is regarded as a highly valuable resource. The facilitators employed two-way translation between isiXhosa and English as a TL tool to foster learners' biliteracy and bilingual development. The study employed TL strategies through utilising both languages in spoken and written form. The facilitators drew on learners' sociocultural resources to promote language and literacy learning. The findings revealed that TL, through translation, enabled learners to develop vocabulary simultaneously in English and isiXhosa, therefore fostering learners' bilingual language and literacy development. The TL, through translation, enhanced learner participation, facilitated inclusiveness, activated learners' prior knowledge, empowered them, and was utilised as a resource for storytelling. Further, the TL and multimodal strategies implemented in this study created abundant opportunities for meaning-making, thus challenging the monolingual approaches used in many language and literacy classrooms in SA and globally. This study is relevant and worth analysing as it utilised a "language for learning" approach and the strategies implemented enhanced overall academic proficiency.

Although the studies discussed above were conducted in the IP, they remain relevant for this study as all these studies resulted in deeper levels of meaning and therefore improved reading comprehension ability. Therefore, we can draw from the TL strategies implemented and adapt them to suit the FP classroom.

3.4.3 Translanguaging in the senior phase (SP)

In addition to studies conducted in the FP and IP, a number of studies have been carried out in the SP in SA and internationally. For the current study, the researcher selected two noteworthy studies to discuss. The first study is situated in the South African context and the other in the US. Once again, although these studies have been conducted in the SP, they are still valid as they resulted in deeper levels of understanding and enhanced reading comprehension.

The second case of the study mentioned above carried out by Guzula, McKinney and Tyler (2016) was facilitated by a NGO known as Focus Education in the rural Eastern Cape. The aim of the NGO is to enhance the education of local learners. The 15 Grade 11 learners involved in this case study participated in a holiday mathematics support programme. The participants included the HL isiXhosa learners, an English HL speaking teacher and an isiXhosa-English bilingual learning facilitator. The important role of the facilitator was to bridge the language and cultural gap between the English teacher and the isiXhosa students. The TL techniques included the bilingual facilitator intervening and speaking isiXhosa and the teacher's combination of drawing on isiXhosa, using gestures and everyday English to teach Mathematic concepts guided by a heteroglossic approach. The learners, the teacher and the bilingual facilitator utilised their multimodal and multilingual resources to make meaning and understand mathematics concepts in the classroom. This was evident through the use of exploratory discourse in the classroom. The learners' positioning in the translanguaging space (at the black board in front of the class) was an important aspect of meaning-making. The teacher, facilitator and the learner used all their linguistic and multimodal resources (including action, gaze, spoken language and positioning) to engage in a cross-discussion at the black board to make meaning and enhance learning. The learners' multimodal classroom interactions during the sessions were also identified as trans-semiotising, which refers to "the use of various semiotic resources to make meaning" (Guzula, Mckinney & Tyler, 2016, p. 222). The findings revealed that the bilingual learner as a resource and the flexible use of their entire linguistic and semiotic repertoire were effective strategies of TL and multimodal meaning-making that enhanced learning by deepening understanding. Both the studies by Guzula, McKinney and Tyler (2016) reveal that TL can be utilised as "an intellectual, social and linguistic resource, enhancing multilingual and multimodal meaning-making" (p.223). Furthermore, it revealed that TL is an effective tool for

employing learners' sociocultural resources, prompting their prior knowledge, and ensuring deeper comprehension. Overall, this study indicated that TL and multimodal strategies result in powerful learning opportunities and meaningful collaborative participation.

In addition to this national study conducted in the senior phase, a study in the southern part of the US by Li and Luo (2017) explored how high school emergent bilingual learners flexibly utilised TL strategies in small group reading sessions in a translanguaging space facilitated by teachers. The learners were Spanish HL speakers and English additional language speakers. The TL strategies comprised of small group collaborative reading activities involving a reading book of which there were bilingual versions (English and Spanish). The stories in the book were read using a reciprocal teaching approach, which involved that the teacher and learners took turns to read aloud. During the collaborative reading, learners were actively engaged in employing multiple semiotic resources and utilising all the resources of their linguistic repertoire when they experienced difficulties comprehending. Learners fluidly alternated between English and Spanish as they read the English or Spanish version of the text and discussed the story alternating the language. The TL strategies implemented facilitated reading beyond the lexical level. There was a gradual shift from focusing on the lexical level of understanding towards focusing on the context rather than individual words to develop an understanding of the text. This enhanced learners' reading fluency. One of the strategies involved building rapport with learners by engaging with their background, culture, past and present experiences, and attitudes towards reading. Becoming familiar with these aspects of the learner enabled the teacher to creatively utilise learners' interests as a resource to involve them in the reading materials. Incorporating texts that related to learners' background and drawing on their everyday language practices further resulted in improved reading comprehension and engaged learners' interest in reading. Multimodal interactions involved employing an abundance of semiotic resources, including their linguistic repertoire, gestures, bodily movements, facial expressions and interaction with the Internet to enhance comprehension. Other strategies included drawing on one another's multiple repertoires, encouraging learners to draw on their life experience and background and lastly, using reciprocal teaching (which is in essence is a way of co-learning in multilingual classrooms). Overall, this study revealed the potential of

TL strategies to creatively enhance reading comprehension and encourage the active participation of all learners.

3.4.4 Translanguaging in higher education (HE)

A number of TL studies have been conducted in HE as shown in Table 2. Although the focus of the current study is on reading comprehension in the FP, studies conducted in other phases and learning contexts are worth reviewing and analysing as these provide insight for implementing TL strategies in the FP classroom in SA and might inform the design of a TL model for the FP context.

Makalela (2015a) conducted a number of studies investigating the efficacy of a TL pedagogy in higher education multilingual contexts. Within the same study (Makalela, 2015a) that explored the effectiveness of TL practices on Grade 6 learners' reading comprehension abilities, Makalela investigated the effectiveness of TL practices for teaching an indigenous African language to speakers of other languages at a higher education institute (the University of Witwatersrand). The study involved pre-service language teachers involved in a comprehensive university programme, which required them to major in a language outside their home language cluster. The aim of the new languages programme was to equip the teacher students with the necessary and basic reading, writing and conversational skills in order to enable them to work effectively with multilingual learners. The study involved 24 university students who were enrolled for Sepedi as an additional language as part of the new languages programme. The HL of the teacher students included isiZulu, siSwati, isiXhosa and isiNdebele. Translanguaging strategies involved the development of receptive skills and productive skills by utilising oral and text-based approaches to allow the student participants the opportunity to practice using the language by juxtaposing the language of input and output. Rather than a traditional grammar-translation method, a communicative approach was adopted within a functional notional syllabus. The communicative purpose of the language was emphasised. Further, the instructors compared and contrasted concepts in Sepedi with those of other languages spoken by the teacher students. The instructor encouraged the use of

their HL during discussions. Findings revealed that the participants developed positive attitudes towards African languages, positive experiences in the target language, and the idea that multilingualism is a natural phenomenon. In additional, the use of a TL pedagogy contributed to the teacher students' identity construction. The student teachers' responses revealed that TL instructional practices proved to be successful in that it deepened their existing knowledge and deeper comprehension while they were learning the target language and cultural content. Overall, this study revealed that TL blurs boundaries between languages and disrupts linguistic fixity in monolingual classroom practices.

Similar to the one above, Makalela (2015b) investigated the effectiveness of a TL teacher intervention programme for teaching African languages to speakers of other African languages. The programme aimed to produce competent teachers capable of accommodating a diverse group of learners. This study was part of a larger project that was conducted at the University of Witwatersrand and involved 60 pre-service teachers in their second year of the BEd programme. The study investigated the efficacy of a TL intervention programme on the participants' ability to learn an additional language (Sepedi). The one-year Sepedi course aimed to provide the student participants with essential conversational, reading and writing skills to provide them with the necessary skills to support learners in their classrooms who speak different languages and to create affirmative multilingual spaces in their school environments. The focus on developing receptive skills (listening and reading) while working with Sepedi texts and on developing productive skills (speaking and writing). Similar to the study discussed above, the course was instructed using a communicative approach within a functional notional syllabus. The control group was instructed using Sepedi as the LoLT as in monolingual classroom instruction practices, while the experimental group incorporated TL strategies that flexibly utilised the target language (Sepedi), the student participants' home languages and English. Translanguaging strategies therefore included the simultaneous use of the target language (Sepedi), the student participants' home languages and English. Language alternation was one of the core TL strategies incorporated in the classroom. Activities were structured to enable simultaneous use of all the languages and the use of the student participants' entire linguistic and semiotic repertoire. Resources used by the student participants included a bilingual (Sepedi-English) dictionary. The

student participants were asked to write weekly multilingual blogs and to join a Facebook group where Sepedi was used with various home languages and English. Contrastive elaboration was used as an explicit strategy. This strategy enabled the student participants to intersect between the languages, to transcend meanings beyond the language of input, and to promote a deeper digestion of the content and concepts taught. In addition, the student participants brainstormed, took notes in their preferred language, and alternated the language of input and output. The study findings revealed vocabulary and reading proficiency gains for the student participants, deeper levels of understanding, the reinforcement of their personal identities, cultural congruence through input-output alternation, the acquisition of proverbs and idiomatic expressions in the target language, and the development of multilingual teacher identities. Overall, the study revealed that TL techniques had social and cognitive advantages for preparing pre-service teachers for multilingual classrooms.

Overall, studies around TL globally prove to have numerous advantages for the bilingual or multilingual learner. These include social and cognitive advantages for the learner. While these findings reveal that a TL pedagogy results in successful outcomes for multilingual learners in multilingual contexts, there remains a gap in the research at a national level pertaining to TL in the FP. Very little is known about the efficacy of a TL pedagogy in language and literacy classrooms in the FP in SA. This is a notion that is quite neglected and demands attention. Most studies in SA focus on TL in intermediate, senior and higher education settings. As the low reading comprehension level among Grade 4 learners is one of the major concerns in SA, as pointed out by the PIRLS study discussed in the previous section, utilising a TL pedagogy to develop FP learners' reading comprehension skills is necessitated. To initiate this, a systematic review of how to adopt a TL pedagogy in the FP (to enhance multiliteracy development and reading comprehension) is necessitated. In Chapter 5, the researcher will comprehensively and systematically analyse data and findings from some of the relevant studies discussed in the literature review. The aim will be to identify common TL strategies that yielded positive outcomes and to use these to develop themes for a TL model for reading comprehension in the FP in SA.

3.5 Summary

This chapter provided an extensive literature review of the state of reading comprehension in SA and of studies that investigated reading comprehension development in the FP in SA. Reviewing these studies provided the researcher with insight into the underlying factors that contribute towards low reading comprehension levels in SA. A commonality of issues pertaining to the language of instruction amongst these studies show that transformation is warranted with regard to pedagogical practices. A TL pedagogy presents as a worthwhile pedagogy and supports a strategy towards improving the low reading comprehension level in SA. This formed the backdrop for (a) the researcher's overview of the TL studies conducted nationally and internationally in the FP, IP, SP and HE and for (b) the review of TL strategies in multilingual learning contexts that resulted in positive learning outcomes. Chapter 4 outlines the research methodology of the current study to effectively achieve the research objectives and answer the research questions outlined in Chapter 1.

Chapter 4

Methodology

4.1 Introduction

The aim of this study is to investigate the notion of translanguaging for literacy development amongst multilingual FP EFAL learners. The study reviews existing studies where a TL pedagogy is implemented in educational contexts and further analyses the impact of TL strategies on learners and their academic proficiency. In this chapter, the researcher outlines the research design and data collection methods that were employed to effectively achieve the research objectives and answer the research questions specified in Chapter 1. Further, the research paradigm and research approach underpinning this study are justified. Lastly, the data analysis techniques and the quality criteria of the research conducted are clarified.

4.2 Research design

The term "research design" refers to the decisions made by the researcher to achieve the research goals (Flick, 2018). The research design refers to the strategy for gathering and interpreting data that aids in answering the research question (Ragin, 1994). This research study follows a systematic review. According to Impellizzeri and Bizzini (2012), "the best evidence can be gathered by reading randomized controlled triails, systematic reviews and meta-analyses" (p.494). Systematic reviews are one of the most commonly used types of reviews and "considered to provide the highest level of evidence" (Impellizzeri and Bizzini, 2012, p.495). Other types of reviews include narrative reviews, scoping reviews, critical reviews, mapping reviews and realist reviews, amongst others. A systematic review involves systematically searching, synthesising and contextualising existing literature on a topic (Samnani, Vaska, Ahmed & Turin, 2020). Further, this type of review is exhaustive and comprehensive. Systematic reviews and narrative reviews can be compared. When

compared to systematic reviews, narrative reviews do not follow a clear methodology and this is apparent in the author's bias. Therefore, the process involved in identifying the literature is not explicitly stated. Further, Impellizzeri and Bizzini (2012) maintain that narrative reviews are "unreliable sources of information and have a low evidence level" (p.495). Undertaking a systematic review presents an opportunity to mitigate the shortcomings of a narrative review. The term "systematic" refers to a strict method utilised for identifying pertinent existing studies. This involves using an accurate search strategy to identify relevant studies on a particular topic, establishing distinct criteria for including or excluding studies and conducting a precise and sharp analysis of the selected studies. If a systematic review is conducted accurately, there will be less bias involved when selecting relevant studies (Impellizzeri and Bizzini, 2012).

According to Denyer and Tranfield (2009), a systematic review is "a specific methodology that locates existing studies, selects and evaluates contributions, analyses and synthesizes data, and reports the evidence in such a way that allows reasonably clear conclusions to be reached about what is and is not known" (p.1). A systematic review must follow a clear and conventional method.

Figure 2 outlines the process followed when conducting this systematic review.

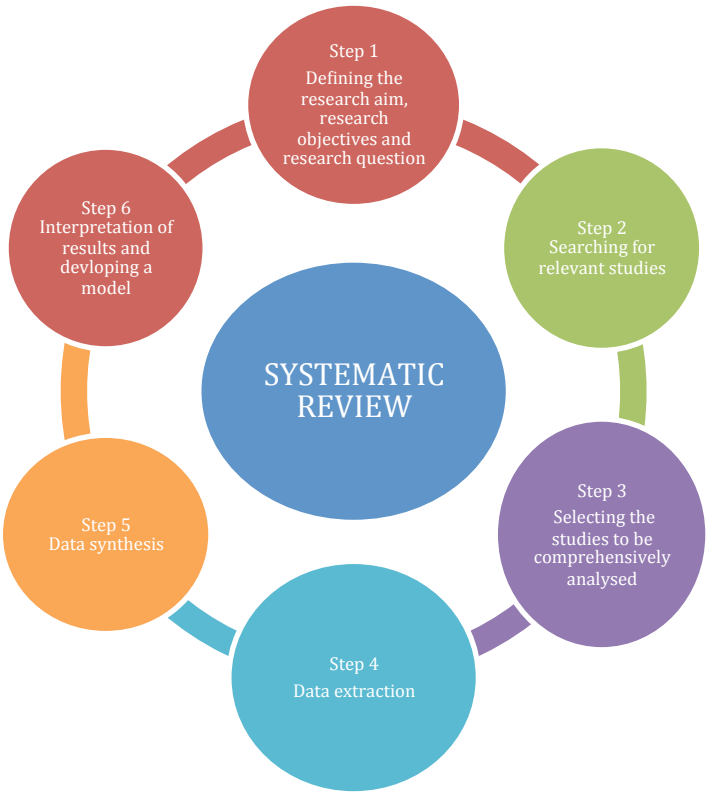


Figure 2: Steps in conducting a systematic review. (Modified from Impellizzeri and Bizzini, 2012)

Step 1: Defining the research aim, research objectives and the research question

The first step in conducting a systematic review is formulating a research question and identifying the objectives and research question. The researcher began this process by carefully identifying the research aim, study objectives and research questions that guided this study. This was discussed in more detail in Chapter 1. The main research question was posed first and supplemented with sub research questions. The research question guided the next step, which was the search for relevant studies. This is discussed in step 2 below.

Step 2: Searching for relevant studies

The second step entailed searching for relevant studies using electronic databases, including Google Scholar and the electronic databases of the University of Witwatersrand (Wits). The Wits database hosts a broad range of electronic databases. In searching for relevant studies, it is important to include searches from various databases to ensure that all relevant studies are found. The researcher selected

appropriate keywords and search terms to find the relevant studies. Some of the keywords included in this search were "translanguaging, foundation phase, education, literacy, development, reading comprehension, multilingual context". Some of the terms typed into the search engines included "Translanguaging in South Africa", "Translanguaging in the foundation phase in South Africa", "Translanguaging for literacy development in education contexts", "Translanguaging in educational contexts", "Translanguaging for comprehension development", "Translanguaging for developing English reading comprehension", "Translanguaging in the classroom".

Initially, the researcher confined the search to the South African context. After recognising the gap in the field and the paucity of research particularly around TL in the FP in South Africa, the search was expanded to include all educational contexts. By broadening the scope to include educational contexts globally, the researcher realized that it would be beneficial to draw from contexts out of South Africa (particularly the FP) to gain valuable insight. In selecting the relevant studies to read further into for the literature review, the search was narrowed down to include the most recent and relevant studies from the year 2015 onwards, as well as studies that pertained to learners' language, literacy and comprehension development. Some of the potential studies that were found through the searches are listed in Table 3.

Table 3: Translanguaging studies globally

	International	National
Foundation phase	• Vaish & Subhan (2015) • Seltzer, Ascenzi-Moreno & Aponte (2020) • Kirsch & Seele (2020) • Prax-Dubois & Hélot (2020)	
Intermediate	• Jones (2017) • Little & Kirwan (2018) • Karlsson, Nygard Larsson & Jakobsson (2019)	• Makalela (2015) • Guzula, McKinney & Tyler (2016) • Krause & Prinsloo (2016) • Mgijima & Makalela (2016)
Senior phase	• Lasagabaster & García (2014) • Li & Luo (2017) • Allard (2017)	• Guzula, McKinney & Tyler (2016) • Probyn (2015) • Charamba & Zano (2019)
Higher education	• Carroll & van den Hoven (2016) • Rodriguez, Musanti & Cavazos (2021)	• Makalela (2015) • Makalela (2016) • Hurst & Mona (2017)

Step 3: Selecting the studies to be comprehensively analysed

When selecting the studies to be comprehensively analysed, the researcher initially read through the titles and abstracts of potential studies, selected relevant studies and omitted irrelevant studies. Finally, a total of six studies were selected. Three studies were international and three were national. The selected studies are listed below:

1. Translanguaging in Early Childhood Education in the USA: Insights from the CUNY-NYSIEB project (Seltzer, Ascenzi-Moreno & Aponte, 2020).
2. Translanguaging in Early Childhood Education in Luxembourg: MuLiPEC (Kirsch & Seele, 2020).
3. Creating a Translanguaging space for High School Emergent Bilinguals (Li & Luo, 2017).
4. Translanguaging as a vehicle for epistemic access: Cases for reading comprehension and multilingual interactions (Makalela, 2015a).
5. The effects of Translanguaging on the bi-literate inferencing strategies of fourth grade learners (Mgijima & Makalela, 2016).
6. Languaging-for-learning: Legitimizing translanguaging and enabling multimodal practices in third spaces (Guzula, Mckinney & Tyler, 2016).

The researcher selected two of the studies conducted internationally in the FP as there were no noteworthy studies conducted nationally. Further, the CUNY-NYSIEB (Seltzer, Ascenzi-Moreno & Aponte, 2020) and the MuLiPEC (Kirsch & Seele, 2020) projects were deemed quite prominent for improving education outcomes for emergent bilinguals through multilingual pedagogies in the early years. Both these projects focused on the use of TL and provide valuable insight on the use of TL pedagogies in multilingual contexts. The third international study analysed, was conducted by Li and Luo (2017) and involved high school emergent bilinguals in the US. Although this study involved a high school setting, it was a worthwhile study to review and analyse as the researchers employed effective TL strategies to produce reading comprehension gains and successful literacy outcomes. Researchers in the FP could gain valuable insight from a study of this nature and apply relevant strategies to the FP. The next three studies analysed were studies conducted within the South

African context. Two of these were studies by Makalela (2015a; 2016), a distinguished researcher in the field of TL, multilingual education and literacies. It was crucial to analyse some South African studies as TL is not a universal model and the context of the Global South is different to that of the Global North. While we can draw on strategies used in the Global North, it is important to keep the diverse South African context in mind and adapt these strategies to suit our African multilingual context. In order to meet the study objectives and answer the research questions adequately, the researcher decided to draw on TL studies conducted in South African multilingual contexts. This provided valuable insight into how TL could be successfully and effectively implemented in the South African context. The third South African study selected was conducted by Guzula, Mckinney and Tyler (2016). The rationale behind selecting this study was its focus on the learner's language and other semiotic modes as a valuable resource to facilitate meaning-making. The study focuses on "languaging-for-learning" through encouraging learners to access all the all the resources of their linguistic repertoire. Analysing Guzula, Mckinney and Tyler's (2016) study and drawing from its strategies was considered valuable for answering the primary and secondary research questions of the current study. The next step, involving data extraction from the studies, is discussed below.

Step 4: Data extraction

In beginning the process of analysing the studies, the researcher extracted relevant information from each study and coded the information into these meaningful categories: author and publication date, time-frame, educational level, site and participants, purpose, languages involved, TL intervention strategies, findings and challenges. This information was summarised and tabulated to simplify the analysis process. This will be presented in detail in Chapter 5.

Step 5: Analysis and presentation of the results (data synthesis)

This step involved summarising and combining the data extracted in a table, and analysing the data using a thematic analysis approach (see Chapter 4 section 4.6), in order to identify recurring themes within the data and presenting the results. The data synthesis was carried out using a qualitative approach (see Chapter 4, section 4.4).

Step 6: Interpretation of the results

The final step involved interpreting the results. Lastly, the researcher commented on the study findings, discussed the limitations and made recommendations. The recommendations included a proposed translanguaging model for developing reading comprehension among FP multilingual EFAL learners.

4.3 Research paradigm

The paradigm is the philosophical framework and refers to the "set of assumptions or beliefs about fundamental aspects of reality which gives rise to a particular world-view" (Nieuwenhuis, 2007, p.47). The paradigm guides the study and can be defined as the lens through which the researcher approaches the study.

This study relied on an interpretive paradigm, as it was socially constructed and subjective. The interpretive paradigm is an understanding of "the world of human experience" (Cohen, Manion and Morrison, 1994, p.36). It refers to how we attach meaning to different contexts and experiences. An interpretive lens was appropriate for this study as it enabled the researcher to understand the subjective experiences of learners and teachers as a result of a TL pedagogy, which allowed comprehensive insight into the notion of TL in multilingual education contexts and the effect of TL strategies on learners' academic proficiency and comprehension development. The subjective nature of the interpretive paradigm guided the researcher to look through an interpretive lens to develop a better understanding of TL. This was done by reviewing and analysing how TL was used in various educational contexts and by interpreting the findings to inform its application to diverse multilingual FP classrooms.

4.4 Research approach

This study employed a qualitative research approach inherent in the interpretivist paradigm to analyse teachers' and learners' subjective experiences as they engaged in TL strategies in multilingual educational contexts. There is a link between the interpretivist paradigm and the qualitative research approach. Both these look at the subjective experiences and perceptions of the teachers and learners in order to determine outcomes. This is opposed to relying on quantitative data.

Qualitative research enables the researcher to develop a better understanding of human behaviour and experiences in various social and cultural contexts (Fossey, Harvey, McDermott, & Davidson, 2002). In this study, existing studies were used to gain insight into learners' and teachers' TL practices and how these inform TL application in the FP. The data collected from existing studies included classroom observations, and subjective teacher and learner experiences and perceptions. This study investigated how TL was implemented in other educational contexts and how the teacher and learners responded to the various strategies employed. The aim throughout was to inform TL application in the FP to develop reading comprehension ability. The aim was further to explore teachers' and learners' interactions with the various TL strategies, and how these practices affected their learning outcomes, attitudes and unique experiences. A qualitative approach allowed for a comprehensive exploration through collecting rich data from multiple studies. In the process, the researcher gained in-depth insight into the subjective TL experiences of teachers and learners in multilingual contexts.

4.5 Data collection

Since this research study is a systematic review, the data collection involved document analysis. Document analysis is a type of qualitative research, which involves interpreting documents to give voice and meaning around an assessment topic (Bowen, 2009). Analysing the documents involves coding content into subject or themes (Bowen, 2009). The researcher searched for relevant studies as described in Step 2 and 3 above. The relevant information regarding the teachers' and learners' TL

practices from the selected studies was coded and tabulated to simplify the analysis process.

4.6 Data analysis

The study findings were reached by means of a thematic analysis approach. According to Braun and Clarke (2006), a thematic analysis involves identifying, analysing and exploring recurring themes within the data. The researcher identified common strategies that were employed across TL studies that lead to successful outcomes as well as unsuccessful outcomes. The data was examined closely and emerging patterns and correlations were identified across the studies to inform application in the multilingual FP classroom (Javadi & Zarea, 2016). The data analysis process was ongoing and interactive (Nieuwenhuis, 2010). Thematic analysis was the preferred data analysis approach as it was effective and useful in organising the data to identify emerging themes across the studies, interpret the data, prepare a detailed presentation of the findings and lastly to achieve the study objectives.

In conducting my analysis, I drew on Braun and Clarke's (2006) six-step process to gain further insight into analyzing the data and identifying themes. These six phases of the thematic analysis process are indicated in Figure 3 and further explained thereafter.

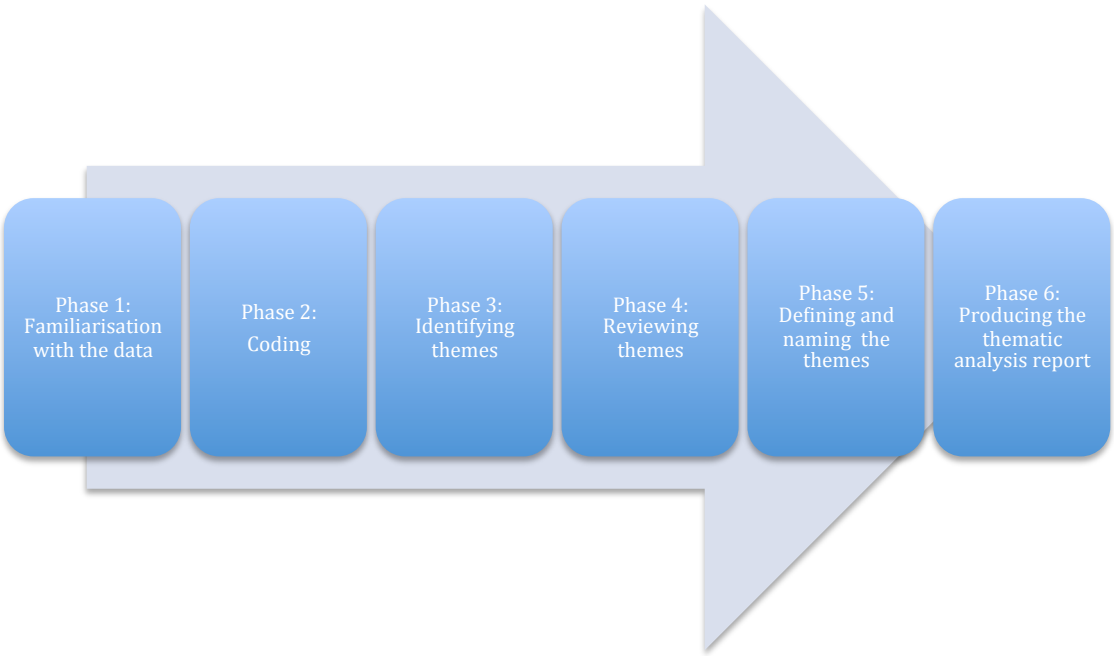


Figure 3: Phases in conducting a thematic data analysis (Modified from Braun & Clarke, 2006)

4.6.1 Phase 1: Familiarisation with the data

The first step involved the researcher's familiarisation with the data (the selected the studies that were selected to be analysed). The researcher was immersed with the data by carefully reading through each study. This entailed repeatedly reading through the data with the purpose of searching for common themes. The researcher thoroughly became familiarised with all aspects of the data, recorded notes and highlighted important and interesting ideas for the next phase of coding (Braun & Clarke, 2006).

4.6.2 Phase 2: Coding

Once the researcher was familiar with the data and had made notes about interesting ideas in the data, the formal coding process began. This comprised of the emergence of initial codes from the data. Coding involves identifying interesting aspects of the data and codes can be defined as "the most basic segment or element of the raw data or information that can be assessed in a meaningful way regarding the phenomenon." (Boyatzis, 1998, p.63). During this phase, the researcher "organized the data into meaningful groups" (Braun & Clarke, 2006, p. 18). Moreover, the researcher worked

systematically through the data sets to identify interesting ideas that underpin the repeated themes that would emerge across the data set. The data was coded manually by making notes on the articles and color coding several potential patterns.

4.6.3 Phase 3: Searching for themes

This phase involved progressing the analysis at the broader level of themes. After all the data was coded and organised, the researcher sorted the codes into potential broader themes and collated the relevant coded data within those identified themes (Braun & Clarke, 2006). This stage involved analysing and combining the initial codes to form broader themes.

4.6.4 Phase 4: Reviewing themes

Subsequent to developing the potential themes, the researcher reflected upon them, reviewing and refining the themes. The data extracts included within each theme were reviewed to determine whether there was a meaningful and coherent pattern. Where this was not the case, the theme or the data extracts within the theme were reconsidered (Braun & Clarke, 2006). Next, in refining the themes, the validity of the themes in relation to the entire data set were re-assessed (Braun & Clarke, 2006).

4.6.5 Phase 5: Defining and naming of themes

At this stage, the researcher defined and refined the themes by determining the core of each theme. For each broader theme, a detailed analysis was conducted and written and it was considered how the themes applied to the research objectives and questions. Possible sub-themes where appropriate and necessary were identified (Braun & Clarke, 2006).

4.6.6 Phase 6: Writing the thematic analysis report

This last phase began once the researcher decided on themes and started to get involved in writing the final thematic analysis report (see Chapter 5). Sufficient and relevant data extracts from the studies were included to support the prevalence of each theme. The data extracts were ensured to be concise, coherent and vivid, in order to encapsulate the core of each theme. Rather than merely presenting and describing the data from the studies, the researcher engaged with the data by incorporating it within a qualitative analytic narrative. Further, arguments were formulated in relation to the research objectives and research questions (Braun & Clarke, 2006).

Lastly, after a careful interpretation of the findings of this study, as part of the recommendations of this study, a TL model based on Scarborough's reading rope was proposed to be used in the FP classroom to develop reading comprehension amongst multilingual EFAL learners.

4.7 Quality criteria

The quality criteria employed by this study is outlined in Figure 4. Thereafter, various aspects of the quality criteria are explained.

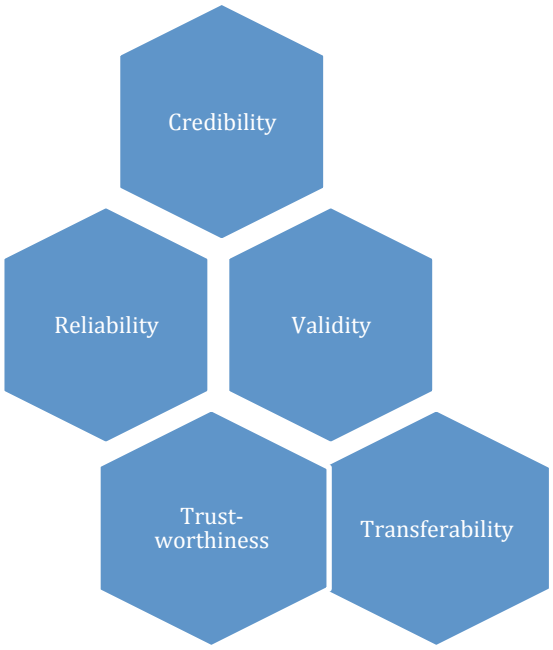


Figure 4: Quality criteria

To ensure credibility, different types of data were collected from a wide range of studies in various multilingual educational contexts internationally and nationally in order to fully engage with the notion of a TL pedagogy. Collecting several types of data from diverse and multiple studies enabled the researcher to develop in-depth understanding of the type of TL practices that occur in multilingual classrooms. A systematic data collection process was followed as outlined in section 4.5 (Step 2,3 and 4) to ensure the validity of the data collected in accordance with the aim of the study and the research objectives. Further, reliability was maintained by selecting studies that were peer reviewed from scholarly journals. This means that the studies selected to be reviewed and analysed were high quality research articles. Therefore, this study drew on consistent and reliable sources.

To ensure the trustworthiness of this study, the selected studies were comprehensively, carefully and repeatedly read to familiarise the researcher with the data before extracting relevant data for analysis. To ensure that relevant and appropriate data was collected, a method of coding was used (as described in section 4.6.2). The researcher ensured that studies were thoroughly reviewed before the data was extracted to ensure no important data was omitted.

Transferability refers to how study findings could be applicable to various other contexts or situations. This was an important aspect of this study as the researcher investigated how using a TL pedagogy in other learning contexts can inform application in the multilingual South African FP classroom. To ensure transferability, the researcher reviewed and analysed some international studies as well as studies conducted in the South African context. As TL is not a universal model, we need to consider its use in different contexts. Reviewing local studies enabled me to develop a better understanding of how TL practices are implemented in the South African context. As mentioned earlier, TL in the Global South differs from its use in the Global North. Therefore, while we can draw on the strategies applied in the Global North, we need to keep our diverse South African context in mind and adapt these strategies to enable transferability to the Global South.

4.8 Ethical considerations

Ethical considerations are of utmost importance when conducting a research study. This study was a systematic review and relied on secondary data sources. Further, the study did not involve any human participants and posed no risk. Nonetheless, the researcher applied for and received ethical clearance waiver from Wits School of Education's research committee (see appendice 1

4.9 Summary

This chapter outlined the research design and the data collection methods employed by this study to achieve the research objectives. The systematic review process and the thematic data analysis process were illustrated and elaborated upon. The research paradigm and the research approach that informed this study was clarified. Lastly, the quality criterion was justified. The next chapter presents the data from the studies and analyses the data.

Chapter 5

Data presentation and analysis

5.1 Introduction

This chapter firstly presents the raw data extracted from the six studies that were selected to be reviewed and analysed. The data extracted from the six studies was coded and presented in a table. Thereafter, through the thematic analysis process outlined in section 4.6, the relevant data from these studies was analysed systematically. Towards the end of this chapter, the notable benefits of adopting a translanguaging pedagogy as well as factors that hinder the successful adoption and application of such a pedagogy in a muiltilingual FP classroom for comprehension development are discussed.

5.2 Data extraction and presentation

The relevant data extracted from the six studies was coded in the following categories: author and publication date, time-frame, educational level, site and participants, purpose, languages involved, TL intervention strategies, findings and challenges. Table 4 summarises the data that was extracted and coded from the six studies.

Table 4: A summary of the data extracted and coded from the selected studies

Title	**Study A** *TL & ECE in the USA: CUNY-NYSIEB*	**Study B** *TL in ECE in Luxembourg*	**Study C** *Creating a TL space for High School Emergent Bilinguals*	**Study D** *TL as a vehicle for epistemic access: Cases for reading comprehension and ML interactions*	**Study E** *The effects of TL in the bi-literate inferencing of fourth grade learners*	**Study F** *Languaging for learning: Legitimising TL & enabling multimodal practices in third spaces*
Author and publication date	Seltzer, Ascenzi-Moreno & Aponte (2020)	Kirsch & Seele (2020)	Li & Luo (2017)	Makalela, (2015)	Mgijima & Makalela (2016)	Guzula, Mckinney & Tyler (2016)
Time-frame	2011-2018	2016-2019	Unspecified	IP: 8 weeks HE: Unspecified	Unspecified	Unspecified
Educational level	FP	FP	SP	IP & HE	IP	FP, IP, SP
Site and participants	FP learners at the Villa School New York, USA	Four FP teachers, 21 three-year old children at one formal classroom and one day care center in Luxembourg, Europe	Eight SP learners at a high school in a southeastern state in the USA	IP: Grade 6 learners at a rural school in Limpopo, South Africa HE: 24 students at the University of Witwatersrand, Johannesburg, SA	Sixty-six Grade 4 learners at a rural school in the Eastern Cape, SA	30-60 Grade 3-6 learners at an after-school literacy club in Khayelitsha, Cape Town, SA. 15 Grade 11 learners at a mathematics holiday programme in the rural Eastern Cape, SA
Purpose	- To enhance and promote the overall education, bilingual & biliteracy development of emergent English-Spanish bilingual learners - Focusing on a TL play-based lens	- To incorporate TL in the early years context to facilitate inclusion and participation of all ML learners and educators in contexts where two or more languages are used	- To explore how high school emergent bilingual students flexibly utilised TL strategies in small group readings sessions in a TL space facilitated by the teachers	IP: To investigate the effects of TL strategies and techniques on Grade 6 learner's reading comprehension abilities. HE: To investigate the effect of TL techniques in the teaching of African languages to speakers of other languages	- To explore the effects of TL techniques on teaching fourth grade learners to apply appropriate background knowledge when drawing inferences during reading -To investigate the efficacy of using learners' home language (isiXhosa) & L2 (English) in reading development	To explore the process of languaging-for-learning and other semiotic resources through TL in two established third spaces (an after-school literacy club and a mathematics holiday programme)
Languages involved	L1: Spanish L2: English	L1: Arabic, Creole, French, Portuguese, Serbian, Danish, Finnish, German, Spanish, Russian	L1: Spanish L2: English	**IP** L1: Sepedi L2: English **HE** L1: isiZulu, siSwati,	L1: isiXhosa L2: English	L1: isiXhosa L2: English

		L2: Luxembourgish		isiXhosa, English L2: Sepedi		
TL intervention strategies	- Utilising both English and Spanish in the classroom - Professional teacher development - TL and engaging with the stories through various modes of play - Use of non-verbal language (gestures, body movements, facial expressions, objects) - Including English and Spanish readers in the play area - Utilising multicultural and multilingual texts - Including culturally relevant props in the play area	- Professional teacher development - Using translations - Home languaging - Flexible & dynamic use of resources - Utilising signs and symbols to communicate and support meaning-making (pointing, drawing) -Explanations, questions, corrective feedback	- Purposefully alternating between English and learners' home language (Spanish) in small group collaborative readings activities - Allowing learners to freely and fluidly alternate between English and Spanish during reading and discussions - Utilising bilingual reading materials and alternating between the English and Spanish versions of the texts, therefore drawing on multiple repertoires to make meaning - Reciprocal teaching during bilingual reading sessions - Utilising multimodal semiotic resources to construct meaning (facial expressions, gestures, bodily representations, interaction with the internet) - Building rapport with the students to develop an understanding of their interests and use these as a resource to engage them in reading - Using texts that draw on learners' cultural background	**IP** - Bilingual vocabulary contrasts - Comprehension passages in Sepedi and English - Juxtaposing the language of input and output when rewriting stories and answering comprehension questions -Oral reading proficiency in English and Sepedi -Bilingual print rich environment to engage learners in incidental reading (learners were involved in the development of a bilingual print rich environment) -Retelling stories using English, Sepedi and a blend of both languages **HE** -Juxtaposing the language of input and output through oral and text-based approaches - A communicative approach - Comparing and contrasting concepts in Sepedi with other languages spoken by learners - Use of the learner's home language	- Focuses on inferencing - Bilingual reading materials -Juxtaposing the language of the text to the language that questions were answered in -Making predictions before readings -Reading aloud -Pausing in between and asking questions, making logical inferences -Drawing on prior and relevant background knowledge to make inferences	**After-school literacy club** - Allowing learners to use some isiXhosa or English vocabulary to make themselves understandable - Utilizing two-way translations when writing on the board during lessons - Simultaneously using isiXhosa and English without translations - Student-centered learning - The use of gestures and bodily movements - The learners' bilingualism as a resource **Mathematics holiday programme** - An isiXhosa-English bilingual learning facilitator - Utilising learners' L1 (isiXhosa) to develop an understanding of concepts - The teacher uses "register meshing" by incorporating isiXhosa, everyday English and gestures to develop concepts - Multimodal meaning-making (body positioning, gaze and gestures) - The use of learner-generated exploratory discourse - The learners' bilingualism as resourceful, therefore

			(student-centered learning) -Making personal inferences (prompting learners to relate their life experiences to information in the text) - Focus on meaning in context rather than on a lexical level to develop comprehension			utilizing all their linguistic resources for developing an understanding of concepts for themselves and other learners
Findings	- Learners engaged in TL in the play areas - Increased engagement & interaction amongst learners - Teachers developed positive attitudes towards TL and learners' bilingualism - Enhanced comprehension, co-constructing meaning of the stories - TL encouraged creativity & enabled learners to draw on their personal bilingual experiences and background	- Enhanced communication amongst learners and teachers - Enhanced comprehension, co-constructing meaning - Better learning of basic concepts and language learning - Increased participation and inclusion - Enhanced learners' self-confidence and well being -Teachers developed a positive stance towards TL and ML education	- Deeper comprehension of the text, beyond the lexical level - Better engagement with the reading materials - Better fluency in reading - Increased student engagement and interactions - A shift from a lexical level of understanding to understanding texts on a broader level	**IP** -Learners developed the ability to reproduce & expand meanings of the text - Learners were able to produce blended bilingual texts -Story retelling through English, Sepedi and a blend of English-Sepedi enabled deeper comprehension of the text -Learners felt a sense of ownership and confidence as co-producers -Developing higher order thinking and reasoning skills -TL strategies developed learners' creativity - The ML publishing corner encouraged learners reading -Overall, tests before & after the TL intervention revealed reading comprehension gains **HE**	- TL strategies enabled learners to draw on and apply background knowledge when reading, which improved their reading comprehension abilities in isiXhosa and English	-TL facilitated deeper levels of understanding and created opportunities for meaning-making - Facilitated inclusion and encouraged maximum participation - Enabled learners to draw on their prior knowledge - TL through translations enhanced learners' language and literacy development in isiXhosa and English

				-Positive attitudes and changed perceptions towards African languages -Positive learning experiences -Learners felt included in the learning process -Multilingualism as a natural phenomenon and learners' multilingual ability as a resource - TL techniques & experiences provided opportunities for identity formation -Overall, deeper understanding in learning the target language		
Challenges	-Deeply embedded deficit-based ideologies (Some teachers still expressed deficit thinking towards learners and their language practices)	- Using learners' home language when they want to communicate in the medium of instruction can lead to "othering"	- The classroom teachers did not share the same HL as the learners - Monolingual standardised assessments in English			- For the Mathematics holiday programme, the classroom teacher was not proficient in learners' HL, thus limiting the full effectiveness of TL - Time constraints; teachers had pressure to complete the syllabus

5.3 Data analysis

5.3.1 Outline of emerging themes

After the data was coded, the researcher began searching for potential themes by identifying common TL strategies that were utilised across these studies that lead to positive outcomes. The thematic analysis process was outlined in section 4.6. An

outline of the themes and the sub-themes that emerged is presented in Figure 5. In the data analysis section, under each theme, where applicable, the sub-themes that emerged are presented. These themes were engaged with evidence from the datasets as well as relevant literature.

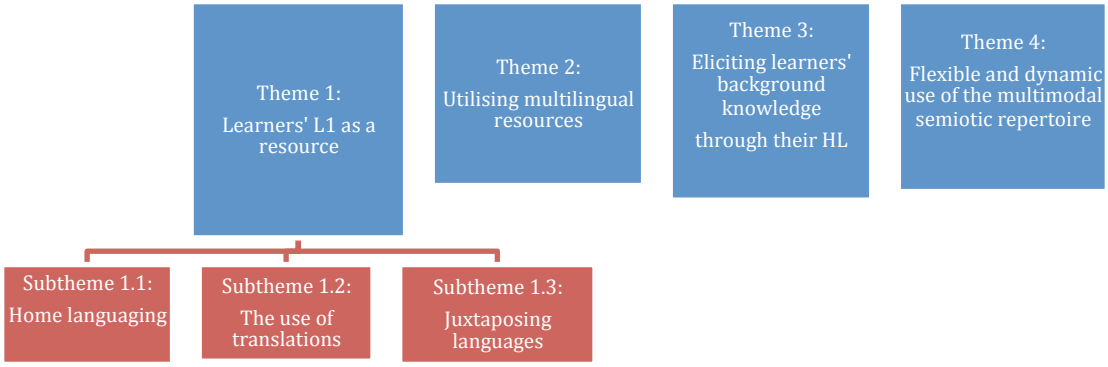


Figure 5: Graphical representation of the themes

5.3.2 Theme 1: The use of learners' L1 as a resource for attaining deeper levels of meaning

Across all six studies that were reviewed, learners' L1 was conceptualised as a resource in the teaching and learning process. The focus was on multilingual educational contexts where learners' L1 was not the medium of instruction.

The teachers utilised learners' L1 as a resource through TL strategies, including home-languaging, translations and juxtaposing learners' languages to facilitate meaning- making. These strategies form the sub-themes as presented below. Overall, this theme presents the benefits of utilising learners' entire linguistic repertoire to enable meaning- making. In the sub-themes, the researcher provides examples and quotes directly from the data sources that informed the emergence of the themes.

These themes are engaged with to argue in relation to the research objectives and the research questions that inform this study.

5.3.2.1 Subtheme 1.1: Home languaging as a strategy for deepened comprehension

The findings from the studies collectively revealed that utilising learners' HL facilitated deeper understanding and produced positive outcomes. The use of learners' home language allowed them to feel accepted and understood. Using learners' home language is important for reassuring and allowing them to feel a sense of security. This is represented below in the examples from the datasets.

Study A conducted by Seltzer, Ascenzi-Moreno & Aponte (2020) revealed an interesting example where learners drew on their HL along with English in the play areas, in order to understand, discuss, reenact and co-construct meaning of the stories read to them. The interaction shown in excerpt 1.1 occurred between learners in the block area as they built three houses to re-enact the story "The three little pigs" while using finger puppets. The interaction demonstrates how learners fluidly drew on Spanish (HL) along with English (L2) to make meaning of the story while simultaneously developing one another's language practices. Student 1 could not recall the English word "door". Student 2 intervened and drew on his Spanish repertoire to assist Student 1 and co-construct meaning. By drawing on his Spanish vocabulary, Student 2 assisted in the meaning-making process.

Student 1: Y sopló, y sopló [and he blew and blew]…Open the – [pause]
Student 2: Puerta! [Door.]
Student 1: Open the puerta! Open the puerta de casa! [Open the door! Open the door to the house!]

Excerpt 1.1

Another example in Study A (Seltzer, Ascenzi-Moreno & Aponte, 2020) presented a situation where learners drew on their HL in a creative way while re-enacting the story "Goldilocks and the Three Bears". While most of the performance was carried

out in English, Baby Bear's character spoke in Spanish throughout the re-enactment of the story. This is represented in Excerpt 1.2.

Narrator: Papa Bear said…
Papa Bear: Someone has eaten my porridge!
Narrator: And Mama Bear said…
Mama Bear: Someone has eaten my porridge!
Narrator: And Baby Bear said…
Baby Bear: ¡Alguien se comió mi avena! [Someone has eaten my oatmeal!]

Excerpt 1.2

The performance was a fluidly bilingual story *without* the use of translation. The effect of drawing on their HL was deeper levels of understanding and engagement by the bilingual audience. In these two examples presented, learners combined all the resources creatively to create something new and unique. TL enabled learners to go beyond the story.

Study B conducted by Kirsch & Seele (2020) presented a situation where the teacher switched to the learner's home language to facilitate comprehension, while the learner remained unengaged. This was done for communicative purposes. In the examples from this study presented in the next subtheme, teachers often used translations and drew on learners' HL to ensure comprehension. Teachers also used learners' home language during assessment to accommodate learners linguistically and ensure comprehension. However, in this interaction, despite the teacher's attempt at drawing on the learner's HL and using actions to engage him, the learner did not wish to engage. This scenario, presented in Excerpt 2.1, was the learner's choice and therefore we cannot assume that the learner did not comprehend. This example illustrates the importance of considering learners' social and emotional needs, rather than assuming that they do not understand.

Study C conducted by Li & Luo (2017) indicated that learners drew on their HL (Spanish) to co-construct meaning in the collaborative reading sessions and reciprocal teaching. As shown in Excerpts 3.1 and 3.2, learners draw on their Spanish to engage

in a discussion and clarify any confusion about their understanding of the English words "seagull" and "chandelier". Drawing on their HL during these short discussions enhanced comprehension.

Grade 6 learners and teachers from *Study D* (Makalela 2015) drew on learners' HL through the use of Sepedi texts, retelling and rewriting stories using Sepedi, in the bilingual print environment and during vocabulary induction exercises. Producing their own Sepedi texts "gave the learners a sense of ownership and confidence as co-producers of knowledge" (Makalela, 2015, p. 23). Further, through the story re-telling, learners showed deeper comprehension of the original texts. This will be elaborated on in the upcoming subthemes and themes. In the HE setting in *Study D* (Makalela 2015), the lecturers drew on learners' home languages (siZulu, siSwati, isiXhosa, isiNdebele, English) to compare and contrast concepts to Sepedi (L2). Further, the lecturer always fostered typical TL practices where the use of learners' home languages during discussions was encouraged.

Study E (Mgijima & Makalela, 2016) utilised learners' HL (isiXhosa) along with their L2 (English) to support learners' ability to apply background knowledge when drawing inferences to develop reading comprehension. The learners' HL was employed in bilingual reading materials, during discussions and when answering questions. This will be elaborated on in the themes to follow.

Study F (Guzula, Mckinney & Tyler, 2016) involved utilising learners' HL (isiXhosa) for learning amongst Grade 3-6 learners and the Grade 11 learners. This will be discussed below in the upcoming themes. The learners' HL is regarded as a resourceful tool in constructing the learning process. To facilitate understanding in the mathematics classroom, learners predominantly drew on their HL, along with other semiotic resources, as shown in Excerpt 5.5.

5.3.2.2 Subtheme 1.2: The use of translations to facilitate meaning-making

This subtheme builds off the previous one. The use of translations also involves incorporating and drawing on learners' HL. However, this subtheme presents the

explicit use of translations in meaning-making. Across the six studies that were reviewed, three of the studies explicitly utilised translations to facilitate meaning-making.

Study B (Kirsch & Seele, 2020) presents a few examples where teachers frequently translated from Luxembourgish to the learner's home language and vice versa during different types of activities. For example, this was done when learners were carrying out instructions or during story time. The learners translated key words and whole sentences to enable them to communicate more effectively, ensure comprehension and place value on their home languages. An example of the teacher translating from Luxembourgish to English to include an English-speaking child (Aaron) is shown below.

	Actor	**Original utterance** (Luxembourgish, *English)*	**English translation**
1	**Paul**	Awer ‘t ass ee léiwen Tiger.	*But it is a friendly tiger.*
2	**Mr Ken**	Wéi weess du dann, dass ee léif ass? Kuckt e léif?	How do you know that it is friendly? Does it look friendly?
3	**Aaron**	Net léif.	Not friendly.
4	**Mr Ken**	*Not nice?*	*Not nice?*
5	**Aaron**	Nee.	No.

Excerpt 2.2

In this interaction, the teacher was presenting a book on animals to learners. The teacher points to a tiger and Paul responds in Luxembourgish. The teacher responds in Luxembourgish to Paul (line 2) and Aaron responds in Luxembourgish (line 3). The teacher then explicitly translates Aaron’s utterance to ensure comprehension.

Another example of translation to facilitate understanding in the multilingual classroom as learners carried out instructions is shown in the excerpt below:

"When Abdul vigorously stirred the mixture, Ms Clara shouted in Luxembourgish 'lues' (slowly) which she translated into French ('doucement'), Abdul's home language. The translation ensured that Abdul understood the warning, which he may not have understood in Luxembourgish."

Excerpt 2.3

The teacher translated from Luxembourgish to the learner's HL (French) to facilitate comprehension of the instruction.

In addition to these, during a story-telling activity, a three-year-old learner described a picture in Portuguese. The educator then translated this utterance into Luxembourgish, to enable the rest of the children to comprehend the input. This is shown in the excerpt below. The use of translations allowed the teacher to allow access to the other learners who could not comprehend Sarah's contribution in Portuguese.

Actor	**Original utterance** (Luxembourgish, *Portuguese*)	**English translation**
Sarah	*Tem livros na cabeça.*	*It has books in his head.*
Ms Clara	Deen huet Bicher um Kapp. An dann probéiert hien ze trëppelen, mee dat ass schwéier.	He has books on his head. And then he tries to walk but this is difficult.

Excerpt 2.4

Study D (Makalela 2015) utilised translations in the IP and HE contexts. In the IP this involved comparing English and Sepedi vocabulary and in the HE, this involved comparing concepts in Sepedi (L2) to learners' home languages. The use of translations in these two contexts enhanced learners' understanding.

Teachers and learners from *Study F* (Guzula, Mckinney & Tyler, 2016) engaged in two-way translations during the instruction of the topic "story elements". This is represented in Excerpt 5.1 below. The use of two-way translations between isiXhosa and English enhanced learners' language and literacy development. The learners' understanding of concepts was enhanced through the use of translations. Learners

translated their own responses or responses by other learners to develop a better understanding. They translated from English to their HL and through collaboration, they co-constructed meaning. Translations enabled vocabulary learning in both languages, thus enhancing bilingual language and literacy development.

"The facilitator asked children what 'story elements' are called in isiXhosa, and wrote 'story elements' in English and 'ukwakhiwa kwebali' below it on the board. She asked children who could remember the five elements in a story. The children answered in isiXhosa and the translation in English on request from the facilitator who then wrote the English translation next to the isiXhosa word as follows:

Story elements

Ukwakhiwa kwebali

1. Abalinganiswa – characters
2. Imizobo namagama – pictures and words
3. Indawo – place; nexesha – time
4. Umbhali – author/writer; nabazobi – and illustrators
5. Trouble – ingxaki – problem/conflict
6. Solution/resolution – isisombululo
7. End – isiphelo"

Excerpt 5.1

In these examples, the teachers either translated words or utterances to facilitate understanding. This also promoted language learning and facilitated inclusion and participation and enhanced communication.

5.3.2.3 Subtheme 1.3: Juxtaposing languages to co-construct meaning

Excerpt 1.1 from *Study A* (Seltzer, Ascenzi-Moreno & Aponte, 2020) also presented a situation where learners' HL (Spanish) and their L2 (English) were juxtaposed. In this interaction learners were juxtaposing the two languages (English and Spanish) in a creative and innovative way to co-construct meaning. They fluidly alternated between the two languages to better understand the story and make themselves comprehensible to the bilingual audience. Here, they were drawing on all the resources of their linguistic and semiotic repertoires to make meaning, communicate and play.

Study B (Kirsch & Seele, 2020) also presented situations where languages were juxtaposed to co-construct meaning. In Excerpt 2.5, the teacher and learners drew on their entire linguistic repertoire and alternated between Luxembourgish, English and Portuguese to communicate fluidly and create meaning.

As indicated in *Study C* (Li & Luo, 2017), learners juxtaposed the languages during collaborative reading activities; "they either read the story in English and discussed in Spanish, or read the Spanish version and retold or explained to me in English" (Li & Luo, 2017, p.140). Further, learners engaged in fluid, bilingual discussions where they fluidly alternated between English and Spanish to make sense of the text and words in the text. Learners were also instructed to rewrite a text that they read using their "everyday" language.

Study D (Makalela 2015) used the strategy of alternating languages. Amongst the Grade 6 learners, this involved vocabulary induction through bilingual vocabulary contrasts in English and Sepedi. This was a great tool for familiarising learners with vocabulary from each language and allowing them to draw on language differences during the instruction of reading literacy. At a broader level, learners were exposed to a comprehension passage in English and Sepedi successively. The comprehension questions from the English text were answered in Sepedi and those from the Sepedi text were answered in English. In addition to this, learners were exposed to oral reading proficiency in both languages where they were given the opportunity to read texts aloud in one language (English or Sepedi) followed by the other language. While oral reading is problematic (refer to section 2.3.1), this strategy does not always result in comprehension: in this context, the contrasted reading sessions allowed them to compare phrases and vocabulary across the two languages, the one being their HL. According to Angu et al., (2020), learners' L1 is regarded as an asset in their learning, therefore alternating the L2 (English) with their L1 (Sepedi) is advantageous. Another activity involved juxtaposing the languages (English and Sepedi). Learners read a text written in Sepedi and produced their version and understanding of the story using English. In this activity, the language of input (Sepedi) was juxtaposed with the language of output (English). Further, the English version was not a mere translation of the Sepedi text; learners developed a deep understanding of the content in the text and reinterpreted the text to produce an

English version. This involved the use of higher order thinking and reasoning skills about the content in the text. The HE context also utilised the strategy of juxtaposing the language of input to the language of output.

Similar to the studies above, *Study E* (Mgijima & Makalela, 2016) juxtaposed English and isiXhosa by allowing learners to read a text in one language and answer the questions in the other language. Further, sometimes the language that the text was written in was juxtaposed with the language that the questions were asked in. Thereafter, learners could freely choose the language to answer in. This encouraged learners to employ higher order thinking and reasoning skills, engage with the text and develop in-depth comprehension of the text.

Study F (Guzula, Mckinney & Tyler, 2016) juxtaposed learners' HL (isiXhosa) and the L2 (English) in learning about "story starters". This is shown in Excerpt 5.2 below. Learners drew on both languages to recall story starters.

1. Kudala-dala
2. Once upon a time
3. There was once
4. Kwathi ke kaloku
5. Chosi, chosi ngantsomi
6. Long, long ago

Excerpt 5.2

The results from theme 1 reveal that by employing a TL pedagogy, learners' L1 can be utilised as a resource in attaining deeper levels of meaning through home languaging, the use of translations and juxtaposing the languages. These findings are in line with Madiba (2012) who maintains that numerous advantages can be attained when learners' languages are utilised in a manner where they are complementing one another rather than competing against one another. Each one of the reviewed studies utilised learners' home language to engage learners, facilitate inclusion and participation, provide positive learning experiences and enable deeper levels of understanding. According to Cummins (2009), a learner's L1 is considered a foundation for the development of new knowledge. Further, according to studies by

Angu et al., (2020), Kioko et al., (2008) and Stoop (2017) the learner's L1 should be considered an asset in their learning.

Where learners' HL was utilised, they were enabled to attain deeper levels of meaning and produce positive learning outcomes. This is in line with findings by Van Staden (2016) who revealed that learners were actually disadvantaged if they learned in a language other than their HL. Further, according to Tian and Macaro (2012), learners who receive instruction in their L1, perform better than learners who learn in another language.

Findings from this theme concur with a study by Sebole et al. (2019), which revealed the importance of developing reading comprehension skills in the L1 before attaining L2 reading comprehension ability. Learners need to master comprehension skills in their L1 before transitioning to comprehending in a L2. The learners' home language is central to their academic success and lays the foundation for their reading comprehension ability. The studies discussed in Section 3.2 indicate the important role of the learner's L1 in developing reading comprehension. All the reviewed six studies drew on learners' HL to develop their reading comprehension skills.

Moreover, the common TL strategy of juxtaposing two or more languages as evidenced in the studies above, results in higher levels of engagement and deepened comprehension. The findings from this subtheme are in line with Baker (2011) who comments on the value of TL; "to read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and digested" (p.289). Juxtaposing languages during learning and alternating the language of input and output during reading activities actually forces learners to develop an understanding of the text in order to participate. This was evidenced in the reviewed studies.

In relation to the current research study concerning the FP, learners' HL or L1 can be utilised as part of a TL pedagogy, as a resource to attain deeper levels of meaning to develop the FP learners' English reading comprehension abilities and make content comprehensible. Teachers should support and encourage the use of learners' HL during story time and reading activities. Learners and teachers should draw on

learners' HL to better understand certain English words or concepts as assists them in developing an understanding of the story read in English. For example, when introducing a story to learners, teachers should allow them to utilise their HL in the discussion. During reading, the teacher should pause at some points, tap into their HL and allow them to draw on their HL. The teacher and learners can collectively utilise their linguistic resources to offer translations from English to the L1 and vice versa. These translations can be used to compare concepts and vocabulary in learners' HL and English. After reading, the teacher may ask some questions in their HL or allow learners to answer in their HL and elicit discussions that allow the use of their HL. Overall, learners' L1 should be regarded as a valuable asset towards developing their reading comprehension ability. The predictable outcome based on evidence from the reviewed studies is that learners will develop deepened comprehension when their HL is used alongside English.

5.3.3 Theme 2: Utilising multilingual resources to facilitate understanding

A common TL strategy amongst the studies was the use of resources (readers, texts, print environment) in more than one language to facilitate understanding and engage the learners.

Study A (Seltzer, Ascenzi-Moreno & Aponte, 2020) indicated that *"teachers placed books that had been read in both English and Spanish, such as the Three Little Pigs/Los Tres Cerditos in play centers so that students could engage with the stories through their play"* (Seltzer, Ascenzi-Moreno, & Aponte, 2020, p.30). In this study, learners engaged in TL in the play areas to engage with both versions of the text, co-construct meaning and transcend beyond the story in creative ways. Including English and Spanish versions of the text enabled deeper comprehension of the story and this was represented through their play.

Similarly*, Study C* (Li & Luo, 2017) utilised bilingual versions of the book during collaborative reading activities. They either read the English or Spanish version of the book. When learners did not understand a word in the English version of the book,

they referred to the Spanish version to clarify their understanding as shown in the extract below from excerpt 3.1.

> *" When they read "Just like that, as if she were a fancy chandelier," they stopped because chandelier was a roadblock to comprehension. Helping each other, they found the word candelabro in the Spanish version of our book "*
>
> (Excerpt 3.1, lines 2-4)

Study D (Makalela 2015) utilised English and Sepedi reading passages as well as a bilingual print rich environment, which incorporated English and Sepedi resources for the Grade 6 learners. The incorporation of a bilingual print rich environment encouraged incidental reading as shown in one of the teachers' responses in Excerpt 4.1. Further, learners were actively involved in the development of the bilingual print environment. The print environment included bilingual texts reproduced by learners in Sepedi (HL) and English. For one of the activities, the original text read by learners was written in Sepedi. Learners then retold the story and produced a Sepedi text, an English text and a blend of Sepedi and English. Through re-telling and rewriting the story, there was evidence of deepened comprehension of the text.

Study E (Mgijima & Makalela, 2016) utilised English-isiXhosa bilingual reading resources to support learners to apply relevant background knowledge when drawing inferences. The reading passages were written in isiXhosa and English. Texts included both languages in different paragraphs and different sentences within the same paragraph. This allowed learners to read with understanding by using a fluidly bilingual resource.

Findings from the studies show that the use of multilingual resources in learning extended learners' understanding of the text and enhanced bilingual language and literacy development. There was clear evidence of deepened comprehension when learners interacted with resources in their L1 and in the L2. These findings once again agree with research by Tian and Macaro (2012) that reveals that learners who receive input in their L1 perform better than those who learn in only one language. Further, research suggests that the utilisation of learners' L1 in classrooms around the globe is

deemed advantageous for learners (Choy & Lee, 2012; Lasagabaster & Garcia, 2014; Ngcobo et al., 2016; Prinsloo et al., 2018; Visedo, 2013). Therefore, using resources that integrate learners' L1 and the L2 allows learners who are struggling in English or the L2 to scaffold their understanding by relying on their L1 thus improving learners' literacy performance. The provision of multilingual resources increases learners' access to knowledge and content thus enhancing their academic proficiency.

In the FP classroom, teachers can use bilingual versions of the readers or stories during story time. The teacher can read the book in learners' HL or L1 then in English or vice versa. Further, the teacher can develop a multilingual print rich classroom corner that draws on learners' HL, English and relevant stories/readers in the classroom. At Grade 3 level, the teacher can provide the learner with short blended bilingual stories or English and HL versions of the stories/readers. While research indicates that FP classrooms in SA are text poor and have inadequate access to appropriate reading resources (McBride, 2019; Willenberg, 2018), this will be quite a challenge to overcome.

5.3.4 Theme 3: Eliciting learners' background knowledge through their HL to encourage participation and facilitate meaning

Excerpt 1.2 from *Study A* (Seltzer, Ascenzi-Moreno & Aponte, 2020) shows that learners creatively draw on their background and integrate this into the reenactment of the story. The ability to use more than one language encouraged the learner to draw on her personal experiences. Besides drawing on her HL, the student who played the character of Baby Bear modified a small detail of the story to reflect her personal background. This is shown in the extract below:

> *"Baby Bear: ¡Alguien se comió mi avena! [Someone has eaten my oatmeal!]"*
>
> (Excerpt 1.2, line 6)

The learner changed the word "porridge" to "avena". Porridge is not often eaten in US households while "avena" refers to "oatmeal", a more familiar food to the learner

and bilingual audience. The learner not only drew on her HL to make meaning but also incorporated cultural references to develop a better understanding of the story and make the story more relatable to herself and the bilingual audience. This reveals that by encouraging learners to utilise all their languages, they draw on their individual background and attain deeper levels of meaning.

Similarly, *Study C* (Li & Luo, 2017) shows how teachers encouraged inferencing by prompting learners to draw on their personal experiences and background to relate to the story. This is shown in the extracts below from in Excerpt 3.3.

> *José said, "He's like me. I work two jobs."*
>
> *(Excerpt 3.3, lines 3-4)*

> *" I asked students the question, "What was home like to you?" Edgard said, "Home is a room full of my favorite hats." Nazario said, "We lived in a big yard. We had a blue house." "*
>
> (Excerpt 3.3, lines 6-8)

The teacher drew on learners' background to facilitate meaning-making. By drawing on their personal experiences, background and forming links between the text and their life world, the content in the story became more comprehensible.

Further, the teacher made an effort to build rapport and so develop an understanding of their background, experiences, and attitudes towards reading. This was carried out through interviews with learners, as shown in excerpt 3.4. By drawing on learners' background and interests, the teacher was able to use this information as a resource to engage learners in the reading materials and deepen their understanding of the text. Overall, learners achieved better comprehension when they read a text that related to their background and experiences.

The focus of *Study E* (Mgijima & Makalela, 2016) was to explicitly teach learners to apply background knowledge when drawing inferences to improve reading comprehension. Learners were encouraged to apply relevant background knowledge by incorporating translanguaging methods such as the use of bilingual texts and juxtaposing the language of the text to the language used to ask the questions. Further before the reading, they were encouraged to draw on their background to make predictions about the text based on the keywords provided. During the reading, the teacher often paused and asked questions to encourage learners to make inferences by drawing on their prior knowledge.

The inability to activate appropriate background knowledge may result in poor reading comprehension. Teaching learners to draw on their background knowledge when making inferences can enhance reading comprehension (Elbro & Buch-Iversen, 2013). According to Mullis et al. (2016), the ability to make inferences is one of the important processes for reading comprehension and forms the foundation for learners' ability to construct meaning. It is evident that the ability to draw inferences is vital for successful reading comprehension. Results from theme 3 revealed that drawing on learners' background knowledge *using TL strategies* effectively enables learners to make inferences and enhances comprehension. Drawing on learners' background knowledge allows them to establish a deep connection to the text, which facilitates their meaning-making process. Learners develop a deeper understanding of the content if they can relate to it. Further, teachers utilise learners' HL or L1 when eliciting prior knowledge.

The findings from this theme correlate with findings by Siddiek and Alfaki (2013) and Fisher (2016), which emphasise the role of background knowledge in enhancing reading comprehension. These findings also concur with studies by (Pretorius, 2000) which found that that effective learning depends on the individual's ability to integrate new knowledge with existing knowledge and further develop and transform their knowledge. According to a study by Smith, Snow, Serry and Hammond (2021), "higher levels of background knowledge enable children to better comprehend a text" (p.226). Research on reading over the last few decades highlighted the importance of background knowledge in aiding reading comprehension.

Researchers established that primary-school learners' experience difficulty drawing inferences from the texts they read (Madiba, 2013; Manyike, 2012). In the FP, teachers can use learners' HL and English simultaneously to draw on learners' background knowledge to enable reading comprehension. Before introducing a book, the teacher can engage learners in a discussion to elicit their background knowledge. During reading, the teacher can ask questions to encourage learners to draw on their background knowledge. Creating an association between learners and the content in the text will enhance learners' comprehension. The teacher can also select multilingual and multicultural books that draw on aspects of learners' cultural and linguistic background and experiences. The incorporation of these books in the classroom creates opportunities for TL and deepened comprehension.

5.3.5 Theme 4: The use of the multimodal semiotic repertoire to negotiate meaning and communicate flexibly

Utilising the entire semiotic repertoire involves creatively integrating all the features from the teachers' and learners' semiotic repertoire to negotiate meaning and communicate flexibly. This involves going beyond the linguistic resources and includes the use of signs and symbols, speech, text, bodily movements, gestures, images and facial expressions.

Study A (Seltzer, Ascenzi-Moreno & Aponte, 2020) presents situations where learners utilised their entire semiotic repertoire as they engaged with the stories through TL and play. As learners re-enacted the stories drawing on English and Spanish, they used gestures, body movements, facial expressions and incorporated objects to co-construct meaning of the story. This is represented in the interaction in Excerpt 1.1. Students reenacted the scene using wooden blocks for the houses and finger puppets for the characters.

In *Study B* (Kirsch & Seele, 2020), learners flexibly utilised all the features of the linguistic and semiotic repertoire to communicate. Teachers utilised signs and symbols to communicate and support learners' meaning-making. An example of this

follows: during the morning routine when learners were instructed in Luxembourgish to count all the boys in the classroom, a three-year old French-speaking child was unable to comprehend and proceeded to count the number of girls. After a few attempts of using Luxembourgish and some gestures, the teacher translated the word "boy" to French. After realising that the learner did not comprehend the concept, the teacher used a picture of a boy and repeated the Luxembourgish word for "boy", verbalising it slowly and carefully. After using the picture, the learner understood. Therefore, it is evident that translating was not enough to support the learner's understanding, the teacher also utilised other strategies from her multimodal semiotic repertoire to further support the learner's comprehension.

In another example, the teacher and the learner engaged in translanguaging while reading during free-play. The teacher and the learner "weaved together multimodal and multilingual resources to communicate, negotiate meaning and ensure comprehension" (Kirsch & Seele, 2020, p.13). An example of this scenario is presented in Excerpt 2.5. As seen from the excerpt, the teacher and learner engaged in dialogic reading while utilising all of their multilingual and multimodal resources to communicate effectively, co-construct meaning and ensure comprehension. The teacher and the learner drew on their entire linguistic repertoire and made use of their whole body to co-construct meaning. The strategies utilised included "pointing", "slithering like a snake on the floor". This was done to guarantee understanding. To facilitate understanding and help the learner remember the word "heart", the teacher drew a heart on his chest. The use of the teacher's and learner's entire linguistic repertoire and the use of gestures, signs and body movements created a space within which the teacher and the learner could utilise their entire semiotic repertoire to construct meaning.

Study C (Li & Luo, 2017) showed learners interacting with multimodality and utilising a number of strategies to facilitate meaning-making. This involved learners' use of technology, particularly mobile phones with Internet access. As shown in Excerpt 3.2, one of the learners read the English word "seagull" and could not comprehend. He then used his mobile phone to search "seagull" on Google images to obtain a visual representation of the word. The images produced enabled him to comprehend the word. Thereafter, the learner shared the images with his partner.

After a short discussion in Spanish, learners were able to produce the Spanish word for "seagull" as shown in the extract below:

> "Oh, its the bird...In Spanish, we call it *gaviota."*
>
> (Excerpt 3.2, lines 4-5)

Further, in another interaction (Excerpt 3.1), learners could not comprehend the word "chandelier". The learners then searched images related to the word on Google and engaged in a discussion with their peers in Spanish. Through this process of using technology, drawing on all the resources of their semiotic repertoire and drawing on one another's linguistic repertoire, the learners eventually co-constructed meaning of the word "chandelier" as shown in the extract below:

> *"Nazario searched on Google images and then he discussed with Giovanni in Spanish for a minute. Turning to me, they explained to me what they found, "It's like the thing on the table. You put lights on it. Oh, candles on it. You see, there is the word candle in candelabro" "*
>
> (Excerpt 3.1, lines 5-8)

These interactions involved that learners engaged with TL strategies to enhance their comprehension of a word in the text. They drew on their entire linguistic and semiotic repertoire to facilitate understanding. This interaction also involved drawing on their HL (Spanish) to achieve comprehension and translating the word to Spanish for the teacher.

Study F (Guzula, Mckinney & Tyler, 2016) reveals that learners used multiple modes in the process of meaning-making. The extracts below from Excerpt 5.3 show how the Grade 3-6 learners used gestures and body movements during literacy games to make meaning.

> *"Got a gun by my side (touching hips)"*

"Bullets, two (showing fingers)"

"Some tall grass (bending and raising hand to high above the head)"

"We can't go over it, (showing with the hands)"

(Excerpt 5.3)

Further, in the extract below from Excerpt 5.4, the learner and facilitator explained how gestures supported the meaning-making process. Both these extracts indicate that "through the use of hands", even those who do not understand English were able to comprehend.

Noni: *Ngoba ukuba umntu akayazi ukuba ukuhamba* over it *mhlawumbi njengoba sithetha ngeEnglish uyabona ngezandla ba* we can't go over, it, we can't go under it, we can't go around it *uyabona* okay uover n*guntoni, u-under yintoni, uaround yintoni* and then.... (inaudible)	Noni: 'Because if a person doesn't know what walking over it means, maybe because we speak English s/ he can see through the use of hands that 'we can't go over it', 'we can't go under it', 'we can't go around it' and see what 'over' means, what 'under' means and what 'around' means and then...(inaudible)'

Xoli: noaround it... noaround it, *nhe? Uyabona ngezandla naxa usithi... ngezandla. Sathi igood loo nto nhe? Iyasifundisa loo nto ukuba kuthethwa ukuthwani andithi?* I think *uyibeke kakuhle kakhulu uNoni, ngendlela ecacileyo. Wonke umntu ucacelwe*	Xoli: 'and around it'...'and around it, hey? You can it through the hands when and when you....through the hands .We said that is good, hey? That teaches us what is meant by spoken words, isn't it? I think Noni expressed it so well, so clearly hey? Everybody is clear, hey?'

(Excerpt 5.4)

The Grade 11 learners utilised gestures, body movements and gaze in addition to drawing on their entire linguistic repertoire to make meaning in the mathematics classroom. The learner, the teacher and the facilitator negotiated the floor at the board in the classroom and drew on various semiotic resources to make meaning. This is revealed in Excerpt 5.5.

The data presented above reveal that learners went beyond their linguistic resources to draw on all the resources of their multimodal semiotic repertoire to make meaning. This involved the use of images, actions, gestures and body movements to construct meaning.

Effective learning occurs when learners employ all their semiotic resources (Taylor, 2014). Further, "drawing on a range of semiotic resources provides enhanced affordances for engagement in learning activities and furthermore, broader potential for learning" (Taylor, 2014, p.403). Some of the reviewed studies utilised learners' entire semiotic repertoire and provided valuable insight on how teachers could encourage their learners to construct meaning by drawing on all the resources of their semiotic repertoire.

The idea of moving beyond language and utilising other semiotic resources to make meaning concurs with findings by Stein (2004) and Newfield (2011) that explicitly recognises the integration of various modes to facilitate meaning-making. Further, the use of gestures, actions, images and body movements allows teacher and learners to move beyond the limitations of exclusively utilising spoken and written language as the only mode of communicating meaning (Stein, 2004; New London Group, 2000).

According to research by Glenberg (2011), the simulation of stories through physical manipulation such as actions, gestures and body movements considerably enhances young learners' reading comprehension. This concurs with the strategies employed in *Study A* (Seltzer, Ascenzi-Moreno & Aponte, 2020), where children engaged in TL and play to re-enact the stories, co-construct meaning, and enhance comprehension.

Therefore, in the FP, teachers can encourage learners to employ their entire semiotic repertoire to develop reading comprehension. For example, the teacher could use signs and symbols, images, gestures, facial expressions, actions or body movements in addition to language to enable learners to understand English concepts that they are having difficulty comprehending before, during and after reading. The teacher could also encourage learners to re-enact the stories through play by employing their entire multimodal semiotic repertoire.

5.3.6 The benefits of adopting a TL pedagogy

One of the research questions involved identifying the benefits of adopting a TL pedagogy. Overall, the six reviewed studies showed that the utilisation of a TL pedagogy has numerous social and cognitive advantages for the multilingual learner. Across the studies that were reviewed, there were some common benefits associated with adopting a TL pedagogy. These include improved participation and collaborative learning, deeper levels of understanding, identity development and improved self-esteem, vocabulary development, creative learning and challenging monolingual pedagogies.

5.3.6.1 Improved participation and collaborative learning

Findings from the reviewed studies revealed that a TL pedagogy facilitated inclusion and participation of the multilingual learners and resulted in collaborative learning. There was evidence of higher levels of engagement, interaction and communication amongst teachers and learners and amongst learners themselves. TL created a non-threatening and safe environment, which enabled learners to feel a sense of belonging and acceptance. No learner felt linguistically excluded during classroom interactions.
If the learner's L1 is utilised in the classroom, they will feel included and engage more. The reviewed studies created an inclusive, non-threatening and safe classroom environment by utilising learners' L1 and including learners with the same L1 and from similar backgrounds. Learners were more comfortable engaging in TL practices to co-construct meaning. These findings are in line with research by Omidire and Ayob (2020), which identified a non-threatening and safe environment as one of the enablers of TL. As evidenced by the reviewed studies, TL supported the needs of all learners in the classroom and created positive learning experiences. These findings resonate with research by Garcia et al. (2017), which emphasised that a TL pedagogy allowed learners to feel accepted in the classroom through the utilisation of their entire linguistic and semiotic repertoire. These findings are also in line with Furstenau et al. (2020) who maintains that through TL, the teacher can develop an inclusive and welcoming classroom environment where collaborative learning can take place. Further, a TL pedagogy ensures that all learners are included as this approach allows

for cultural congruence across languages and cultures by bridging linguistic and cultural boundaries through fluid classroom interactions (Makalela, 215).

5.3.6.2 Deeper levels of understanding

Across the six studies that were reviewed, learners showed deeper levels of understanding when TL strategies and techniques were utilised. There was evidence of reading comprehension gains and overall enhanced understanding. TL strategies supported learner's meaning-making and learners' L1 was utilised as an asset to enhance understanding. These findings concur with previous research by Baker (2011), which revealed that TL enabled deeper processing and digestion of the learning content as he maintains "to read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and digested" (p.289). This finding is also in line with previous studies (Baker, et al., 2012; Garcia, et al., 2007; Madiba 2012) that revealed the potential of TL to develop the cognitive abilities of multilingual learners. Similarly, findings by Omidire (2019) and Gorter and Cenoz (2017) reveal that TL enhances the ability to comprehend.

Further, more than half of the reviewed studies utilised multilingual texts and passages to facilitate meaning-making. The use of multilingual resources improved learners reading comprehension ability. Through multilingual resources, learners attained a deeper level of understanding of the text and they were able to engage more with the content. Using resources that integrate learners' L1 and the L2 allows learners who are struggling in English or the L2 to scaffold their understanding by relying on their L1 thus improving learners' literacy performance. The use of multilingual resources increases learners' access to knowledge and content thus enhancing their academic proficiency. These findings concur with research by Tian and Macaro (2012), which revealed that learners who receive input in their L1 perform better than learners who learn in only one language.

5.3.6.3 Identity development and improved self-esteem

The reviewed studies revealed that valuing and utilising learners' L1 and the use of TL strategies and techniques empowered the learner and offered them a strong sense of identity and ownership, consequently improving their self-esteem. Further, improved self-esteem resulted in higher levels of engagement and facilitated inclusion and participation. Utilising learners' L1 and other TL strategies allowed learners to feel a sense of belonging and acceptance rather than exclusion. These findings concur with research by Pavlenko and Norton (2007) and Garcia (2011), who maintain that there is a close association between identity development and language learning. These findings also resonate with research that using more than one language in the classroom, particularly learners' L1, validates their social identities and creates a non-threatening and safe environment. As a result, learners are prevented from being ostracised and positive learning experiences are facilited (Garcia, 2009, 2011; Wei, 2011; Makalela 2015b).

5.3.6.4 Improved vocabulary

The reviewed studies revealed that TL improved learners' vocabulary of the target language. The TL strategies and techniques allowed learners to develop their vocabulary by utilising their entire linguistic and semiotic repertoire to facilitate meaning. Learners referred to texts written in their L1 to develop their English vocabulary and used translations collaboratively to co-construct meaning. Learners could compare vocabulary across their languages to enhance meaning. Further, eliciting their background knowledge along with utilising their HL enabled them to develop an understanding of English or L2 words and concepts. These findings concur with research by Galante (2020) and Mwinde and Van der Walt (2015) that revealed the benefits of TL for learners' vocabulary development.

5.3.6.5 Creative learning

One of the benefits revealed by the reviewed studies is that TL promotes learners' creativity. Learners creatively utilised their entire linguistic and semiotic repertoire to move beyond the text and incorporate their background and personal experiences when reproducing and reenacting their own versions of the stories read. They creatively drew on elements from their own background and life world and incorporated this into the stories. This concurs with recent research by Beghetto and Yoon (2021), which revealed that TL encourages creative learning. These findings also resonate with research by Turnbull (2019), which found that TL strategies have positive effects on learners' creative writing.

5.3.6.6 Challenging monolingual pedagogies

The reviewed studies revealed that TL disrupts the narrow monolingual orientations prevalent in education contexts globally, thus signaling a shift towards the multilingual turn (May, 2013). Incorporating learners' entire linguistic and semiotic repertoire challenges the dominant monolingual schooling practices that result in low levels of reading comprehension and poor learning outcomes. According to Kleyn (2016), "the linguistic landscape of the classroom and the school should be reflective of students' home languages and cultures, as well as the content students are learning" (p.204). In the six studies that were reviewed, TL challenged monolingual ideologies by incorporating learners' home languages, cultures and entire linguistic and semiotic repertoire into the classroom space. This finding concurs with research by Menken and Sánchez (2019), which revealed that TL pedagogies elicited transformation by disrupting dominant monolingual orientations in schools.

5.3.7 Challenges of adopting a TL pedagogy

Like any other pedagogy, there are challenges with adopting a TL pedagogy. While many more studies must be reviewed to thoroughly determine the challenges of adopting a TL pedagogy, across the six studies that were reviewed, some of the

challenges identified include time constraints, teachers' inability to speak learners' L1, standardised monolingual assessments, deficit-based ideologies amongst teachers, and TL that leads to "othering". It is important to state that these challenges were not consistent and recurring amongst the six studies. The challenges also varied from one study to the next.

5.3.7.1 Time constraints

One of the studies revealed that due to pressure to finish the syllabus and meet deadlines, TL interactions were cut short and at times the session became more teacher-oriented (Guzula, McKinney & Tyler, 2016). Incorporating multiple languages and semiotic resources into the multilingual classroom requires a lot of time and teachers have difficulty finding that time in the restricted timetable. According to findings by Omidire (2020) and Omidire and Ayob (2020), the implementation of TL strategies and techniques is linked to time constraints. These studies maintain that teachers cannot adapt the curriculum to include TL strategies and support a TL pedagogy due to time constraints.

5.3.7.2 Teachers are not proficient in the learner's L1

Two of the reviewed studies revealed that one of the challenges were that teachers did not share the same L1 as the learners, therefore limiting the effectiveness of a TL pedagogy (Guzula, McKinney & Tyler, 2016; Li & Luo, 2017). According to these studies, if teachers shared the same linguistic resources as the learners, more could be achieved in terms of reaping the full benefits of TL strategies and techniques. However, research by Garcia and Kleyn (2016) of learners' linguistic practices in multilingual classrooms revealed that teachers do not have to speak the same language as the learners, rather they maintain that a "philosophical stance that embraces a TL space in their classrooms" is warranted (Li & Luo, 2017, p.156).

5.3.7.3 TL and standardised monolingual assessments

One of the studies revealed challenges associated with TL and standardised monolingual assessments (Li & Luo, 2017). Standardised assessments do not accommodate for TL practices. One of the questions raised by this study is "where does standardized assessments fit into a TL space?" While students are learning through a TL pedagogy, they are still being assessed through monolingual standardised assessments. This is demotivating for learners as it results in them achieving poorly. Standardised assessments are based on narrow monolingual practices and regard bilingual learners' linguistic practices as illegitimate and deficient (Garcia & Li Wei, 2014).

5.3.7.4 Deficit-based ideologies amongst teachers

As evidenced by the studies that were reviewed, in order for a TL pedagogy to be implemented successfully, teachers must have a positive attitude towards TL as a pedagogy and towards learners' multilingual ability. The learners' multilingual ability should be regarded as the norm and as a valuable asset that could be utilised to their advantage rather than a problem to overcome. Teachers tend to view learners' bilingual/multilingual ability "through the lens of deficit" (Seltzer, Ascenzi-Moreno, & Aponte, 2020, p.36) and may regard these learners as "semilingual" (Cummins, 1994) or "languageless" (Rosa, 2016). A TL pedagogy must "start with the idea that these children are gifted language users" rather than the idea that they need to be "fixed" (Seltzer, Ascenzi-Moreno, & Aponte, 2020, p.36).

One of the studies revealed that while the teachers' perspectives and attitudes towards a TL pedagogy and learners' multilingualism had improved, teachers still expressed deficit thinking towards learners' language practices (Seltzer, Ascenzi-Moreno, & Aponte, 2020). This is indicative of how deeply entrenched these deficit-based ideologies are. The teachers emphasised that students were not proficient in either language and classified them as "nilingües" ("non-lingual") (Seltzer, Ascenzi-Moreno, & Aponte, 2020, p.34). The teachers' perspectives were indicative of how challenging it is to combat deficit thinking about learners' multilingual abilities. According to

Bialystok (2018) and Ismaili (2015, as cited in Omidire and Ayob, 2020), "teachers in diverse linguistic settings need to have a positive attitude to create a harmonious classroom environment".

The studies revealed that teachers must place value on learners' L1 in order for TL as a practice to be implemented successfully. According to Eloff and Ebersöhn (2001), learners' L1 should be recognised as a valuable resource to enable learners to gain an in-depth understanding. Therefore, learners L1 should be regarded as a valuable asset that can be utilised to enhance their learning. These findings are in line with research by Scanlan (2000) who maintains that learners' L1 should be regarded as a fundamental strength in learning. The findings also concur with that of Tian and Macaro (2012) which reveals that learners who receive instruction in their L1 perform better than learners who only learn in one language. Noteworthy to state, according to Makalela (2014), there are many negative attitudes and stereotypes associated with using African languages as the LoLT. It is important that these negatives attitudes are dealt with before teachers can implement a TL pedagogy.

5.3.7.5 TL leading to "othering"

Findings from one of the studies revealed that if teachers are not cognisant of learners' linguistic, social and social needs, TL could lead to "othering" (Kirsch & Seele, 2020). If teachers try to communicate in learners' HL when they are more willing to communicate in the language of instruction, this is a form of "othering". The teachers should instead allow learners to take lead and exercise their agency. This is line with findings by Omidire and Ayob (2020), which revealed that some learners preferred learning in English rather than their HL while some learners felt left out as their HL was not incorporated in the classroom. It is important that teachers are mindful of all learners' needs before implementing TL strategies and techniques.

Research by Omidire and Ayob (2020) provides more insight into the challenges of adopting a TL pedagogy, particularly in the South African context. Some constraints identified by them include contrary views related to learners' L1, inadequate

resources, insufficient teacher training to teach in multilingual classrooms and existing socio-economic factors.

5.4 Summary

This chapter involved extracting relevant data from the six studies, coding the data and systematically presenting the data in a table. Thereafter, relevant themes and sub-themes emerging from the data were identified and comprehensively discussed with reference to relevant literature. The benefits and challenges of adopting a TL pedagogy were identified from the reviewed six studies with reference to relevant literature. The next chapter provides an overview of all the chapters, discusses the research questions and provides recommendations for utilising a TL pedagogy to develop reading comprehension amongst EFAL multilingual FP learners.

Chapter 6

Conclusion and recommendations

6.1 Introduction

The aim of this study was to investigate the efficacy of a TL pedagogy in developing reading comprehension amongst multilingual FP EFAL learners. The objectives of the study were achieved by using a systematic review (as outlined in Section 4.2) and the data was analysed by means of a thematic analysis (as outlined in Section 4.6). This chapter attempts to answers the research questions outlined in Section 1.6. the researcher makes recommendations based on the findings and proposes a model for utilising a TL pedagogy to develop reading comprehension amongst EFAL multilingual FP learners guided by Scarborough's reading rope and translanguaging strategies and techniques. Lastly, the study limitations are discussed and the study is concluded.

6.2 Research questions answered

The findings from the study answer the research questions outlined in Section 1.6. In this section, the secondary research questions and main research question are addressed.

6.2.1 Secondary research question 1

How can a translanguaging pedagogy be successfully utilised in the FP classroom to develop learners' reading comprehension skills?

To answer this research question, the researcher drew on the themes that emerged and applied these findings to Scarborough's (2001) reading rope, in order to develop a proposed model for developing FP learners' reading comprehension skills.

Scarborough's (2001) reading rope emphasises the role of language comprehension and word recognition in skilled reading. The language comprehension component includes background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge. The language comprehension and word recognition components outlined in Scarborough's rope model results in successful reading proficiency when these components are weaved together in interconnected ways. As this study focuses on reading comprehension, the researcher demonstrated how the TL techniques and strategies that emerged from the themes identified can be utilised with language comprehension components to develop reading comprehension skills. Figure 6 presents the proposed model, followed by an explanation.

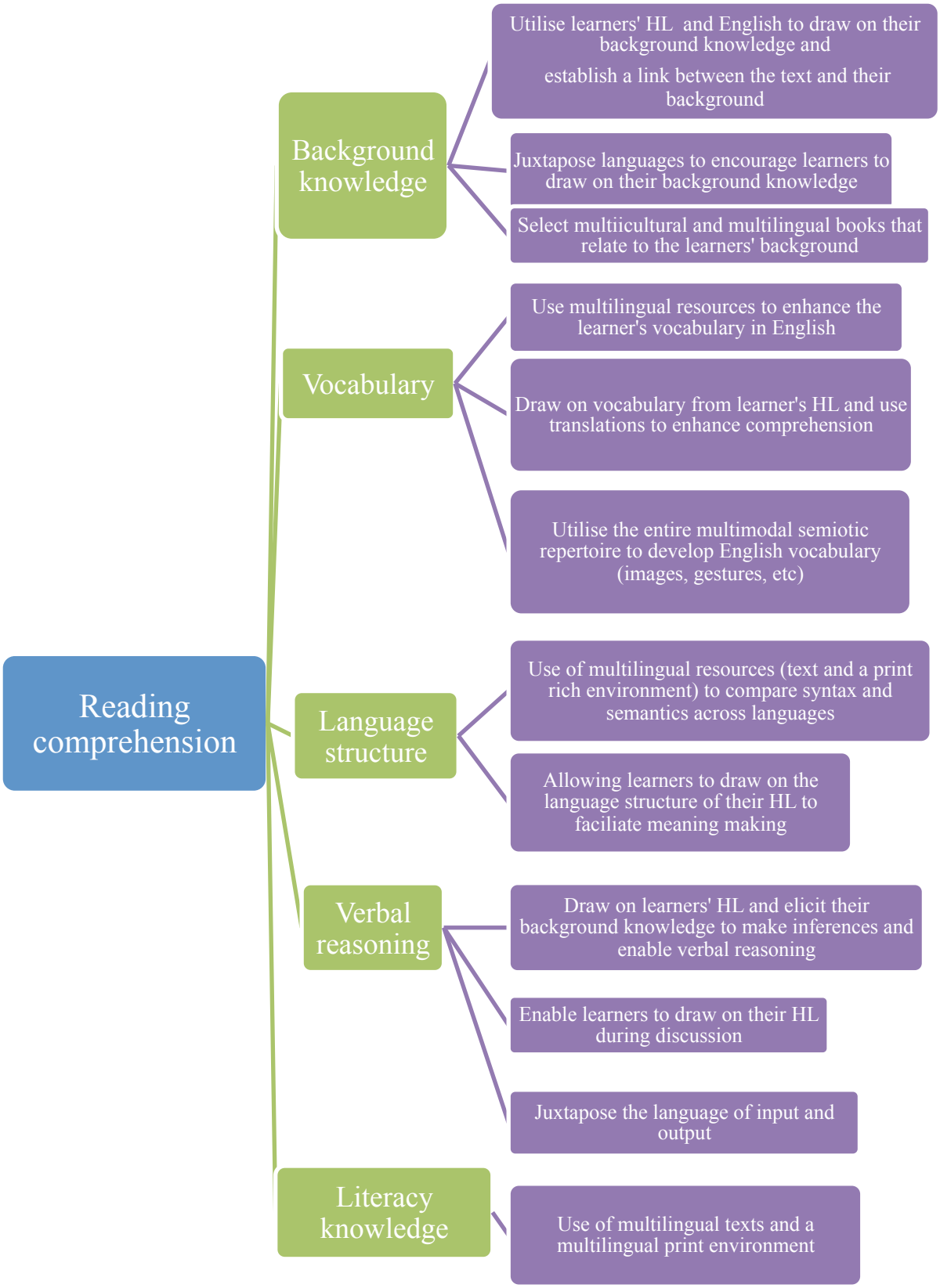


Figure 6: Proposed TL model to develop reading comprehension in the FP

The model in Figure 6 above shows how TL strategies and techniques can be incorporated with components from Scarborough's reading rope to develop learners' reading comprehension skills.

As mentioned in Section 5.3.4, teachers can elicit learners' background knowledge by drawing on their HL and English simultaneously, juxtaposing the languages and utilising multicultural and multilingual reading resources. Drawing on learners' background and using texts that relate to their background and experiences create a link to the text, thus making the content more relatable for the learner and enhancing their reading comprehension.

The learners' English vocabulary can be developed through home languaging, the use of translations, using texts in learners' HL and English, using multilingual resources, and utilising learners' multimodal semiotic repertoire. Drawing on vocabulary from learners' HL and using translations during and after reading a text can improve comprehension of the text. The learners can refer to the texts in their HL when trying to understand the meaning of a word in the English text. Utilising a multilingual print environment which consists of vocabulary in learners' HL and English can develop learners' English vocabulary. Further, the teacher can draw on learners' multimodal semiotic repertoire by utilising gestures, images, facial expressions and body movements to develop meaning of English vocabulary and consequently English reading comprehension. The teacher can encourage learners to utilise their entire semiotic repertoire while reenacting the stories to enhance reading comprehension.

Learners can become familiar with the language structure of the English language through the use of multilingual resources and by drawing on their HL. The use of multilingual texts and a multilingual print environment can enable learners to compare the phonology, morphology, syntax and semantics across the languages. Further, though drawing on their HL, they can develop knowledge of the English language structure.

Drawing on their HL and eliciting their background knowledge can enhance learners' verbal reasoning skills consequently developing reading comprehension. The learners' background knowledge enables them to make inferences, which contributes to verbal

reasoning and reading comprehension. The learners' verbal reasoning skills can be promoted by drawing on their HL during discussions and explanations and juxtaposing the language of input and output to facilitate deeper levels of meaning.

Using a range of multilingual resources can enhance learners' English literacy knowledge. The learners' literacy knowledge includes knowledge of print concepts and genres. Utilising multicultural texts, texts written in learners' HL and English and a multilingual print rich environment is useful in this regard. Teachers can incorporate a multilingual reading corner that includes books from different genres.

6.2.2 Secondary research question 2

How can translanguaging create opportunities for FP teachers and learners to creatively develop literacy practices?

6.2.2.1 Home-languaging, the use of translations and juxtaposition of languages

Translanguaging allows teachers and learners to draw on their entire linguistic and semiotic repertoire to communicate and develop meaning. Teachers use learners' home language, translations and juxtaposing the languages to facilitate meaning-making and enhance learning. Teachers and learners can draw on vocabulary from learners' HL to construct meaning and clarify confusions about English words and concepts. Translating between English and learners' HL while reading can enhance meaning of the text. The teachers and learners can juxtapose learners' languages in a creative and innovative way to construct meaning. Teachers can juxtapose the language of input and output. This involves asking learners questions in a different language to which the text is written, allowing learners to answer in a different language or discussing the text in a different language. Further, teachers can ask learners to reproduce the English text in their HL. The teachers can promote TL and play to creatively develop learners' literacy practices by encouraging learners to reenact the stories they've read and draw on their entire linguistic repertoire.

6.2.2.2 Utilising multilingual resources

Teachers can utilise texts in learners' HL and English and develop a multilingual print environment to enhance learners' bilingual language and literacy development. The use of multilingual resources extends learners' understanding of the text. The teachers could read a book in learners' HL then English or vice versa. At Grade 3 level, the teacher can use short blended bilingual stories, which include learners' HL and English. The teacher can develop a multilingual print rich classroom corner or a reading corner that draws on learners' HL, English and incorporates relevant stories and readers.

6.2.2.3 Eliciting learners' background knowledge through their HL

Teachers can use learners' HL and English simultaneously to draw on learners' background knowledge to enable them to make inferences and enhance their reading comprehension. Before introducing the book, the teacher can engage learners in a discussion to elicit their background knowledge. During reading, the teacher can ask questions to encourage learners to draw on their background knowledge. Creating an association between the learner and the content in the text will enhance learners' comprehension. The teacher can also select multilingual and multicultural books that draw on aspects of learners' cultural and linguistic background and experiences. The incorporation of these books in the classroom creates opportunities for TL and deepened comprehension.

6.2.2.4 Use of the multimodal semiotic repertoire

TL allows teachers and learners to transcend beyond learners' linguistic resources and utilize their entire semiotic repertoire. This involves the use of gestures, body movements, images, facial expressions, signs and symbols to develop an understanding of concepts and vocabulary in English and consequently enhance reading comprehension. Teachers can encourage learners to re-enact the stories

through play while utilising all the resources of their linguistic and semiotic repertoire.

6.2.3 Secondary research question 3

What are the notable benefits of adopting a translanguaging pedagogy in a muiltilingual FP classroom for comprehension development?

The benefits of adopting a TL pedagogy, as identified from the reviewed studies, include improved participation and collaborative learning, deeper levels of understanding, identity development and improved self-esteem, vocabulary development, creative learning and challenging monolingual pedagogies. These benefits have been broadly discussed in Section 5.3.6.

6.2.4 Secondary research question 4

What can hinder the successful adoption and application of a translanguaging pedagogy in a muiltilingual FP classroom for comprehension development?

Across the six studies that were reviewed, some of the challenges identified include time constraints, teachers' inability to speak learners' L1, standardised monolingual assessments, deficit-based ideologies amongst teachers and TL leading to "othering". It is important to state that these challenges were not consistent and recurring amongst the six studies. The challenges varied from one study to the next. These challenges have been broadly discussed in Section 5.3.7.

6.2.5 Primary research question

How feasible is the implementation of a translanguaging pedagogy in the FP to develop learners readings comprehension skills?

By drawing on TL strategies and techniques implemented in other learning contexts, a proposed TL model was developed to promote reading comprehension among EFAL multilingual FP learners. This model is presented in Figure 6. Further, under the discussion of the themes that emerged, it was discussed how the TL strategies and techniques inform application in the FP to develop learners' reading comprehension skills. In summary, the proposed TL model can be successfully utilized in the FP to develop learners reading comprehension skills (See section 6.2.2).

6.3 Recommendations

This study offers recommendations for implementing TL strategies and techniques in the multilingual FP classrooms in SA to improve learners' reading comprehension. The proposed TL model (presented and discussed above) contributes to the recommendations that emerge from this study. Some of this is reiterated in the list of recommendations. Future research is recommended to investigate the efficacy of this model.

- The learners' L1 should be regarded as a valuable asset in developing their English reading comprehension skills
- The teacher should have a positive attitude towards learners' multilingual ability
- During the reading process, teachers should draw on learners' background knowledge using their HL (through asking questions and engaging in discussion)

- The teachers should draw on learners' multimodal semiotic repertoire to enhance reading comprehension (use of gestures, images, body movements, facial expressions)
- The teachers should utilise multilingual resources (texts in learners' HL and English and a multilingual print rich environment) and multicultural resources that draw on learners' background and experiences
- Further research exploring the validity of the SA LiEP is warranted. The policy needs to place greater emphasis on valuing learners' L1 and regarding it as a valuable resource in multilingual classroom contexts.

Despite these recommendations, the researcher is aware that there are challenges to adopting a translanguaging pedagogy and some of these have been identified across the six studies analyzed. It is acknowledged that a translanguaging pedagogy may be difficult to implement especially in the diverse South African context. Teachers are monolingual and are teaching a diverse group of learners who speak multiple languages. This is challenging for them. Further, the South African language policy does not accommodate for translanguaging and the overloaded curriculum does not allow enough time to be allocated to a translanguaging approach as teachers are faced with the challenge of time constraints. While these are some of the challenges of adopting a translanguaging pedagogy, I still believe that a translanguaging approach can be accommodated in the South African context in the FP.

6.4 Limitations of the study

Due to the scope of this study, only six studies could be reviewed. An analysis of additional TL studies conducted globally would provide further insight. Further, due to time constraints, the TL model proposed could not be tested and verified.

6.5 Conclusion

This study investigated the notion of translanguaging for literacy development amongst multilingual FP EFAL learners. The study findings reveal that TL strategies and techniques are beneficial if creatively utilised in the FP to enhance EFAL learners' reading comprehension and overall academic proficiency. It was revealed that incorporating a TL pedagogy in multilingual concepts has many social and cognitive advantages for learners. The reviewed studies revealed that a TL pedagogy facilitates inclusion and participation, promotes deeper levels of meaning, enhances communication, promotes creativity, enhances self-confidence, provides opportunities for identity formation, and creates positive learning experiences. Further, the findings reveal that a TL pedagogy in educational contexts challenges monoglossic ideologies prevalent in South African classrooms. The flexible and dynamic nature of a TL approach thus embraces linguistic diversity and challenges linguistic hierarchies and inequalities. TL as an inclusive pedagogy promotes social justice by accommodating emergent bilingual learners and providing these learners with an equal opportunity to learn in a linguistically diverse classroom and socially just education system. This study contributes to the field of research by offering insight into how a TL pedagogy can be strategically utilised in multilingual classrooms to develop EFAL learners' reading comprehension.

Appendices

Appendix A: Ethical Clearance Certificate

WITS SCHOOL OF EDUCATION

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE	PROTOCOL NUMBER: 2021ECE095M
PROJECT TITLE	A systematic review of the efficacy of a translanguaging pedagogy in developing reading comprehension among EFAL multilingual FP learners.
INVESTIGATOR	AMEERA CARRIM
SCHOOL/DEPARTMENT OF INVESTIGATOR	WITS SCHOOL OF EDUCATION
DATE CONSIDERED	13th September 2021
DECISION OF THE COMMITTEE	Approved unconditionally
EXPIRY DATE	Date of submission of the project report

ISSUE DATE OF CERTIFICATE 20th September 2021 CHAIRPERSON

(Dr Paul Goldschagg)

cc: Supervisor: Dr Anna Nkomo

Appendix B: Study A

Translanguaging and Early Childhood Education in the USA: Insights from the CUNY-NYSIEB Project

Kate Seltzer, Laura Ascenzi-Moreno and Gladys Y. Aponte

Abstract

This chapter offers insights into the education of young children—what is referred to in the United States as early childhood education—who come from homes where languages other than English are spoken. Drawing on recent critiques of early childhood education in the U.S., this chapter provides classroom-based examples of how teachers can leverage young children's translanguaging and cultural knowledge in their education. Overall, the chapter demonstrates both the possibilities and challenges of adopting a translanguaging pedagogy (García et al., The Translanguaging classroom. Leveraging student bilingualism for learning, Caslon, Philadelphia, 2017) in early childhood classrooms in the United States.

Keywords

Translanguaging · Emergent bilinguals · Early childhood · Classroom practice

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J. A. Panagiotopoulou et al. (eds.), *Inclusion, Education and Translanguaging*, Inklusion und Bildung in Migrationsgesellschaften,
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"Student 1: Y sopló, y sopló [and he blew and blew]…Open the – [pause]

Student 2: Puerta! [Door.]

Student 1: Open the puerta! Open the puerta de casa! [Open the door! Open the door to the house!] "

Excerpt 1.1

"Narrator: Papa Bear said…

Papa Bear: Someone has eaten my porridge!

Narrator: And Mama Bear said…

Mama Bear: Someone has eaten my porridge!

Narrator: And Baby Bear said…

Baby Bear: ¡Alguien se comió mi avena! [Someone has eaten my oatmeal!]"

Excerpt 1.2

Appendix C: Study B

Translanguaging in Early Childhood Education in Luxembourg: From Practice to Pedagogy

Claudine Kirsch and Claudia Seele

Abstract

An inclusive translanguaging pedagogy aims to promote learning and participation by drawing on the learners' entire semiotic repertoire. The focus of this chapter are the translanguaging practices of four early years practitioners in Luxembourg. We analyse the deployment of their linguistic repertoire, their reasons for translanguaging, and the ways in which their practices contributed to inclusion and participation. We found that the practices comprised using linguistic resources dynamically, translating, and 'home languaging,' and depended on the practitioners' pedagogical stance. We argue that multilingual practices need to be embedded in a reflexive translanguaging pedagogy in order to enhance inclusion.

Keywords

Early childhood education · Luxembourg · Translanguaging pedagogy · Inclusion

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	Actor	Description	Original utterance (Luxembourgish, *French*)	English translation
1	**Mr Ted**	Building window	*Fais une fenêtre! Gaspard, regarde. Tu peux voir? Bonjour. Bonjour.*	*Build a window! Gaspard, look. Can you see? Good morning. Good morning.*
2	**Gaspard**	looking		
3	**Mr Ted**	Taking more pieces and putting them close to the box	*Encore une fenêtre. Tu veux? Gaspard, tu veux une fenêtre?*	Another window. Do you want? *Gaspard, do you want a window?*
4	**Nadia**	arrives		
5	**Mr Ted**		Gees du och an d'Këscht Nadia? Mir maachen eng Fënster. Gaspard, kuck.	Will you go into the box as well, Nadia? We build a window. Gaspard, look.

Excerpt 2.1

	Actor	**Original utterance** (Luxembourgish, *English)*	English translation
1	**Paul**	Awer 't ass ee léiwen Tiger.	*But it is a friendly tiger.*
2	**Mr Ken**	Wéi weess du dann, dass ee léif ass? Kuckt e léif?	How do you know that it is friendly? Does it look friendly?
3	**Aaron**	Net léif.	Not friendly.
4	**Mr Ken**	*Not nice?*	*Not nice?*
5	**Aaron**	Nee.	No.

Excerpt 2.2

"When Abdul vigorously stirred the mixture, Ms Clara shouted in Luxembourgish ‘lues’ (slowly) which she translated into French (‘doucement’), Abdul’s home language. The translation ensured that Abdul understood the warning, which he may not have understood in Luxembourgish."

Excerpt 2.3

Actor	**Original utterance** (Luxembourgish, *Portuguese*)	**English translation**
Sarah	*Tem livros na cabeça.*	*It has books in his head.*
Ms Clara	Deen huet Bicher um Kapp. An dann probéiert hien ze trëppelen, mee dat ass schwéier.	He has books on his head. And then he tries to walk but this is difficult.

Excerpt 2.4

	Actor	Description	Utterance (Luxembourgish, *Portuguese*, English)	English translation
1	Felice	pointing	*Caracol*	*Snail.*
2	Ms Clara	pointing	Jo, do ass e Schleek. En Heesprenger, gell, de sprengt.	Yes, this is a snail. A grasshopper, it jumps, doesn't it?
3	Felice	pointing	Oh, another one.	Oh, another one.
4	Ms Clara		Nach een. Schleek.	Another one. Snail.
5	Felice	slithering like a snake on the floor	*Oh, cobra.*	*Uh, snake.*
6	Ms Clara		Nee, et ass keng Schlaang, et ass e Wuerm. Et ass e Wuerm.	No, it is not a snake, it is a worm. It is a worm. (…)
7	Felice	pointing to a ladybird	Uh, roud *e* schwaarz.	Uh, red *and* black.
8	Ms Clara		Et ass roud mat schwaarze Punkte, mee wéi heescht deen?	It is red and has black dots but what is it called?
9	Felice		*Eu não sei o que é.*	*I do not know what it is.*
10	Ms Clara		Ah, weess du et net? Dat ass en Himmelsdéierchen. *Joaninha. (…)*	Uh, you do not know? That is a ladybird. A *ladybird*.
11	Felice	pointing to a heart	En huet en *coração.*	He has a *heard.*
12	Ms Clara	drawing a heart on his chest	Jo, en hued en Häerz um Bauch.	Yes, he has a heart on his belly.

Excerpt 2.5

Appendix D: Study C

The CATESOL Journal

SHUZHAN LI
WENJING LUO
University of Florida, Gainesville

Creating a Translanguaging Space for High School Emergent Bilinguals

Translanguaging is a rapidly developing concept in bilingual education. Working from the theoretical background of dynamic bilingualism, a translanguaging lens posits that bilingual learners draw on a holistic linguistic repertoire to make sense of the world and to communicate effectively with texts. What is relatively underdeveloped is the pedagogical aspects of translanguaging. This classroom-based study conducted in the southeastern US asks 2 questions: (a) How might teachers create a translanguaging space for students, and (b) what would this space look like? The authors, 1 classroom teacher and 1 researcher, engaged emergent bilingual students in small group reading of a culturally relevant text and observed students' active participation through strategic and fluid translanguaging practices. The authors argue that the linguistic norms of schooling should reflect the discursive norms of emergent bilingual students, and that teachers create translanguaging spaces as a path to educational equity.

As the number of English language learners (ELLs) in the US continues to grow (NCELA, 2011), it becomes ever more important for educators to be aware of their educational needs and conditions. The U.S. Department of Education's National Center for Education Statistics (2016) estimates that there were approximately 4.5 million ELLs attending US public schools in the school year 2013-2014. As the 2007 National Assessment of Educational Progress (NAEP) data show, ELLs are more than twice as likely to score below basic in reading and mathematics in fourth grade (Lee, Grigg, & Donahue, 2007). The inequitable educational services provided to ELLs are also reflected in the high school dropout rates (Genesee, Lind-

"Students frequently employed a combination of strategies when they encountered new words. When they read “Just like that, as if she were a fancy chandelier,” they stopped because chandelier was a roadblock to comprehension. Helping each other, they found the word candelabro in the Spanish version of our book. Still confused, Nazario searched on Google images and then he discussed with Giovanni in Spanish for a minute. Turning to me, they explained to me what they found, “It’s like the thing on the table. You put lights on it. Oh, candles on it. You see, there is the word candle in candelabro" "

Excerpt 3.1

"When Edgard read the word seagull, he wondered what it meant. Then he took out his mobile phone and searched seagull on Google images. The picture immediately clarified his confusion. Then he showed his partner the pictures. After a quick exchange of information in Spanish, they told me, “Oh, it’s the bird. … In Spanish, we call it gaviota. Yeah, that makes sense because mamacita is singing sad songs like the sounds of the bird.” In this snapshot of the interactions, we could see that emergent bilinguals take three natural translanguaging steps to understand a new word, seagull. First, they used an online search engine for a visual representation of the word; then, they referred to each other for confirmation and sharing of information; in the final step, they achieved comprehension by relating to Spanish."

Excerpt 3.2

" I gave students brief prompts for the purpose of helping them understand how their life experience related to ideas and information presented in the text. For example, when we read about a man who worked two jobs to save money, José said, “He’s like me. I work two jobs.” We also shared our “Hamandeggs,” food that we will never eat again because, for a certain period in our lives, we had to eat it every meal. When mamacita recalled the pink house at home, I asked students the question, “What was home like to you?” Edgard said, “Home is a room full of my favorite hats.” Nazario said, “We lived in a big yard. We had a blue house.” "

Excerpt 3.3

"Author 1 conducted an open-ended interview with each of the students. The questions were as follows:

1. Where is your hometown? Can you show it to me on the map? Tell me more about it, the climate, the language you speak back home, the people there.
2. What was school like back home? What did you study? How did you learn English?
3. How long have you been in the States? How many places have you lived after you came? Who do you live with? Do you like it living here? What do you like or dislike to do every day?
4. How do you like the school here? What do you think of the teacher? What other classes are you taking? What do you want to do after high school?
5. Do you like reading? What do you like to read? Why not? "

Excerpt 3.4

Appendix E: Study D

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Per Linguam

A Journal for Language Learning
Tydskrif vir Taalaanleer

TRANSLANGUAGING AS A VEHICLE FOR EPISTEMIC ACCESS: CASES FOR READING COMPREHENSION AND MULTILINGUAL INTERACTIONS

Leketi Makalela
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African multilingualism has always been construed from a monoglossic (i.e., one language at a time) lens despite the pretensions of plural language policies in Sub-Saharan Africa. The study reported in this paper explored the efficacy of alternating languages of input and output in the same lessons in order to offset linguistic fixity that is often experienced in monolingual classrooms. I present two case studies of translanguaging practices, one at an institution of higher learning and another in the intermediate phase (primary school). The results from these cases show that the use of more than one language by multilingual learners in classroom settings provides cognitive and social advantages for them. Using what I refer to as the ubuntu translanguaging model, I make a case that fuzziness and blurring of boundaries between languages in the translanguaging classes are (i) necessary and relevant features of the 21st century to enhance epistemic access for speakers in complex multilingual spaces, and that they are (ii) indexical to the pre-colonial African value system of ubuntu. Useful recommendations for classroom applications and further research are considered at the end of the paper.

Keywords
African multilingualism, epistemic access, reading comprehension, ubuntu translanguaging

INTRODUCTION

Research on the relationship between language and ways of knowing has convincingly established that multilingual learners are often put under pressure to use a monolingual lens to make sense of the world and of who they are (García & Wei, 2014; Makalela, 2015; Makoni, 2003). This orthodoxy of monolingual orientation in the school curricula was imbued by a one-ness ideology (i.e., one language, one nation; one classroom, one language), which was central to the formation of European nation states in the 18th century (Ricento, 2000). From this European Enlightenment period, schools have always created situations where one language was pitted against another while teachers have, invariably, adopted a protective approach to guard against cross-contamination between languages (Makalela, 2013; Ricento & Hornberger 1996; Shohamy, 2006). In reality, however, the separation of language systems and attempts to control their continuum are artificial and often counter-productive (Shohamy, 2006). It is in this connection that research on literacy failures in making a transition from learning to read to reading to learn can be apportioned to the imposed monolingual orientations on multilingual speakers (e.g., García & Wei, 2014).

They go to the wall to read each other's work during the study time or at any time they have a break. I usually see many of them going to the corner without me directly sending them to the corners. I just think they are acted by the fact that they are the producers of the texts themselves.

Excerpt 4.1

Appendix F: Study E

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The effects of translanguaging on the bi-literate inferencing strategies of fourth grade learners

Abstract

Previous research suggests that enhanced cognitive and meta-cognitive skills are achieved when translanguaging techniques are applied in a multilingual classroom. This paper presents findings on the effects of translanguaging techniques on teaching grade 4 learners how to apply relevant background knowledge when drawing inferences during reading. It examines the efficacy of simultaneously using the learners' home language and second language in reading development among bilingual Xhosa-English readers in a rural school in the Eastern Cape, South Africa. The study adopted a quasi-experimental design where the participants attempted pre-tests in the targeted languages and then after an intervention were provided interventions using translanguaging techniques, thereafter they attempted post-tests. The findings indicate improved performance in terms of learners' use of background knowledge when drawing inferences, instead of heavily relying on the reading text. The researchers argue for a literacy model that integrates skills and practices drawn from all accessible linguistic repertoires of learners when dealing with reading development at elementary grades since this helps learners develop a sense of self, which in return allows them to be active participants in their learning.

Keywords: *Reading, inferencing, Xhosa, reading comprehension, multilingualism, elementary education*

1. Introduction

The ability to draw inferences is probably one of the essential requirements for reading comprehension. It may help a reader understand complex and subtle implicit messages conveyed through the choice of particular vocabulary by the writer. Drawing inferences possibly requires a reader to draw from their background knowledge in order to understand the text better. However, researchers have observed that learners in lower grades cannot draw inferences from the texts they read (Madiba, 2013; Manyike, 2012). The learners often decode print information without any clear evidence of comprehension whatsoever, whereas reading involves a comprehensive amount of cognitive processing, which includes inferring, integrating and evaluating a text for any inconsistencies and loose ends (Pretorius, 2000). Even though a number of factors may contribute to learners'

Appendix G: Study F



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Languaging-for-learning: Legitimising translanguaging and enabling multimodal practices in third spaces

Xolisa Guzula, Carolyn McKinney & Robyn Tyler

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Languaging-for-learning: Legitimising translanguaging and enabling multimodal practices in third spaces

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Abstract: While there have been significant paradigm shifts in conceptualising language in applied linguistics and in critiquing the historical monolingual bias in the discipline, monolingual approaches continue to dominate officially prescribed language teaching and learning approaches, curricula, policy and materials in South African education. In this paper we argue that monolingual ideologies have negative consequences for the positioning of South African learners as well as for their participation in the curriculum. We focus on how learner capacities are enabled when a heteroglossic and multimodal orientation to language practices and meaning-making is taken up. We explore processes of languaging-for-learning in two established third spaces—the first, an after-school literacy club for Grades 3–6 learners in Khayelitsha, Cape Town, and the second, a mathematics holiday programme for Grade 11 students in the rural Eastern Cape. We argue that our cases show how it is possible to bridge the gap between heteroglossic conceptions of language and languaging in applied linguistics, and what is conceived as legitimate language practices in the classroom. We conclude that the translanguaging and multimodal strategies in the two cases offer new pedagogical strategies for meaning-making that challenge the dominant monolingual orientation to children's languaging in many classrooms.

"The facilitator asked children what 'story elements' are called in isiXhosa, and wrote 'story elements' in English and 'ukwakhiwa kwebali' below it on the board. She asked children who could remember the five elements in a story. The children gave answers in isiXhosa and the translation in English on request from the facilitator who then wrote the English translation next to the isiXhosa word as follows:

Story elements

Ukwakhiwa kwebali

1. Abalinganiswa – characters
2. Imizobo namagama – pictures and words
3. Indawo – place; nexesha – time
4. Umbhali – author/writer; nabazobi – and illustrators
5. Trouble – ingxaki – problem/conflict
6. Solution/resolution – isisombululo
7. End – isiphelo"

Excerpt 5.1

1. Kudala-dala
2. Once upon a time
3. There was once
4. Kwathi ke kaloku
5. Chosi, chosi ngantsomi
6. Long, long ago

Excerpt 5.2

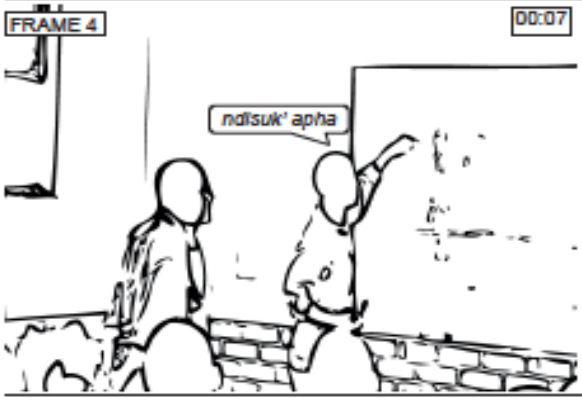
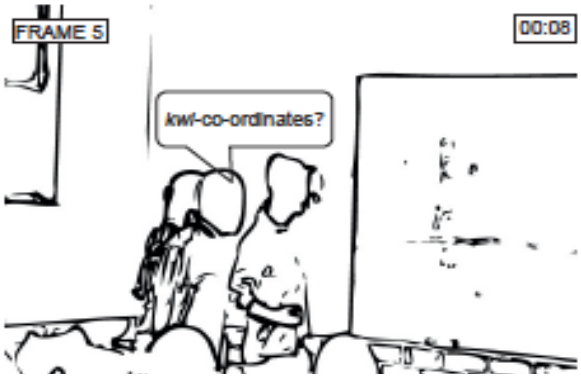
Part 1	Part 2	Part 3
We're going on a lion hunt	We're going on a lion hunt	We're going on a lion hunt
I'm not scared	I'm not scared	I'm not scared
Got a gun by my side (touching hips)	Got a gun by my side	Got a gun by my side
Bullets, two (showing two fingers)	Bullets, two	Bullets, two
We come to some grass	We come to some mud	We come to a cave
Some tall grass (bending and raising hand to high above the head)	Some sticky mud We can't go over it,	A dark scary cave (whispering till the end) We can't go over it,
We can't go over it, (showing with hands)	We can't go under it We can't go around it	We can't go under it We can't go around it
We can't go under it	We have to through it	We have to through it
We can't go around it	Let's go…shlip	We have to go into it (tip toeing)
We have to through it		And…Roarrrrrrrrr!
Let's go…swish, swish, swish (moving the grass to the side with hands)		We went on a lion hunt, I wasn't scared But I'll never go again

Excerpt 5.3

Original	Translation
Xoli: …Okay, *ngubani okhumbulayo? Siye sathi zintoni ezigood ngala game? Sithe zintoni esizithandayo ngayo? Zintoni ezilungileyo ngayo? Hayi kaloku siyathetha tyhini abantu bandijongile nje, bandijongile nje abantu balibele ngoku. Sithe la game igood ngoba kutheni? Noni?*	Xoli:…Okay, who remembers? What things did we say are good about that game? What did we say we like about it? What are the good things about it? No, we have to speak hey, people are just looking at me, they have forgotten now. Why did we say that game is good? Noni?'
Noni: *Ngoba ukuba umntu akayazi ukuba ukuhamba* over it *mhlawumbi njengoba sithetha ngeEnglish uyabona ngezandla ba* we can't go over, it, we can't go under it, we can't go around it *uyabona* okay uover n*guntoni, u-under yintoni, uaround yintoni* and then…. (inaudible)	Noni: 'Because if a person doesn't know what walking over it means, maybe because we speak English s/ he can see through the use of hands that 'we can't go over it', 'we can't go under it', 'we can't go around it' and see what 'over' means, what 'under' means and what 'around' means and then…(inaudible)'
Xoli: *Ukuba ngaba… umntu… akamazi …uover it nhe, uyabona ngezandla nhe… ngezandla, naxa usithi* under…under it *nhe? Utshilo nhe?*	Xoli: 'That if…a person…doesn't know…what 'over it' means, hey, s/he can see through the hands, hey…and when you say 'under'…under it, hey? You said so, hey?
Noni: *E-e*	Noni: 'Ewe, Yes'
Xoli: *Nobani omnye?*	Xoli: 'And what else?'
Noni: noaround it	Noni: 'And around it'
Xoli: noaround it… noaround it, *nhe? Uyabona ngezandla naxa usithi… ngezandla. Sathi igood loo nto nhe? Iyasifundisa loo nto ukuba kuthethwa ukuthwani andithi?* I think *uyibeke kakuhle kakhulu uNoni, ngendlela ecacileyo. Wonke umntu ucacelwe nhe?* (Audio Recording: 5 March 2016)	Xoli: 'and around it'…'and around it, hey? You can it through the hands when and when you….through the hands .We said that is good, hey? That teaches us what is meant by spoken words, isn't it? I think Noni expressed it so well, so clearly hey? Everybody is clear, hey?' (Audio Recording: 5 March 2016)

Excerpt 5.4

Cartoon screen shot of action (with time of capture and accompanying speech)	Speech (including gesture, gaze, body positioning)	English gloss
	*ngula.* (Sue, Athi, Luyanda and learners gaze at the board and utter intermittent m-hms. Luyanda taps the board with the chalk) *la-3 lo* (Luyanda points to the '3' written in the question elsewhere on the board) *akazujika* *mos* then *lo-4 la*	it's that. that 3 that It doesn't change, hey then that 4
	*yho* *nd'bhidlle ke* *ngoku* (learners laugh, Sue and Luyanda smile and gaze at learners, Athi does not smile, gazes at Luyanda, Luyanda turns to return to his seat)	wow It's confounded me now
	*yima* *ubhideka phi?* (Athi leans towards Luyanda, Luyanda turns back to the board as Athi finishes speech, Sue smiles and gazes at the board, Athi gazes at Luyanda, does not smile)	wait where do you get confused?

Cartoon screen shot of action (with time of capture and accompanying speech)	Speech (including gesture, gaze, body positioning)	English gloss
	*ndlsuk' apha* (Luyanda points to the co-ordinates on the board)	I get lost here
	*kwi-co-ordinates?* (Luyanda smiles, scratches and shakes his head after Athi's speech)	at the co-ordinates?

Excerpt 5.5

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Master of Education

A systematic review of the efficacy of a translanguaging pedagogy in developing reading comprehension among EFAL multilingual FP learners.

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